EVALUATION OF ASHRAM SCHOOLS IN ODISHA

2019

Scheduled Castes and Scheduled Tribes Research and Training Institute (SCSTRTI), Bhubaneswar
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Foreword

Despite several campaigns to promote formal education ever since independence, the literacy rate among Scheduled Tribes has remained low and the female literacy rate is still lower as compared to the national female literacy rate. The socio-cultural practices in simple and traditional societies contribute a lot for backwardness among the ST children. The tribal people highly depend on nature for their survival. The proportion of children out of school in remote tribal areas is usually higher than among tribal children living in non-tribal areas.

In pursuance of the directives of the constitution and the special provisions made there in for the scheduled tribes, the Government of India has been implementing special programmes for the socio-economic development of the tribal groups. The broad objectives of these programmes have been to develop these traditional communities so as to enable them to secure for themselves an equitable and rightful place in the national mainstream. Ashram Schools (ASs) have been the most important intervention medium of the Indian Government to promote education amongst the tribal population. Ashram schools have been viewed as effective institutions to meet the educational needs of tribal children. The intention of opening Ashram school is to reduce the incidence of student absenteeism in school, improve the standard of education at the primary level and reduce burden of their parents from incurring expenditure on their children's' education. The government is looking after them in providing different facilities like school building, playground, free kitchen, teaching material, furniture, dress, books and economic resources which becomes a motivating factor for the tribal children and their parents towards development of education.

The present study has been undertaken focusing on Ashram School Programmes in imparting general and formal education, vocational education, role of teachers and parents in educating tribal children, role of SMC and PRI members in enhancing quality of education, level of standard/performance of students, school environment, safety and security of boarders, participation in curricular, co-curricular and extra-curricular activities and the overall functioning of Ashram Schools. Also the study evaluated whether the Ashram schools are running on desired lines.

The study covered 6 districts and 27 schools. Selection of schools is based on purposive random sampling method. Five schools from each sample full TSP districts, 3 from select partial TSP district, 2 from select non-TSP district and 2 S& ME schools having SSD hostels were drawn. To study the above aspects, 12 tools were developed and 2 check lists were prepared for physical verification of school and hostel infrastructure. A total of 8434 target persons including headmaster, hostel in-charge, students/boarders, parents, PRI members, teaching and non-teaching staff members, SMC members and key stakeholders were administered through structured and semi-structured schedules, questionnaire in the evaluation study.

The present study tried to verify the presence of indicators of schools and hostels as per the guidelines and made a situational analysis of sample schools. Educational attainment of students has been examined during the evaluation study. The study has made an attempt to explore perception and views of students/boarders, teaching and non-teaching staff, parents,

SMC/PTA members, PRI members and supervisory officers about the functioning of Ashram Schools. An impact analysis of Government initiatives for school and hostel managements as per guideline has also been analysed. The study has verified whether the Ashram schools are running on desired guidelines. Based on some key indicators mentioned in the guideline, the sample schools have been graded as, the low performing, average, good and best performing. Based on key findings of the study, recommendations have been suggested for further interventions.

The study findings would help government to assess effectiveness of functioning of Ashram Schools, find ways and means to ensure quality of education and retention of students in Ashram schools and devise / modify principles/guidelines accordingly. Key findings and suggestive recommendations of the study can also be a reference point for future research and planning.

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ACRONYMS AND ABBREVIATIONS

ANM	Auxiliary Nurse of Mid-wife
AS	Ashram School
B.Ed	Bachelor of Education
BMI	Body Mass Index
BRC	Block Resource Coordinator
CCA	Cook cum Attendant
CHC	Community Health Centre
CI	Circle Inspector of Schools
CP.Ed	Certificate in Physical Education
CRC	Cluster Resource Coordinator
CT	Certified Teacher
DWOs	District Welfare Officers
EMRS	Ekalavya Model Residential School
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
GoI	Government of India
HM	Head Master/Mistress
HRD	Human Resource Development
KII	Key Informant Interview
LSE	Life Skill Education
LWW	Lady Watch and Ward
M.Ed	Master of Education
MDM	Mid Day Meals
MHU	Mobile Health Unit
MoHRD	Ministry of Human Resources Development (Govt. of India)
MoTA	Ministry of Tribal Affairs (Govt. of India)
NEP	National Education Policy
NPE	National Policy on Education
PA, ITDA	Project Administrator, Integrated Tribal Development Agency
PET	Physical Education Teacher
POCSO	Protection of Children against Sexual Offences
PRI	Panchayati Raj institutions
PTA	Parent And Teachers Association
PTR	Pupil Teacher Ratio
RTE	Right to Education
RBSK	Rashtriya Bala Swasthya Karyakram
S&ME	School and Mass Education
SC	Scheduled Caste
SCSTRTI	Scheduled Castes and Scheduled Tribes Training and Research Institute
SMC	School Management Committee
SMDC	School Management and Development Committee
SS	Sikhya Sahayaks
SSA	Sarva Sikshya Abhiyan

SSD	Scheduled Castes Scheduled Tribes Development Department
ST	Scheduled Tribe
TLM	Teaching and Learning Materials
TSP	Tribal Sub Plan
WEO	Welfare Extension Officer

EXECUTIVE SUMMARY

Education is an indispensable need of mankind. It is an instrument for the all round development of individuals. It is everybody's human right. It means, no children, however poor and however may be desperate his/her country's situation, is to be excluded from school. There is no acceptable excuse for denying him/her the opportunities to develop his/her fullest potential. It is considered as a primary indicator of human development and progress. The progress of a nation depends upon the educational advancement of its people. Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Education is a key to development and literacy. It helps in removing illiteracy and ignorance which are predominantly noticed among the tribal community. The level of literacy is found to be low among weaker sections of our society especially among the STs. The socio-cultural practices in simple and traditional societies contribute a lot for backwardness among the ST children. The tribal people highly depend on nature for their survival. The proportion of children who are out of school in remote tribal areas is usually higher than t h e tribal children living in non-tribal areas.

In pursuance of the directives of the constitution and the special provisions made there in for the scheduled tribes, the Government of India have been implementing special programmes for the socio-economic development of the tribal groups. The broad objective of these programmes is to develop these traditional communities in securing themselves for an equitable and rightful place in the national mainstream.

Ashram Schools (ASs) are one of the most important intervention mechanisms of the Indian government to promote education among the tribal population. Ashram schools have been viewed as effective institutions to meet the educational needs of tribal children. These schools have been providing free boarding, lodging and other facilities to the tribal children. Cent percent funding is provided for the establishment of Ashram Schools i.e. funds for construction of school buildings, hostels, kitchen and staff quarters with free boarding, lodging for tribal children in TSP areas. The concept of Ashram schools stemmed from the objective of providing an atmosphere in which the inmates are offered full opportunities to develop their personality and outlook marked with a high sense of responsibility towards their own community. In addition to formal schooling, these institutions create new ideas in decision- making ability among the inmates.

The intention of opening Ashram schools is to reduce the incidence of student absenteeism in school, improve the standard of education at the primary level and reduce burden of their parents from incurring expenditure on their children's education. The government is providing different facilities like construction of school building, playground, free kitchen, teaching material, furniture, dress, books and economic resources which becomes a motivating factor for the tribal children and their parents towards educating their children.

It may be noted that hardly any systematic study of functioning of Ashram Schools in Odisha with respect to academic inputs and administrative aspect as per the guideline has been undertaken. Keeping this in view, the present study has been undertaken focusing on Ashram School Programmes in imparting general and formal education, vocational education, role of teachers and parents in educating tribal children, role of SMC and PRI members for enhancement of quality of education, raising level of standard/performance of students, providing school environment, safety and security of boarders, participation in curricular, co-curricular and extra-curricular activities and the overall functioning of Ashram Schools. This study evaluated whether the Ashram schools are running on desired lines.

The study covered **6 districts** and **27 schools**. Selection of schools is based on purposive random sampling method. Five schools from each sample full TSP districts (Koraput, Kandhamal,Mayurbhanj & Sundergarh), 3 from partial TSP district (Balasore), 2 from non-TSP district (Khordha) and 2 S & ME schools having SSD hostels were drawn from the sampled districts. To study the above aspects, 12 tools were developed and 2 check lists were prepared for physical verification of infrastructure of schools and hostels.

The evaluation study was undertaken during **November 2018 to February 2019**. Primary data was collected through personal interview with school and hostel authorities, students/boarders, parents, PRI members. FGDs were organized for the students / boarders, teaching and non-teaching staff, PTA and SMC members. KIIs were conducted with the supervising officials like PA, ITDA, WEOs, DWOs and CIs. Besides, students' *level of standard* was assessed by conducting different types of tests on English, Odia, Math and Social Science. *Performance level of students* was assessed on the basis of marks obtained in the last annual examination conducted by the school. A total of **8434 target persons/investigations** including Headmaster, hostel in-charge, students/boarders, parents, PRI members, teaching and non-teaching staff members, SMC members and key stakeholders were administered through structured and semi-structured schedules, questionnaires in the evaluation study.

The present study is divided into seven chapters. The *first chapter* provides an introduction, role of education in development, tribal context and culture in India, tribal education scenario in Odisha, literacy rate of tribals and other social groups, reasons of low literacy among the tribal children, enrolment and dropout rate among the tribal children in Odisha, provisions made by Central Government and State Government for advancement of ST children, Education Policy for Tribal Development, purpose of establishment of Ashram Schools, origin of Ashram Schools, concept of Ashram Schools, structural and functional Guidelines (original) of Ashram Schools and Revised SSD Department Guideline on School and Hostel Management (2013).

The *second chapter* deals with the context, review of related literature, rationale and objectives of the study, sampling design and methodology, research questions, tools and techniques of data collection, statistical tools for data analysis, outcome of the study and limitations of the study.

Chapter three gives a picture on profile of sample districts and existing structure of sample Ashram Schools in Odisha, Information about sample schools and locations, structure of teaching Staff and Pupil Teacher Ratio (PTR), non-teaching staff structure and Boarder CCA Ratio (BCR), staff vacancy position, caste and gender- wise students, status of enrolment and dropout rate of students, number of boys and girls hostels and their sanctioned strength, number of boys and girls hostels available and their actual strength, accommodation of boarders' strength, accommodation facility of teaching and non-teaching staff and position of staff residing inside and outside the school campus, personal and professional profile of teachers, Capacity building of teachers, in- service training and tribal language training, personal and professional profile of non-teaching members including their capacity building.

The *fourth chapter* reflects on the situational analysis of functioning of schools and hostels. Section-I of this chapter deals with functioning of schools and Section-II about functioning of hostels. **Section-I** focuses on administration and management, infrastructural facilities, Class rooms and their conditions, teaching method and application of TLM, Innovative and good practices in schools, vocational education facilities, initiatives for undertaking curricular, co-curricular and extra-curricular activities, source-wise receipt, expenditure and utilization of funds, Physical environment of the schools- flower garden and kitchen garden, SMC and PTA meetings, maintenance of records &documents and monitoring mechanism to ensure quality education in schools.

Section –II deals with hostel administration and management, admission policy, basic amenities available in hostels, safe drinking water, health & hygiene, toilet complexes with running water facilities, maintenance of hostel infrastructure, safety and security of boarders- initiative taken as per guideline, disbursement of Pre-Matric scholarship, adherence to the rules of the hostel, maintenance of records and documents, monitoring and supervision mechanism to ensure smooth management of hostels and safety security of boarders etc. Best practices followed in schools are also focused in the chapter.

The fifth chapter reflects on perception and views of students, parents, PRI members, SMC members, teaching and non-teaching staff about the functioning of Ashram Schools. This covers profile of students including perception about accommodation facilities, food pattern, quality education and their future studies and ambition, reasons of absenteeism, socio-economic profile of parents and their perception about Ashram school education/ reasons for joining of their children in

Ashram schools, profile of PRI members and their perception, perception and views of SMC members, teaching and non-teaching staff and supervising officers about functioning of Ashram Schools.

The sixth chapter gives a brief out line on impact of government initiatives on the functioning of Ashram Schools focusing on educational attainment, trend in enrolment and dropout rate of last 10 years, residential facility, stipend benefits, constitution of SMC and PTA, co-curricular and extra-curricular activities, safety and security. The chapter covers assessment of Educational Attainment through performance appraisal of students on the basis of scoring in last annual examinations and level of standard of students by conducting surprise tests. Schools are classified on the basis of degree of functioning taking some key indicators into consideration.

The seventh chapter deals with conclusion and suggestive recommendations. It covers summary, key findings of the study and suggestive recommendations as emerged based on the views and opinions of stakeholders. Way forward and concluding remarks are also reflected in this chapter.

Study result about overall functioning of Ashram Schools:

Among the sample schools, more than **85%** schools are running as per desired guidelines. [Average performing (29.63%), good (37.03%) and best (18.52%)]

Suggestive Recommendations

Basic Amenities

- Alternative sources of energy like solar panel, inverter and generator should be made available in every school hostels. Since maintenance of generator is expensive, maintenance cost may be allotted to schools where generator has been provided.
- Bore well should be installed with over head tank system.
- Water purifier should be provided to all hostels from hygienic point of view.
- Due to occurrence of frequent electricity failure, supply of water is a problem for the boarders. In order to avoid water scarcity, solar panel should be installed in all schools.

Infrastructure Development

- Teachers should be provided with separate common room and toilet in school premises.
- Infrastructure like toilets for both girls and boys, 7-8 feet boundary wall from all sides with barbed wire, full- time security guard, play ground, kitchen garden etc should be created in every school. Toilets as per norm, separate boundary for girls' hostel, dining hall, etc should be made available in every school.
- Lack of proper drainage system is a big issue for schools. This should be taken up on priority for every school.
- Solar light as an alternative source of energy should be made available in all schools for the safety and security of the children.
- All teachers must reside at work place to devote more time on school children. All staff starting from peon to HM should be provided with staff quarters.
- Additional class rooms with sufficient space should be constructed in schools where there is shortage of class rooms.
- Repair and maintenance works of school and hostel buildings should be done at regular intervals.

- A spacious kitchen room providing with all facilities should be constructed in school hostels where special kitchens for hostellers are not available.
- Smokeless Chula should be provided to all school hostels in order to make pollution free environment.
- Facility of Incinerators should be made available in girls' hostels.

Health care

- Allotment of funds towards medical expenses of the students should be enhanced with proportion to the students' strength for ensuring proper health care.
- ANMs should be attached to limited number of schools instead of assigning large number of schools so that they can attend to all the assigned schools regularly.
- A separate room may be allotted for sick children in school hostels for the sick students in order to avoid spread of contagious diseases particularly skin diseases.

Safety and security

- Where Matron's' post is vacant, the post should be filled up on priority basis for the safety and security of girl children.
- Watchman post should be created for the safety and security of children.
- Boys beyond 5th class should not be enrolled where girls are studying.
- CCTV should be installed in every school to ensure safety and security of children.
- Separate boundary has to be constructed for girls' hostel where there is no separate boundary.
- Female staff should be proportional to the girl students so that better safety and security of girl children can be ensured.
- Accommodation facility should be provided to CCAs and Matrons subject to their stay with girl children during night time.

Curricular, co-curricular and extra-curricular activities

- Uniforms and text books should be provided in time prior to the beginning of the new academic session.
- TLMs should be provided to all schools for quality education.
- Library books with separate library room facility should be provided to all schools.
- Computer facility with required infrastructure should be made available in all schools.
- There should be play ground, garden and kitchen garden for the all round development of students. Necessary steps may be taken on priority basis.
- Sports materials like volley ball, foot ball, badminton and corks, caroms etc should be provided at least once in a year as per the availability of space and demand of the students.
- Most of the time, teachers are overloaded with mess management activities. Hence, mess management of hostels should be withdrawn from the teachers to enhance quality education of students. Alternative mechanism for this may be devised.
- There is no control mechanism for teachers over the students to ensure discipline and to impose restrictions against non-detention in the classes. This hinders quality education leading to student indiscipline. Some control mechanism needs to be evolved so that students will be made accountable to their teachers, discipline and studies. The principle of non-detention, therefore, needs a fresh review.

<u>Staff requirement</u>

- Vacancy of teaching staff including classical teachers should be filled up immediately.
- All school hostels should be provided with Matron (for every 200 boarders, one Matron to be engaged) and CCAs (for every 50 boarders, one CCA to be engaged). It should be ensured that Matron and CCAs are not from the same locality.
- CCA posts should be regularized.
- Teachers should be transferred in every 5 years and CCAs and Matrons in every 3 years.
- Language teacher with experience in local language/dialect should be appointed in tribal schools as the students initially may have problem in communicating and understanding with others.
- Full-fledged teaching staff is needed for improving quality of education and effective functioning of schools.

<u>Policy level suggestions</u>

- Organise exposure visits of teaching and non-teaching staff to the nearby best functioning schools for experience gaining and replication of best practices in their respective schools.
- Performance- based incentives for teachers will be more effective in enhancing quality of education.
- The strength of each Ashram School and hostel should be fixed and notified based on the availability of infrastructure and local demand.
- Some funds for infrastructure development may be generated from other departments through dovetailing of programmes and schemes.
- PRI members should be involved in school activities for the development of schools.
- Vocational education has been stopped now. This should be ensured by issue of specific instructions/guideline. Vocational training and craft education suitable to tribal areas should be implemented at secondary level (7th and 8th standard students) to facilitate children to choose non-farm livelihood options.
- Special funds may be allotted for undertaking co-curricular & extra-curricular activities.
- PET teacher posts should be sanctioned at elementary school level.
- Academic monitoring is needed to ensure quality education. Hence, vacant DI posts should be filled up and post of Sub-Inspector of schools (SI) should be created again as it is now difficult on the part of CIs to inspect within the prescribed frame.
- SSD attached hostels to S&ME schools are neglected. Except CCAs, Matron and teaching staff are not staying in the hostel premises. Hence, these hostels should be given more attention. All basic amenities with safety and security measures should be provided to those hostels.
- Separate ambulance should be provided to SSD department schools for easy access to hospitals.
- There should be enhancement in the quantum of Pre-Matric stipend to meet the insufficiency of toiletries.
- The department may constitute a policy making body at SCSTRTI level to suggest ways and means for better advancement and development of Ashram Schools in the state.

Way Forward

- Gap analysis of available infrastructure (including basic amenities) should be done through field survey of all schools to be conducted by the respective PA, ITDAs. Planning should be

prepared accordingly after consultation with respective supervisory officers, school staff, SMC/PTA members and peer student leaders. Elected Representatives of Local Government Institutions, local stakeholders and line department local officers may also be consulted.

- Factors responsible for ensuring quality education and functioning of Ashram schools could not be taken up in the present study due to time and fund constraints. This could have been done by applying multiple regression model and significance tests. This part of the study may be taken up further in a separate study. The study results will give inputs for further intervention.

- A long term appraisal of working of Ashram Schools in different districts may be suitably drawn up with a clear and comprehensive curricular development, long term plan index to match by and large and any of the modest institutions of learning at the higher secondary level. Comprehensive data may be collected through district and project level officers on the basis of which a Task Force may be mandated to prepare comprehensive district plans for all Ashram Schools (School specific) located in the concerned district. The framework, of course, has to be initiated by district/project level officers initially.

Concluding Remarks

Despite several steps taken to promote formal education since independence, the literacy rate among Scheduled Tribes has still remained low and the female literacy rate is lower as compared to the national female literacy rate. Alienation from the society, lack of adequate infrastructure like schools, hostels and teachers and abject poverty have adversely contributed to Scheduled Tribes in getting better formal education. Ashram schools have been established for providing wide range of facilities with specific objective of fitting into the culture of tribal societies/groups and to provide education to them with a purpose of holistic development of these children and bringing them to the mainstream of society. As a result, a lot of significant improvement and transformation towards development of Ashram Schools has been noticed and recorded during the evaluation study. To achieve greater success of Ashram School Programme, immediate action has to be taken for infrastructure development and human resources of Ashram Schools by the SSD department, Government of Odisha.

CHAPTER- I

INTRODUCTION

Chapter-I

INTRODUCTION

Education plays a dominant role in bringing about a change among various human groups. It is one of the means of the development which transforms the society from backwardness to development. The nation's culture and socio- economic progress depends on educational status of the citizens. India is a pluralistic country having a variety of culture, religion, language and economic activities. Educational empowerment is of paramount importance to determine economic development and bring out people from poverty trap. It has a significant role in creating awareness, belief in values of modernity, progress and development. The progress of a nation depends upon the educational advancement of its people. Education is therefore, a vital investment for human and economic development and is influenced by the environment within which it exists.

1.1. Role of Education in Development

Education is a key to development and literacy. It helps in removing illiteracy and ignorance which are fundamental characteristics of tribal society. Education is seen as the most crucial input necessary for development. It is an essential programme for economic growth and development of any society and is an investment to produce human capital and helps the community to achieve the desired levels of development. Indeed, it enables them to use the opportunities to their advantage. In the largest sense, it is an act or experience that has a formative effect on the mind, character and physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another ensuring make the younger generations adaptive to prevailing environment.

The role of education as an investment in human resources has been increasingly recognized both in developed and developing countries. In a broader sense education may be used to unfold the mental complexities of the deprived communities. Scheduled Tribes are economically marginalized. Educationally these stand at the bottom stage among the total population of the country. Therefore, educating tribals is not an easy task like educating non-tribals. This can be attained if they are exposed right from their early childhood to higher stages of education so that there are continuous efforts for their personality development in the right direction. Seeing the most important agent of the development, education can bring rapid social changes. It equips the disadvantaged groups with knowledge and skills to diversify their occupational opportunities and social mobility (Rani,M,2014). The quality and level of educational achievement of the scheduled tribes, who share 22.85% of the state population, have drawn the attention of both education planners and researchers.

The Government has initiated many policy programmes to sort-out the educational problems of tribals. Scheduled tribes constitute statutorily the weaker sections of society and form a distinct target group under the existing pattern of planning. Due to determined efforts of the government at the central and state levels, the enrolment of ST children has increased considerably at the primary stage. The participation of these children is now more or less in proportion to their share in population at the primary level. (Patnaik,J.K,2012).

1.2. Tribal Context and culture in India

Indian tribal culture speaks about the diversity of the country. 'Unity in diversity' is one of the most spectacular features amongst the population of India. Tribal culture of India, their traditions and practices inter-penetrate almost all the aspects of Indian culture and civilisation. India has traditionally been the home of different cultures and people. India's tribal population is as different as the country itself. For a long time, tribal communities managed to live in isolation away from civilization and maintained their cultural uniqueness. But owing to the advancement in transportation and communication and rapid industrialization, not only of the country at large but also the tribal belts, it has become difficult for the tribal communities to isolate themselves any longer and avoid cultural contacts. Sociologists, Social Anthropologists and others have observed that cultural contacts without proper education and preparation have been harmful to the tribals.

1.2.1. Tribal culture and education

It has been aptly pointed out that "education is an integral part of culture". It cannot be divorced from people and the society they live in. Without this, the social heritage of one generation cannot be transmitted to another. Young people would not get idea of the norms and traditions of their society without education.

The tribal culture of India even today is primarily oral. Every aspect of their life, origin, history, customs, traditions, folk tales, myths, legends exist in forms of songs and orally handed down from generation to generation. Learning within tribal culture is pleasurable event and the tribal children are initiated into new life experiences through songs, dances, riddles and folk-tales. Education is a stabilizer of culture whereby culture is transmitted from one generation to the other. Thus, it maintains continuity and becomes instrumental for adaptation and change. There is always an interaction between the environment and the individual. The personality of the individual is molded to a large extent by the culture in which he is born and brought up. Education is thus related to culture. The culture and experience that the scheduled tribe child brings to school must be integral to an egalitarian teaching learning process in fulfillment of the goal of a meaningful education for all children (Rani, M, 2014).

1.3. Tribal Education Scenario in India and Odisha

Education level of the weaker sections of people of our society like the scheduled tribes, the scheduled castes and the women groups is very low.

1.3.1. Literacy trends of tribes in India

Literacy is an important indicator of development among tribal groups. The following table gives a comparative analysis of literacy rate among STs and total population of India. The percentage of literacy of tribes was only 8.53 % in 1961 which has increased to 58.96% in 2011. And female literacy of tribes is only 49.35% as compared to male literacy of 68.53%.

Table 1.1: Literacy rate among STs and All Social Groups of India

Year	Literacy among STs			Literacy among All Social Groups			Gap %
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	
1961	13.83	3.16	8.53	40.40	15.35	28. 30	19.77
1971	17.63	4.85	11.30	45.96	21.97	34.45	23.15
1981	24.52	8.04	16.35	56.38	29. 76	43.57	27.22
1991	40.65	18.19	29.60	64.13	39.29	52.21	22.61
2001	59.17	34.76	47.10	75.26	53.67	64.84	17.74
2011	68.53	49.35	58.96	80.89	64.64	72.99	14.03

Source; Statistical Profile of STs 2013, Government of India

It is crystal clear that the literacy rate for the total population in India has increased from 28.30% to 72.99% during the period from1961-2011 whereas the literacy rate among the scheduled tribes has increased from 8.53% to 58.96% (census of India2011). In 1961, the literacy gap between the general and the ST population was 19.77% which has been marginally decreased to 14.03% in 2011 (Table-1.1).

Figure 1.1: Literacy Trend in India and Odisha (1961-2011)
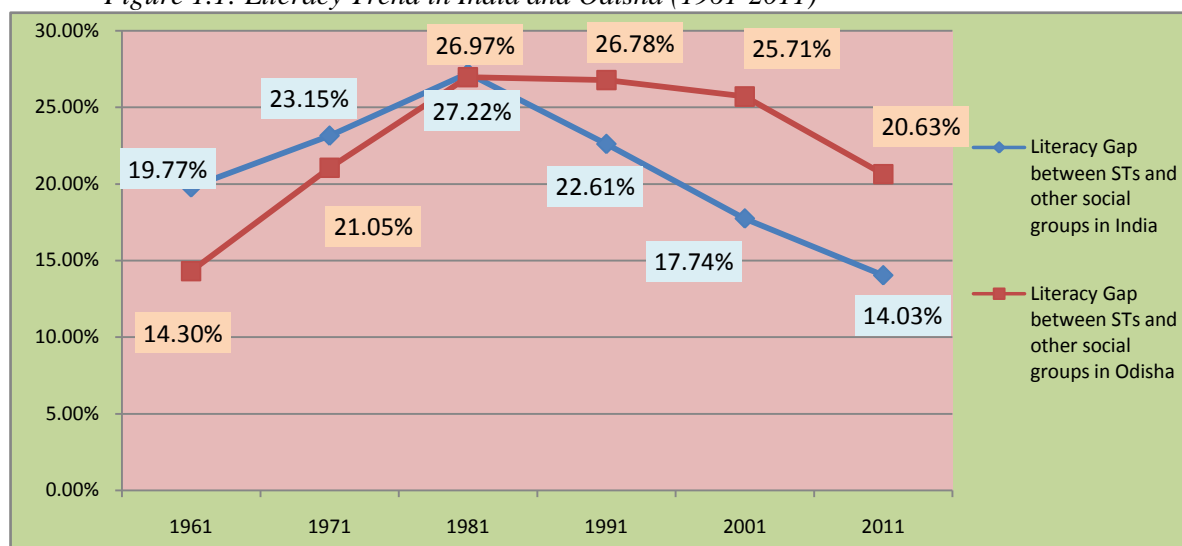
1.3.2. **Literacy trends of tribes in Odisha**

As regards tribal population, the proportion in Odisha is 22.85% which is much higher as compared to national figure. As per 2011 census, ST literacy rate is lower in Odisha (52.24%) against India's (58.96%). But SC literacy rate in Odisha (69.02%) is higher as compared to India's (66.07%). ST literacy rate is abysmally low (52.24%) as compared to state average of 72.87%. Fig1.1 represents literacy gap trend in India and Odisha (1961-2011).

Table 1.2:   Literacy rate among STs and All social Groups of Odisha

Year	Literacy among STs			Literacy among All Social Groups			Gap %
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	
1961	13.00	1.77	7.36	34.68	8.64	21.66	14.3
1971	16.40	2.28	9.45	44.50	16.30	30.50	21.05
1981	23.30	4.76	14.0	56.45	25.14	40.97	26.97
1991	34.44	10.21	22.31	63.08	34.68	49.09	26.78
2001	51.48	23.37	37.37	75.35	50.51	63.08	25.71
2011	63.7	41.2	52.24	81.59	64.01	72.87	20.63

Source; Census 2011

The trend indicates that trend in literacy gap in India has been decreasing from 1981 onwards whereas the decreasing trend shows in Odisha from 1991 onwards. This is a good sign. This happened probably due to central and state government intervention in promoting education for tribal children.

1.4. **Reasons of low literacy among the Tribal Children**

The level of literacy is found low among weaker sections of our society especially among the STs. The socio-cultural practices in simple and traditional societies contribute a lot towards backwardness among the ST children. The tribal people highly depend on nature for their survival. The proportion of out of school children in remote tribal areas is usually higher than among tribal children living in non-tribal areas. The main reasons for this are the limited educational infrastructure available in tribal areas because of their remoteness; location of tribal hamlets cut off from main villages or well-populated rural areas by geoFigureic features, the difficulties faced by children living in smaller habitations in accessing existing formal schools; and so on.

Other reasons for low school enrolment among Scheduled Tribe children include the reluctance of Scheduled Tribe families to educate their children, high illiteracy among Scheduled Tribe parents; non-attachment of adequate education, particularly in relation to its opportunity costs. Children are crucial family workers in the tribal economy which includes agriculture as a main occupation, cattle

grazing, labour on work sites, collecting firewood or other minor forest produce, stone quarrying, mining, and home-based work such as processing forest produce etc. Low levels of learning are found among tribal children not merely because of household factors and problems, but with the problem in the use of languages used where this is not their mother tongue, but r e l a t e to other school-related variables. The District Primary Education Programme has shown that the achievement gap between tribal and non-tribal children can be narrowed by giving proper attention to classroom transactions and the school environment.

1.5. Education Policy for Tribal Development

In pursuance of the directives of the constitution and the special provisions made there in for the scheduled tribes, the Government of India has been implementing special programmes for the socio-economic development of the tribal groups. The broad objectives of these programmes have been to develop these traditional communities so as to enable them to secure for themselves an equitable and rightful place in the national system. After 1947, the momentum of progress of education among STs increased. The Government and Voluntary Organisations initiated efforts in this regard. The Government took various steps to promote and protect through various welfare schemes which operated from central and state levels. Special provisions were made in the Constitution for the Scheduled Tribes and Scheduled areas.

The Constitution, adopted and enacted in 1950, is based on the principles of equality,it guarantees equality before the law and equal protection to all its citizens. It not only guarantees fundamental rights and freedoms, but also prohibits discrimination on the basis of religion, race, caste, sex, and place of birth. Recognizing the special needs of various weaker sections including STs, the Constitution also enjoins upon the State to make special provisions of affirmative discrimination for the advancement of any socially and educationally backward classes. These constitutional provisions have replaced the British policy of isolation and non-interference by a policy of inclusion and integration through development. The framers of the Constitution of India incorporated several provisions which are meant for the welfare and development of the tribes. One of the important constitutional provisions for STs is as follows:

Article 15 (4): The State to make special provisions for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

1.5.1. Kothari Commission Report (1964-66) known as National Education Policy 1968

The Kothari Commission Report (1964-66) i known as the National Educational Policy 1968.The commission convened on October 2nd, 1964 and submitted its report on June 29th, 1966. 'The commission was appointed by the Government of India by a resolution dated 14[th]July, 1964 to advise government on the national pattern of education and on the general principles and policies for the development of all stages and in all aspects' (NEP, 1968). This report indicated the guidelines for the formulation of a "National Policy on Education". After that in July, 1968, the Government of India declared it as the first National Policy on Education. The commission consisted of 17 members with Professor D.S.Kothari appointed as the chairman who was at the time a l s o the Chair of the Universitiy Grants Commission. On the basis of the recommendations contained in the reports of this Commission, the Government took steps to introduce certain much needed changes in the country's system of education.

The Kothari Commission's main objective was to increase productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values, providing equal educational opportunities, developing languages and promoting scientific education and research. The Commission emphasized the need to eradicate illiteracy and provide vocational adult education. To achieve this, the Indian education policy called for fulfilling free and compulsory education for all 6 to 14 years of children. Some important items of expenditure that the commission paid serious attention to was scholarships for students as a mechanism of the programs for the backward classes, formation of Residential School in each Community Development Block, supply of free textbooks at the primary stage, supply of Mid-Day-Meals at the primary stage and focus on learning of regional languages, outlining the "three language

formula" to be implemented in secondary education, etc. A few other norms that were adopted by the commission, which have serious financial implications may be noted as follows. The commission had adopted higher pupil- teacher ratios in estimating the resource requirements. It wanted that to ensure reasonably good quality of education, the Pupil-Teacher Ratio in primary education be 30 and 35 in higher primary schools. The commission also suggested a detailed mechanism of grants-in-aid to local bodies. It recommended that 'the assistance of the local communities should be fully harnessed for improving the physical facilities in schools'. The first National Education Policy however did not give any special attention to tribal people as such.

1.5.2. National Policy on Education 1986

The National Policy on Education 1986 stipulated that the implementation of the various educational programs undertaken in accordance with its directions to be reviewed every five years. However, no such review was done in the subsequent 17 years. It was, therefore, felt that a review should be made. The Prime Minister Rajiv Gandhi took the initiative in this regard and immediately formed the revised document named National Policy on Education 1986. The National Policy on Education was adopted by the Lok Sabha on 8th May 1986 and the Rajya Sabha on May 13, 1986. The government of India, for the first time in history, announced the Program of Action, (NPE, 1986). The main features of National Policy on Education 1986: were universal accesses to education, common educational structure, equal opportunity of education, "Education for all", etc. The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The National Policy on Education 1986, for the first time, gave special emphasis on women's education, Scheduled Caste and Scheduled Tribe. The policy laid additional emphasis on women's education and role of education, as an agent of change in the status of women. The education for SC and ST were considered essential in this policy. The government had taken initiative for backward families to send their children to school. Earlier, the objective of pre- matric scholarship was to ensure the enrollment, retention and successful completion of education by SC/ST students and recruitment of SC/ST teachers in tribal areas. Provisions for opening of new primary schools in tribal areas on a priority basis, keeping cultural issues and concerns of tribals, opening residential schools and implementation of other schemes for their upliftment amply demonstrates that NPE 1986 was quite sensitive about human rights perspective. The policy talked about informal education and different types of vocational education to be started after class VIII. The policy believed that the cultures of different communities of India need to be given priority in education. But unfortunately, this is not happening till today in India. The tribal people are not compatible with the unified education structure, because of their language and culture variation.

1.5.3. National Policy on Education 1992

National Policy on Education 1968 was the first official document which attested Indian Government's commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986. In the review of the policy in 1990, it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National Policy on Education 1992 was formulated. The Kothari Commission of 1964 and, subsequently, the National Education Policy, 1986 endorsed the concept of universalization of primary (elementary) education. Even after that almost half of the children, in the age group of 6-14, either do not go to school or drop out at an early age. Many have to stay out-side the educational system, due to basic problems. Efforts, over the last 40 years, to remedy this situation, have not met with any significant success. Therefore, the V. P. Singh Government recommended in 1990 a Review Committee and Achrya Ramamurti was appointed as Chairman of the committee in May 1990. The Committee reviewed the NPE, 1986 and certain modifications were done, after which it was announced in the Parliament in the month of May, 1992. 'Under the NPE, 1992 the Program of Action has identified many deficiencies, such as the inequality between schools, as some schools are provided with good teachers, excellent equipment, while in some others region absenteeism of teachers, unavailability of basic facilities such as drinking water, blackboard, seating space, large number of primary schools run by single teachers, etc' (POA, 1992) were observed. The Program of Action 1992 focused on

the SCs and STs' educational development. Priority was accorded to opening primary schools in tribal areas and this underlined the need to develop the curricula and devise instructional materials to be provided in tribal languages at the initial stages, with arrangements for switching over to the regional language. Residential schools, including Ashram Schools and Mid-Day-Meal Program were established on a large scale. Anganwadi, Non-formal and Adult Education Centers were opened in tribal areas. Incentive schemes were also formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. etc. (POA, 1992).

1.6. **Schemes and programmes of MoTA for promotion of tribal education**

In order to attract tribal children towards education and motivate their parents to avail of incentive schemes for their children's education, the Ministry of Tribal Affairs has launched from time to time several programmes and schemes that reflect government's commitment to uplift and promote education of the tribal communities. Some of the major schemes are described below.

Residential school for girls and boys

The Ministry of HRD is mandated to promote education in the country and take measures to promote education for deprived children by making better provisions, relaxing norms for opening of primary schools in tribal areas with residential facilities. The "Scheme for provision for provision of hostels for ST girls is in operation since the 3rd Five Year Plan. The Scheme for of ST Boys was started with effect from 1989-90.During the 10th Five Year Plan both the schemes have been merged into a single scheme.

Post-Matric Scholarship – The scheme was launched in 2010 with the objective is to provide financial assistance to the Scheduled Tribe students studying at post-matriculation or post-secondary levels to enable them complete their education at the respective levels. The scheme is open to all ST students whose parents' annual income is Rs.2.50 lakh or less and the scholarships are awarded through the Government of the State/ Union Territory where the student is domiciled. The Commercial Pilot License Course is also included in the Scheme of Post-Matric Scholarship for ST students.

Book Bank –Many ST students selected in professional courses find it difficult to continue their education for want of books on respective subjects, as these are often expensive. In order to reduce the dropout rate of ST students from professional institutes/universities, funds are provided for purchase of books under this scheme. The scheme is open to all ST students pursuing medical, engineering, agriculture, veterinary, polytechnic, law, chartered accountancy, business management and bio-science subjects, who are receiving Post-Matric Scholarships.

Upgradation of Merit –The objective is to provide special coaching to students so that they can compete with other students for admission to higher educational courses and for senior administrative and technical occupations.

National Overseas Scholarship Scheme for Higher Studies Abroad –The objective is to provide financial assistance to students selected for pursuing higher studies abroad for Post- Graduation, Ph. D and Post-Doctoral research programmes.

Rajiv Gandhi National Fellowship (RGNF) –It provides fellowships in the form of financial assistance to students belonging to the Scheduled Tribes to pursue higher studies such as M.Phil and Ph.D. The scheme covers all the Universities/ Institutions recognized by the University Grants Commission.

Scheme of Top Class Education for ST Students –It aims to encourage meritorious ST students for pursuing studies at degree and post-degree level in any of the 213 selected institutes, in which the scholarship scheme is operative. The Scheme has started from 2007-08 with 625 scholarships per year.

Vocational Training in Tribal Areas (VTC) –The main aim of the scheme is to upgrade the skills of the tribal youth in various traditional/ modern vocations depending upon their educational qualification, present economic trends and the market potential, which would enable them to gain

suitable employment or enable them to become self-employed. The scheme covers all the States and Union Territories.

Pre-Matric Scholarship for Needy Scheduled Tribe Students Studying In Classes IX & X – The objectives of the Scheme are to: (i) support parents of ST students for education of their wards studying in Classes IX and X so that the incidence of dropout, especially in transition from the elementary to secondary and during secondary stage of education, is minimized, and (ii) improve participation of ST students in Classes IX and X of Pre-Matric stage, so that they perform well and have a better chance of progressing to Post-Matric stages of education.

Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC areas. This programme took birth during the Tenth Five Year plan period. This was applicable only in those identified Educationally Backward Blocks (EBBs) where, as per 2001 census report, the rural female literacy rate was below the national average and the gender gap in literacy more than the national average. Having such ideas, the programme emphasized on setting up of residential schools with boarding facilities for the target group. Initially it ran as a separate scheme. After 1st April 2007, it was merged with the SSA program. The main objective of KGBV is to ensure access to quality education to girls from disadvantaged groups by setting up residential schools at upper primary level. It aimed at giving access to girls belonging to disadvantaged groups (SC/ST) a better opportunity, to ensure greater participation of girls in education, and to improve the quality of girls' education in the Educationally Backward Blocks (EBBs).

Ekalavya Model Residential Schools – It aims to provide quality middle, high school and higher-secondary education (classes VI to XII) to meritorious tribal students in a residential mode with quality staff who can cater to their distinctive environmental, educational and cultural needs and prepare them to live with dignity and greatly contribute to the society at large.

Ashram Schools – The scheme aims to promote expansion of educational facilities for Scheduled Tribe students including Primitive Tribal Groups by providing residential facilities in an environment conducive to learning. The scheme covers all the Tribal Sub-Plan areas of the country spread over 22 States and 2 Union Territories. The running and maintenance of the Ashram Schools is the responsibility of the State Government/ UT concerned. Ashram schools are imparting primary, middle and secondary education for SC/ST boys and girls. The Ashram schools which are run by State Governments have been an important tool to provide formal education to SC/ST children at the elementary level. The provision of the scheme at the primary, middle and secondary level is to provide all reading materials and dresses including residential facilities and free boarding to the children.

1.7. Ashram Schools – Evolution, Concept and Guideline

Ashram schools have been viewed as an effective institution to meet the educational needs of tribal children. These schools have been providing free boarding, lodging and other facilities to the tribal children. This scheme provides 100 percent funding for the establishment of Ashram Schools i.e. funds for the construction of school buildings, hostels, and kitchen and staff quarters with free boarding, lodging for tribal children in TSP areas.

1.7.1. Ashram Schools – Evolution

Ashram Schools (ASs) have been the most important intervention of the Indian government to promote education amongst the tribal population. The concept of Ashram Schools (ASs) has been derived from the traditional Indian Gurukuls and the Gandhian philosophy of basic education in which the teacher and the taught live together and have a close interaction with the purpose of helping the students in the development of a complete personality and in honing their capacities. During the famines of 1919–20 and 1921–22, Thakkar Bapa and Indulal Yagnik, under the instructions of Mahatma Gandhi, worked in the famine-struck areas of Dahod and Jhalod talukas of

Gujarat. During the relief work, Thakkar Bapa was moved by the pitiable conditions of the tribals in this area. He realised that educational and welfare activities needed to be a part of a systematic programme and decided to settle and work in this area. Thakkar Bapa decided to prepare social workers locally from the community itself. There was a sort of AS at Mirakhedi run by one Sukhdevbhai. In 1922, Indulal Yagnik, with the financial support from the Gujarat Pradesh Congress Samiti, took up the responsibility of supervising this school. Later on, Thakkar Bapa carried on this responsibility. Thus, due to the efforts of Indulal Yagnik and Thakkar Bapa, the first AS was established at Mirakhedi. The Ashram School (AS) was a residential school and was concerned not only with education of tribal children but also their overall development.

This was the real beginning of tribal education in Panchamahals (Gujarat). The Bhil Seva Mandal, an organisation for the welfare of the tribes, was started in 1923 at Dahod. The Bhil Seva Mandal, with the help of some devoted, self- less workers, extended its activities very rapidly. Within a few years of its inception, a number of ASs and hostels were started at various places in the district. Later on, Thakkar Bapa extended his activities and motivated special workers in Bihar, Madhya Pradesh, Rajasthan, Maharashtra and Odisha to work among the various tribes inhabiting these regions. This resulted in the establishment of an all- India service organisation, known as the Adimjati Sevak Sangh. This added a new dimension to the spread of education and welfare activities among tribals in India. Although, their principal aim is to ameliorate the conditions of tribal people, the education of tribal children has remained an important part of their programme (Jojo, 2013).

With the onset of the Plan era, governmental efforts in tribal education have been directed towards provision of educational facilities and incentives. During the first three Five Year Plans, the measures for educational development were mostly confined to provision of schooling facilities and concessions. Several Commissions were set up to evaluate the condition of education and its quality like the Backward Class Commission (GoI, 1959), the Renuka Ray Committee (1959) and the Scheduled Areas, Scheduled Tribes Commission (GoI, 1962). The Verrier Elwin Committee Report (1960) and the Dhebar Commission on Tribals (1961) highlighted the problems of primary education for the various tribes, The Dhebar Commission (1961) appointed by Government of India reviewed the tribal development programmes. The Commission suggested establishment of Ashram schools for tribal children particularly in sparsely populated interior backward areas where the normal schools were not available and found that Ashram Schools in Maharastra and Gujarat were successful and suitable for educating tribal children. It was also emphasized that these schools should be centers for craft/vocational education and cultural activities apart from general education. Even the Indian Education Commission (1964) approved the pattern of Ashram schools (Sujatha, K, 1994).

The various commissions and committees provided different strategies for the STs to access education at the school level. Emphasis was given to open schools and residential schools for the tribal children through the Ashram Schools (ASs) scheme. Quantitative expansion of education was, in time, achieved in numbers by opening more Ashram Schools (ASs), establishing hostels, etc.Such ashrams were also the centres of the freedom movement. After independence, the ASs retained their existence. The ASs, wherever they came into existence, introduced, for the first time in the region, a school with residential facility and motivated tribal children for education and created an urge among them to improve their social status. The momentum in opening ASs increased from the Third Five-year Plan onwards. The establishment of ASs was envisaged as a direct intervention to tackle the socio-economic and geoFigureic inequalities of the tribal population particularly in sparsely populated areas by providing educational opportunities. The concept of ASs stemmed from the objective of providing an atmosphere in which the inmates are offered full opportunities to develop their personality and outlook marked with a high sense of responsibility towards their own community (Mishra & Dhir, 2005, Jojo, 2013).

1.7.2. **Ashram schools- Concept and Guideline**

The AS scheme was originally a centrally sponsored scheme operated by the states. In spite of this, their structure, functioning, and objectives widely vary among the states to such an extent that it is difficult to find similarities in their working pattern, or in resource allocation (Mishra & Dhir, 2005).

Many parents in Odisha, Jharkhand and Gujarat preferred ASs as they provided free clothing; boarding and some of the parents enrolled their children in ASs because they migrated from one place to other as labourers (Jha & Jhingran, 2002, Jojo, 2013).

In some of the states like Maharashtra and Gujarat, they are mostly run by voluntary organizations as private aided schools whereas in the states of Andhra Pradesh, Chhattisgarh, Jharkhand, Odisha, Madhya Pradesh and Rajasthan, Ashram schools are exclusively under the Tribal Welfare Department of respective state governments. Both primary and post basic levels of education are available in Maharashtra, Gujarat and Odisha. In case of Madhya Pradesh, Ashram schools are usually up to middle stage and at the secondary stage, these are called 'Model Schools'. In Rajasthan, all the Ashram schools cover either primary or middle school stage. In Andhra Pradesh, Ashram schools have primary, upper primary and secondary stages of education. In Maharashtra, Gujarat and Andhra Pradesh, Ashram schools are co- educational, whereas in Rajasthan, Madhya Pradesh and Odisha, the Ashram schools are separate for girls and boys. Ashram schools in Odisha are provided at primary, upper primary and secondary levels. Students in these institutions are imparted general education designed by education department from time to time along with vocational training in crafts and trade; like carpentry, tailoring, weaving, short hand, type writing, motor mechanics etc. Remedial coaching in selected subjects is organized.(Sujatha,K,1994)

The **main objectives of the Ashram schools** as envisaged by the various committees and commissions are:

- To wean the children away from an atmosphere which is generally not conducive for the development of their personality and outlook;
- To impart general formal education;
- To impart training on socially useful vocational/crafts along with the general education;
- To encourage tribal traditions like folk dances so that the schools are not only mere learning places but also centres of cultural activities;
- To provide close interaction between the teacher and taught through increased individual attention; and
- To reduce the dropout rate and to improve the retention capacity of students in the schools.

Ashram schools are, in general, residential in nature and the inmates are provided with facilities of boarding and lodging. Moreover, they function within highly structured and systematic framework. The **broad policy guidelines for the Ashram schools** as envisaged by various committees and study groups on tribal welfare programmes are:

- ✓ Ashram schools should be inter- village schools;
- ✓ Ashram schools should be opened in such areas where normal schools cannot be opened; and most backward tribal groups should be covered.

The key features of Ashram Schools are:

- Bring about the total development of tribal children with special focus on vocational education which can train them to stand on their own and self-sufficient.
- Provide free boarding and lodging facilities to the students and also provide conducive educational environment.
- Reduce the burden of their parents from incurring expenditure on their children's education.
- Ensure retention of students and reduce mid-way dropouts.
- An **effective measure of socialization** can grow among tribal children which will ensure better level of educational attainment among them.
- The students learn the **art of living together** along with pursuing **academic excellence**.
- Ashram Schools are specially designed to suit children of tribal background to attain better education.

- Different facilities like school building, playground, and free kitchen, gender teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education.

The working pattern, structure and level of education in Ashram schools as per original Guideline is mentioned in *Annexure-1*.

In supersession of all previous circulars and orders relating to the school and hostel management procedures, a revised guideline on "School and Hostel Management Guideline for the Schools under SC & ST Development Department, Government of Odisha" was circulated by the department for smooth functioning of all Ashram schools and residential schools of Odisha vide letter No. 8055/SSD/Edn-I(P),29/12. (See detail Revised Guideline in *Annexure-2*).

CHAPTER- II

REVIEW OF LITERATURE, RATIONALE, SAMPLING DESIGN, METHODOLOGY AND OBJECTIVES OF THE STUDY

Chapter-II

REVIEW OF LITERATURE, RATIONALE, SAMPLING DESIGN, METHODOLOGY AND OBJECTIVES OF THE STUDY

2.1. Context

The intention of opening of Ashram schools is to reduce the incidence of student absenteeism in schools, improve the standard of education at the primary level and reduce burden of their parents from incurring expenditure on their children's education. The government have provided different facilities like construction of school building, playground, free kitchen, provision of teaching material, furniture, dress, books and economic resources etc to motivate the tribal children and their parents towards providing free education.

Due attention was also paid for the qualitative improvement of tribal education by providing remedial coaching, counseling. In spite of that, most of the children are still struggling to have free access the schools and those who do manage to gain access, fail to get quality education (Jojo,2013).

Although the educational facilities have been extended to almost all the inhabitants of tribal community falling under the school- going age group, they are still not able to utilize these facilities optimally mainly due to their social and economic backwardness. The present availability of infrastructure and incentives provided to these communities for uplifting their participation and retention in schools appears to be inadequate. The contact of the tribal population with the modern world and changes that are taking place there in due to advancement in the science and technology with which the tribals are not able to keep pace, are factors which can be visualized as some of the causative factors for their poor performance in education (Rani, M, 2014).

2.2. Review of literature

Various research and evaluation studies relating to education in Ashram Schools and other residential schools for tribal children have been carried out by a number of researchers and research institutions. Some of the reviews are mentioned in the following analysis for carrying out further studies.

Sujatha,K (1990) in her study examined the existing facilities, enrolment, drop out rate and working pattern of Ashram schools in Andhra Pradesh with special reference to Adilabad district. Her research covered a brief introduction of concept and objectives of Ashram Schools followed by comparison of inter state pattern of Ashram Schools. She also explained the growth, enrolment and distribution pattern of Ashram schools in the state of Andhra Pradesh. Her study examined the infrastructure facilities, enrolment, drop out pattern, teacher pupil ratio and staffing pattern of Ashram schools with special reference to Adilabad district. She also described the academic and other activities in Ashram Schools.

A study undertaken by **Tribal Welfare Department (1994)** on "Tribal Education in Orissa in the context of Education for All by 2000A.D- A Status paper" covered status of educational facilities like school, enrolment, teacher, school building, hostel, utilization of funds, result of high school examinations. The book contained some Educational problems like inadequacy of educational institutions, infrastructural problems, administrative problems, ecological problems, teachers, students, and parents/guardians, medium of instruction, curriculum, timings and holiday pattern, educational technology, enrolment and dropouts. Perspective action plan and suggestions for improvement was also reflected in the book.

The book on "Dimensions of Tribal Education in Orissa" by **SCSTRTI (2010)** is a collection of research papers contributed by different authors. The papers were presented in a three days seminar on "Problems and Prospects of Tribal Education in Orissa" organized by SCSTRTI. The book covered different concerns like tribal education policy, issues and interventions in tribal education in Odisha, language factor in education in Odisha, dropout among tribal children and rethinking of quality education etc.

Pattanaik, J.K (2012), emphasized in his study on socio-economic background, quality of education, perceived educational environment, living condition and life enjoyed by the scheduled tribe children in Ashram schools of Koraput district of Odisha. The findings of the study indicated that most of the students are first generation learners having poor socio-economic background and agriculture is the major source of livelihood for many of their parents Students experience language difficulties in school and the mother tongue of majority of students is Desiya language, which is not the medium of instruction in schools. Multilingual situation exists in almost all the schools. Learning achievement of majority of students in four core subjects is not satisfactory.

Panda, B. K. (2012) in one of his studies tried to understand challenges the Scheduled Tribe children faced for more than six decades in India. His study covered functioning of Ashram schools in the states of Andhra Pradesh, Chhattisgarh, Kerala, Maharashtra, Odisha and Madhya Pradesh to understand the disadvantages they face which need to be addressed in order to bring about holistic and inclusive development among the Scheduled Tribe communities.

Garnaik, Indira and Barik, N (2012), have made an attempt to investigate the socio-economic background of the students, evaluate the facilities of Ashram School, the performance of students and the educational aspirations of the students in the Ashram School. The study covered Ashram Schools of Jharsuguda district of Odisha.

Jojo, B (2013) in his article made an attempt to document the functioning of ASs and tried to assess the quality of education received by the ST children in central and eastern India. In this endeavour, an attempt had been made to look into the infrastructure, staffing, amenities and the quality of curricular, co-curricular and extra-curricular activities. explanatory research design; survey and evaluative design were allowed to access the functioning of ASs. On the basis of the findings of the data collected from 13 ASs, the connection between lack of quality in education and obstructions in the road to tribal development becomes clearer.

Sahu,K (2014) in her study analysed the status of tribal education with literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index in India. The analysis is based on secondary data of Census of India, 2011.

Satyasavitri V. B, and Dr. P. M. Honakeri (2018) in their study analysed the growth of education and the literacy gap between Scheduled Tribes and other social categories from the year 1961 to 2011. Along with this, they tried to highlight the current issues and challenges of tribal communities in the segment of education. They have also focused on the impact of Ashram Schools on tribal education.

Ananada, G (1994) in his book on "Ashram Schools in Andhra Pradesh" has had a close look at the infrastructure facilities available in the Ashram Schools in the Chenchu area. He closely studied the parent-child teacher interactions as well as the extent of absenteeism stagnation and drop outs. He also studied the factors affecting the Ashram Schools and identified the various kinds of constraint, both external and internal operating there. The most important of these are ecological factors and the factors emanating from working of the school system. Special attention has been given to the teacher factor, the community participation and the administration and supervision of the schools. The study covered 180 Chencu parents of Ashram School children.

Rani, M (2014), in her book on "Tribal Education-Status Study of Ashram Schools in Karnataka" traced the Ashram School Programmes in imparting general and formal education, role of teacher and tribal parents in educating the tribal children, the achievement (success in school academic and non-academic subjects), the overall functioning of Ashram schools and to evaluate the effectiveness of the incentives provided by the government , the government policy in the recruitment, training, administration, monitoring and overall supervision of the Ashram Schools and to suggest suitable measures to the Government for the effective functioning of Ashram Schools in Karnataka. The study covered 50 Ashram schools of 27 districts of Karnataka.

Bawane,J (2012), in her book on "Ashram Schools, Teacher Context and Challenges" made an attempt to reveal in detail the educational and socio-economic profile of the ashram school teachers, in terms of gender, caste, religion, educational background, geoFigureical inclination, economic

status, academic and professional qualifications, and their extent of involvement in other professional activities. Effort is also being made to compare the job satisfaction of teachers belonging to different age groups and establish relationship between their socio-economic status and job satisfaction. The study covered 21 Ashram Schools and 160 school teachers of Pune district of Maharashtra.

A Study undertaken by **SCSTRTI (2010)** on "A Diagnostic Study on the Low Performing Schools of SSD Department" focused on identifying the factors for low/inconsistence performance of SSD department schools, assessing the problems of school teachers as well as their contribution towards students' achievement, assessing the home background factors of student as well as role of VEC on students' achievement and examining impact of inadequacy of infrastructure in school, provision of incentives and such other factors on the performance of the student and to suggest remedial measures. The study covered 10 SSD department schools situated in five backward districts namely Koraput, Rayagada, Nawarangpur, Malkangiri and Gajapati.

A Study undertaken by **SCSTRTI (2012) on** "Evaluation of scheduled tribe girls' hostels in Odisha" tried to assess formation and functioning of the ST Girls Hostel in promotion of education of Tribal girls, examine how far the hostels have facilitated delivering quality education to tribal students with the right combination of residential facilities promoting curricular, extra-curricular and vocational activities, ascertain the extent of adherence of the process of selection, admission of students and posting of teaching and non-teaching staff and creation of basic amenities, like drinking water, sanitation, electricity, play ground, garden and other educational infrastructure facilities, like vocational education and extra-curricular activities etc of schools. The study has also assessed the educational status of the parents of the students and impact on the education of the students. The study covered 44 sample hostels of Odisha.

A Study on "Impact of Ekalabya Model Residential Schools (EMRS) in Enhancing Educational Attainment of ST Children of Five States" **(2015) was conducted by SCSTRTI,** Bhubaneswar. The overall objective of the study was to ascertain the impact of EMRS scheme in India with reference to school and hostel infrastructure facilities, school and hostel environment, teaching- learning and evaluation processes, children's learning outcomes and their upward mobility in career, service conditions and benefits of teaching and non-teaching staff, school-community linkage and efficacy in realizing the objectives for which EMRS were set up. The study examined the impact of EMRS vis-à-vis other schools meant for tribal children with a focus to identify grey areas, suggest measures for strengthening the EMRS program.

Naik, K.C (2017) in his study reviewed government educational policies and rural educational development and the problems and issues related to the children among the scheduled tribes of Odisha. Also he mentioned that large number of policies and programmes have been undertaken by the State and Central government for tribal development since India's Independence. A number of commissions and committees were appointed to look into the problems of tribal developments in the country. During the five year plans, numerous works have been carried out under special schemes for upliftment of the weaker section by the government. But, from anthropological perspective, there are many weaknesses in policies and programmes of tribal development. The study discussed constitutional provisions for tribal people and how to protect them. The study recommended an urgent need of special educational policy to be formulated for the development of the tribal education.

2.3. **Rationale of the study**

Number of related research and evaluation studies have been carried out by different researchers and research institutions at national and state level. But it is apt to undertake an evaluation of the effectiveness in the functioning of these schools on a regular basis so that the findings will help providing inputs to the Government for taking remedial measures and for more effective functioning. It may be noted that hardly any systematic study on functioning of Ashram Schools in Odisha in respect to academic inputs and administrative aspects as per guideline, has been undertaken. Keeping this in view, the present study has been undertaken focusing on "Ashram School Programme" in which general, formal and vocational are imparted. The study covers the role

of teachers and parents in educating tribal children, role of SMC and PRI members in enhancing quality of education, level of standard/performance of students, school environment, safety and security of boarders, participation in curricular, co-curricular and extra-curricular activities and the overall functioning of Ashram Schools. It is also needed to evaluate the effectiveness of the incentives provided by the government, the government policy in the recruitment, administration, management, monitoring and overall supervision of the Ashram schools and to suggest suitable measures to be taken by the government for the effective functioning of Ashram Schools in Odisha.

2.4. **Objectives of the study**

- To understand structural and functional guidelines (original) of Ashram School, revised SSD Department Guideline (2013) on school and hostel management including various other government schemes/provisions for promotion of tribal education in Odisha.
- To make a situational analysis of functioning of sample ashram schools in Odisha.
- To ascertain the extent of availability of infrastructure facilities and educational attainment of Ashram School students.
- To explore perceptions and views of students/boarders, teaching and non-teaching staff, parents, SMC/PTA members, PRI members and supervisory officers about the functioning of Ashram Schools.
- To give a brief outline on impact analysis of functioning of Ashram Schools of Odisha.
- To study whether the Ashram schools are running as per desired Guidelines and verify whether the purpose of Ashram Schools is complied with in the functioning of schools at present.
- To find gaps and suggest suitable measures to the government for the effective functioning of Ashram Schools.

The importance of the present study is to survey the Ashram School and study the existing school facilities, physical infrastructure, teaching learning process, enrolment and retention of the students, proximity of the schools, and location of the villages. Besides, some other aspects like learning difficulties of tribal children, educational problems of the tribal children, state provisions and school participation of tribal children, their educational inequalities, constraints of educational opportunity of tribal children, the quality and problems of Ashram Schools such as inefficiency, poor state of infrastructure, inadequacy of teachers and the curriculum of tribal students.

Sampling Design

The study is based on multi-stage sampling. Since the study focuses on tribal children of Ashram Schools under SC and ST department, sample schools of TSP districts of Odisha are covered on the basis of Purposive Random Sampling (PRS). Out of 7 full- TSP districts, 4 districts (50% of total districts) have been taken up for the purpose of the study. The districts have been selected on the basis of geoFigureical location which can represent the entire state situations. Keeping this in view, **4 Full-TSP districts** (i.e Koraput, Kandhamal, Mayurbhanj and Sundargarh) from different geoFigureical regions are covered. Besides, schools from **one Partial TSP district** i.e Balasore was drawn from central geoFigureical location of the state. Apart from the above, schools from **one Non-TSP** district **(Khordha)** and schools where SSD hostels attached to School and Mass Education (S& ME) department, were taken as sample group.

Selection of schools is based on Purposive Random Sampling (PRS) method. Five schools from each sample full TSP districts, 3 from select partial TSP district, 2 from select non-TSP district and 2 S& ME schools having SSD hostels were drawn. The study covered **6 districts** and **27 schools**.

- The districts where number of sample schools is 5, **the schools** have been selected keeping in view of distance from the districts/ block headquarters (**one farthest and one nearest**), of which one should be Kanyashram (presently converted into Girls High school, Ashram school meant for girls education), **one Upgraded** Ashram school, two Schools **irrespective**

of criteria were picked randomly.

- The district where number of sample schools is 3, the schools have been selected keeping in view of distance from the districts and block headquarters (**one farthest/ nearest TSP block and one farthest/nearest non-TSP block**), of which one to be Kanyashram (presently converted into Girls High school, Ashram school meant for girls education), one school **irrespective of criteria** were picked randomly.

- The district where number of sample schools is 2, the schools have been selected keeping in view of distance from the districts and block headquarters (**one farthest and one nearest**), of which one to be Kanyashram (presently converted into Girls High school. Ashram school meant for girls education).

Based on the principle, 27 sample schools of 6 districts of Odisha were visited in consultation with the respective DWOs of the select districts.

Table 2.1:   Sample Ashram Schools in Odisha

District	Full-TSP/Partial TSP/non-TSP	No. of Ashram Schools	No. of Sample SSD schools
Mayurbhanj	Full-TSP	104	5
Koraput	Full-TSP	47	5
Kandhamal	Full-TSP	45	5
Sundargarh	Full-TSP	31	5
Balasore	Partially TSP	19	3
Khordha	Non-TSP	15	2
			No. of Sample SSD Hostels attached to S& ME deptt School
Koraput			1
Sundargarh			1
Total sample schools			27

2.5. **Methodology**

The main aim and objectives are to study the functioning of Ashram Schools and to evaluate the extent to which the have succeeded in imparting education to tribal children, to examine the role of teachers, tribal parents and school management committee including PRI members in the education of the tribal children through Ashram Schools and to study whether the Ashram Schools are running on desired lines. The study focuses on

Administrative Aspects

Academic Aspects

Infrastructure Status

The data were gathered from both primary and secondary sources. Primary data were collected through field study during November 2018 to February 2019. It covered both qualitative and quantitative data. Primary sources of data were collected from school authorities, teaching and non-

teaching staff, students/boarders, Parents of the boarders, PTA/SMC members, PRI members and supervising officials like PA, ITDA, DWO, WEOs, and CIs of the respective districts and blocks. Secondary sources of data were secured from District Welfare Offices, District Statistical Hand book, Census data, SCST deptt, Government of Odisha and SCSTRTI. Published and unpublished reports were also reviewed for the purpose. The Schedules contained questions relating to infrastructure facilities, staff structure, enrolment of students, performance of students, quality of education, curricular, co-curricular and extra-curricular activities, facilities of basic requirements of the students in the hostels, maintenance of records and documents, utilization of funds etc.

2.6. **Research Questions**

The functioning status of Ashram Schools was examined by raising questions such as how the infrastructural, staffing and given curriculum affects the educational accessibility to tribal children. What are the facilities availed by the children in the schools and how these facilities impact their educational retention and quality education in the Ashram Schools? How do they receive curricular, co-curricular and extra-curricular activities and what are the emerging factors affecting the school administration? The examination includes how quality has become an important factor to impact on development of tribal children in Ashram Schools?

2.7. **Tools and Technique of data collection**

To study the above aspects, the following 12 tools were developed for administering among the target group and 2 check lists were prepared for physical verification of school and hostel infrastructure. (See **Annexure-0.1 to 0.5**)

Table 2.2:   Tool wise Sample Coverage

Sample Coverage	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
No of Schools (School Schedule)	3	5	2	6	5	6	27
No of Hostels (Hostel schedule)	3	5	2	6	5	6	27
Personal Interview with Students/ Boarder	30	50	20	60	50	60	270
Personal Interview with Parents	15	25	10	25	25	25	125
Personal Interview with PRI members	7	7	3	11	5	8	41
FGDs with PTA/SMC members	3	5	2	5	5	5	25
Key Informant Interview with supervisory officials	5	6	2	6	5	8	32
FGDs with Students/ Boarder	30	50	20	60	50	60	270
FGDs with Teaching Staff	3	5	2	5	5	5	25
FGDs with Non Teaching Staff	3	5	2	6	5	6	27
Surprise test of students (No. of	151	223	90	244	236	234	1178

students appeared)							
Annual Performance of Students (No of students appeared in last annual exam)	696	1142	373	1812	1419	945	6387
Grand Total	**949**	**1528**	**528**	**2246**	**1815**	**1368**	**8434**

2.7.1. **Techniques used for data collection**

For collecting primary data, the following techniques were adopted:

Desk review

Related literature including structural and functional Guideline of Ashram schools, study books/ reports, published and unpublished data/information were reviewed prior to preparation of study tools.

Personal interview

Personal interviews were conducted with school authorities and concerned teachers by administering a structured schedule containing questions like student enrolment, dropout and retention, school and hostel infrastructure facilities, safety and security of the students, class room conditions, staff structure and position, curricular (debate, creative writings and arts/paintings), co-curricular (NCC, Scout, Guide) and extra-curricular activities (sports, games, dance, songs, cleaning), institutional mechanism for promoting these activities, food provisions, health &hygiene, of students. Besides, personal interview was also conducted with students/boarders, parents and PRI members by administering structured schedules containing their personal profile and perception about facilities available in Ashram Schools.

Focus Group Discussions (FGDs)

Focus Group Discussions (FGDs) were organized for the students/boarders, teaching and non-teaching staff, PTA and SMC members. A semi-structured frame work was prepared containing questions on safety and security of the students, quality of education, food provision, health and hygiene facilities, living conditions of the students etc, problems and issues in school administration and management, number of PTA/SMC meetings conducted, meeting agenda, number of parents' visits to the hostel, perception of parents about safety and security of their children in schools and hostels, impact of Ashram School education on the students, future plans for higher studies etc. Besides, gaps and suggestions for effective functioning of the schools were explored during discussions.

Key Informant Interview (KII)

KIIs were also arranged with the supervising officials like PA, ITDA, WEOs, DWOs and CIs. A semi-structured frame- work was prepared containing the questions on monitoring and supervision mechanism, role of school administration and management, initiative taken for promoting curricular, co-curricular and extra-curricular activities and safety and security of boarders. Besides, gaps and suggestions for effective functioning of the schools were explored during discussions.

Field Observation/Field Notes

The Research team verified the position with regard to maintenance of school and hostel records/documents and also cross-checked infrastructure actually available. Administration and hostel management process was recorded during school visits. Observation on safety and security related infrastructure including class room conditions, hostel conditions, food and hygiene were noted during field study.

Assessment of standard and performance level of students

During visits to schools, students' *level of standard* was assessed by conducting different types of tests in English, Odia, Math and Social Sciences. Full marks for each subject was fixed at 10 and a

total marks of 30, test has been done in each class. The test covered reading & writing ability and fundamentals of the specific subject. The questions were prepared following MCQ method. Students from 4th to 8th (10 from each class) classes were picked randomly and tests were conducted accordingly. Besides, *performance level of students* was also assessed on the basis of marks obtained in the respective subjects secured in the lat annual examination conducted by school.

2.8. Statistical Tools for Data Analysis

- For quantitative analysis, simple average and percentage method was adopted.
- The qualitative aspect of the study i.e., functioning of Ashram schools has been assessed with the help of point scale method using Likert Scaling Technique (LST). The qualitative variables were measured on the basis of indicators of functioning of Ashram Schools. Accordingly, ranking of schools were drawn.
- Students' performance level was tested by grading their previous year annual examination marks and their level of standard was assessed by conducting surprise test (MCQ method) in core subjects.

2.9. Outcome of the study

- The study findings would help government to assess effectiveness of functioning of Ashram Schools.
- Gaps at policy level identified in the study would help government to find out ways and means to ensure quality education and ensure more retention of students in Ashram schools and devise / modify principles/guidelines accordingly.
- Key findings and suggestive recommendations of the study can be a reference point for future research and planning.

2.10. Limitations

- Sample size may be the limitation of the study. Out of 760 Ashram Schools in Odisha, at least 5% of total size (38) could have given better assessment on the functioning of Ashram Schools. But due to time and budgetary constraints, this could not be done.
- Within a limited period of one day in each school and with so many issues from different angles to cover, the team members had to run through the schedules and observation of variables including students' level of standard tests.
- Classroom teaching, teacher-student interactions and students' participation in curricular and co-curricular activities as naturally manifested was beyond the scope of this study.
- Factors responsible for quality of education and functioning of Ashram schools could not be taken up in the present study due to time and fund constraints. This could have been done by applying multiple regression model and significance tests.

2.11. Organization of report and chapterisation

The present study is divided into seven chapters. The *first chapter* provides an introduction, role of education in development, tribal context and culture in India, Education Policy for tribal development, purpose of establishment of Ashram Schools, origin of ashram schools, concept of ashram schools. The *second chapter* deals with the context, review of related literature, rationale and objectives of the study, sampling design and methodology, research questions, tools and techniques of data collection, hypotheses, statistical tools for data analysis, outcome and limitations of the study. *Chapter three* gives a picture on profile of sample districts and existing structure of sample Ashram Schools in Odisha. The *fourth chapter* focuses on situational analysis of functioning of schools in section-I and functioning of hostels in section-II. *The Fifth chapter* gives a reflection on perception and views of students, parents, PRI members, SMC members, teaching and non-teaching staff about

functioning of Ashram Schools. ***The Sixth chapter*** gives a brief out- line on the impact of government initiatives on functioning of Ashram Schools focusing on education attainment, trend in enrolment and dropout rate of last 10 years, residential facility, stipend benefits, constitution of SMC and PTA, co-curricular and extra-curricular activities, safety and security. ***Seventh chapter*** contains the conclusion and suggestive recommendations. It includes summary and key findings of the study and suggestive recommendations emerged from views and opinions. Way- forward and concluding remarks are also reflected in this chapter.

CHAPTER- III

PROFILE OF SAMPLE DISTRICTS AND SCHOOLS

Chapter- III

PROFILE OF SAMPLE DISTRICTS AND SCHOOLS

The present study covers six districts of Odisha comprising 4 Full TSP districts (namely Koraput, Kandhamal, Mayurbhanj and Sundargarh), one partially TSP i.e Balasore district, one non-TSP i.e Khordha district and 27 Ashram schools of Odisha. This chapter is divided into two sections. Section-I deals with profile of the sample districts with specific focus on demographic and literacy status and section-II gives a picture on existing structure of sample Schools.

Section-I

Profile of Sample Districts

3.1. Odisha Profile

Odisha is located between 17 N and 22.3 latitudes and between 81.3 to 87.5 E longitudes and represents a State situated on the coast of Bay of Bengal, which is surrounded by Andhra Pradesh in the south, Bay of Bengal in the east, Chhatisgarh State in the west, West Bengal and Bihar States in the north. Odisha has a landmass of 1, 55,707 sq. km. with 3.68 crore population as per 2001 census and risen to 4.19 crore as per 2011 census. The density of population is 270 per sq. km. In Odisha, literacy rate shows 72.99 percent of which male literacy is 80.89 percent and female literacy is 64.64 percent. Sex ratio in Odisha is better as compared to other States of India.

3.2. Profile of sample Districts

Mayurbhanj

Mayurbhanj - a land locked district with a total geographical area of 10418 Sq. km. is situated in the Northern boundary of the state with its headquarters at Baripada. It is bounded in the northeast by Jhargram district of West Bengal, in the northwest by Singhbhum district of Jharkhand, in the southeast by Baleshwar district and in the southwest by Kendujhar. More than 39 % of total area (4049 Sq.Km.) is covered with forest and hills. The district comprises of 4 Sub-divisions with 26 blocks, 382 Gram Panchayats and 3945 villages.

Mayurbhanj occupies a unique position being endowed with lush green vegetation, different fauna and rich cultural heritage. The district has a rich mineral base and is home to the Similipal Biosphere. This was a princely state until its merger with the state of Odisha on 1st January, 1949. Since the date of its merger, Mayurbhanj has been organized and is administered as one of the districts of Odisha. The district has a total population of 2519738, sex ratio 1006 and literacy rate is found to be 63.17%. Out of total population, SC constitutes 7.33% and ST 58.72%. **(Table-3.1 and 3.2)**

Koraput

Koraput district lies in the southern part of Odisha and is located at 17.4 degree to 20.7 degree North latitude and 81.24 degree to 84.2 degree East longitude. The district is bounded by Rayagada and Nabarangpur districts in the north, Bastar district of Chhattisgarh in the west, Malkangiri district in the south and Andhra Pradesh in the east. The district has an area of 8807 sq kms. It comprises two sub-divisions, 14 Tehasils, 14 blocks, 226 Gram Panchayats, seven towns and 2,042 villages. The district has a total population of 1379647, sex ratio 1032 and literacy rate is found to be 49.21% as per 2011 census data. Out of total population, SC constitutes 14.25% and ST 50.56%. **(Table-3.1 and 3.2)**

Table 3.1: Demographic Profile of Select Districts

District	Area (Sq. Km)	No. of Villages	Total Population	Density	Sex-Ratio	ST Population (in %)	SC Population (in %)
Mayurbhanj	10418	3945	2519738	242	1006	58.72	7.33
Koraput	8807	1997	1379647	157	1032	50.56	14.25

Kandhamal	8021	2546	733110	91	1037	53.58	15.76
Sundargarh	9712	1744	2093437	216	973	50.75	9.16
Balasore	3806	2971	2320529	610	957	11.88	20.62
Khordha	2813	1555	2251673	800	929	5.11	13.21
Odisha (to covering all 30 districts)	155707	51313	41974218	270	979	22.85	17.13

Source: Census 2011

Table 3.2: District wise Literacy Rates

Name of the District	Total Population	Literacy rate	Percentage of ST Population to Total Population			Literacy rate of Schedule Tribe		
			Total	Male	Female	Total	Male	Female
Mayurbhanj	2519738	63.17	58.72	58.15	59.29	53.11	65.28	41.36
Koraput	1379647	49.21	50.56	49.70	51.40	35.36	46.20	25.37
Kandhamal	733110	64.13	53.58	52.93	54.22	58.34	72.12	45.58
Sundargarh	2093437	73.34	50.75	49.65	51.87	65.08	73.98	56.39
Balasore	2320529	79.79	11.88	11.62	12.16	50.06	61.47	38.71
Khordha	2251673	86.86	5.11	5.06	5.16	69.33	79.42	58.64
Odisha	41974218	72.99	22.85	49.29	50.70	72.99	80.89	64.64

Source: Census 2011

Kandhamal

Kandhamal district is one of the southern located districts in Odisha. It lies between 83° 30' to 84° 35' longitude and between 19° 34' to 20° 34' latitude. It is bounded by the Boudh district in north, Gajapati district in south, Nayagarh district in the east and Kalahandi district in the west. The district has an area of 8021 sq.kms and 733110 of population as per 2011 census. The district accounts for 5.15% of the states territory and shares 1.75% of the state's population. The density of population of the district is 91 per sq. kms as against 270 p e o p l e per sq.km of the state. It has 2546 villages (including 167 un-inhabited villages) covering 12 blocks. 12 Tehasils and 2 Sub-divisions. As per 2011 census, the schedule caste population is 1.15 lakhs (15.8 %) and schedule tribe population 3.92 lakhs (53.6%). The literacy percentage of the district covers 64.1 against 72.9 of the state **(Table-3.2 and 3.3).**

Sundargarh

Sundargarh is the second largest district lies in the north-western part of Odisha accounting for 6.23% of the total area. Geographical area of the district is 9712 sq.kms. The district spreads from 21°36′N to 22°32′N and from 83°32′E to 85°22′E. The place is located on the north-western corner of Odisha. Around 36,000 hectares of land is available for cultivation in the district. Being intersected by Brahmani and other rivers, the district is known to have flourishing industries of textile and other allied sectors. The district has a total population of 2093437, sex ratio 973 and literacy rate is found to be 73.34% as per 2011 census data. Out of total population, SC constitutes 9.16% and ST 50.75%. **(Table-3.1 and 3.2)**

Balasore

Balasore is one of the coastal districts of Odisha. It lies on the northern most part of the state. It was a part of the ancient Kalinga which later became a territory of Toshal or Utkal, till the death of Mukunda Dev. Balasore as a separate District was created in October 1828. Originally, it was in Bengal presidency. Balasore District covers an area of 3806 sq kms. The District is surrounded by Medinipur District of West Bengal in its northern side, Bay of Bengal in its east, Bhadrak District in its south and Mayurbhanj and Kendujhar Districts lies on its western side. The District is located at 20.48 to 21.59 North Latitude and 86.16 to 87.29 East Longitude. The district has a total population of 2320529, sex ratio 957 and literacy rate is found to be 79.79% as per 2011 census data. Out of total population, SC constitutes 20.62% and ST 11.88%. **(Table-3.1 and 3.2)**

Khordha

The District Khordha came in to existence on 1st April 1993, by dividing it off its earlier Puri district. Puri was divided into three districts Puri, Khordha and Nayagarh. The geoFigureic location of Khordha district stands at 19degree 55minutes to 20 degree 25minutes North Latitude and 84 degree 55minutes to 86 degree to 5minutes East Longitude. The district covers a geographical area of 2813 Sq.Km. Khordha is the most urbanized of all the districts of Odisha. Khordha Road, the railway station that serves the town is also the divisional headquarters of the East Coast Railway of the Indian Railways. Khordha is known for its brass utensils, cottage industries, railway coach manufacturing, and cable manufacture. The district has a total population of 2251673, density of 800 per square kilometer, sex ratio 929 and literacy rate is found to be 86.86% as per 2011 census data. Out of total population, SC constitutes 13.21% and ST 5.11%. **(Table-3.1 and 3.2)**

3.3. Literacy Status in Sample Districts

Among the sample districts, the literacy rate in Khordha district is the highest i.e 86.86%. As compared to Odisha, the literacy rate in three sample districts namely Khordha, Balasore and Sundargarh is better. The literacy rate in Koraput district is the worse (not even 50%) among the sample districts.

Section-II

Profile of Sample Ashram Schools

3.4. Ashram Schools in Odisha

Odisha has Ashram schools since 1950s. In 2006, there were 143 residential Sevashrams and 457 non-residential Sevashrams at the primary level, 112 residential Ashram schools having classes from 1- 10 and 5-10, and 155 boys Ashram High Schools and 91Ashram High Schools for girls with classes from 5-12 and 8-12 etc. Residential Ashram schools of Odisha are also managed by the Tribal Welfare Department and the State Education Department is supposed to provide the academic support. The SSA has enabled these schools to obtain certain grants/funds to the teachers and the schools, as well as the BRC/CRC personnel have started visiting these schools for providing academic support. The State government has also embarked upon creating Model Residential Ashram schools/Central Ashram schools by upgrading the existing Ashram schools. Presently, there are more than 760 Ashram Schools functioning in the State of Odisha under the ST & SC Development Department. Generally, these Ashram Schools provide education from class I to class VII or class IV or V in certain area.

The functioning of a school depends on the availability of adequate facilities and provision of suitable trained and qualified teaching staff with other facilities and equipment together in the educational system. The facilities are often inadequate. The present study has made an attempt to evaluate the existence of Ashram school structure including students' enrolment, teaching and non-teaching staffing pattern.

3.5. Information about Sample Schools

The present evaluation study covered 27 schools from 6 districts of Odisha. **Table 3.3** represents data on number of Ashram Schools in sample districts and district wise name of sample schools.

Table 3.3: District wise Sample Schools

Sl.No	Districts	No. of Ashram Schools in the district	Name of Sample Schools
1.	Khordha	15	1. Govt.Ashram school, Nayapali, Bhubaneswar
			2. Niladri Prasad Ashram school,Banapur
2.	Balesore	19	1.Govt.(SSD)Girls' High School, Tenda
			2. Govt. Ashram School, Barapada
			3. Govt. Ashram School, Pinchhabania
3.	Koraput	47	1.Govt. Girls High school, Nuagoan
			2. Govt.Ashram School, Ranigada

			3.Sepaiput Ashram School
			4.Umuri Ashram School
			5.Nuagoan Ashram School
			6. Govt. High School, Manbar (**S & ME**)
4.	Mayurbhanj	104	1.Ranibhol Girls High school
			2.Raikoma Ashram School
			3.Danadar Ashram School
			4.Baguli Ashram School
			5.Katuria Ashram School
5.	Sundargarh	31	1.Ekma Ashram school
			2.Birkaldihi Ashram School
			3.Kusumel Ashram School
			4.Khajuribani GHSchool
			5.Raichuan Ashram School
			6.Govt. High school (**S & ME**)
6.	Kandhamal	45	1.Belapadar Ashram School
			2.Kalinga Ashram School
			3.Govt.girls High School, Badagaon
			4.Dandapadar Ashram School
			5.Lambagudari Ashram School

Source: SC and ST Department, Government of Odisha website

Ashram Schools provide education at elementary level. The study covered elementary schools including one Girls High School from each district. Out of 27 schools, 20 elementary schools and 7 Girls High Schools were visited for the purpose (**Table-3.4**).

Table 3.4: Type of Sample Ashram Schools covered

Districts	No of Schools	No of Blocks	Type of schools covered		
			Elementary	GHS	Total School
Balasore	3	3	2	1	3
Kandhamal	5	5	4	1	5
Khordha	2	2	2	-	2
Koraput	6	6	4	2	6
Mayurbhanj	5	4	4	1	5
Sundargarh	6	5	4	2	6
Grand Total	27	25	20	7	27

The study also tried to find out the year of establishment of schools and distance coverage from district and block HQs. As many as 23 (85%) schools were established in between 1947 to 1980, 2 (7.41%) in between 1981 to 2000 and 2 schools were established after 2000 under special schemes. After 2000, mainly Girls High Schools were established among the sample schools. Regarding distance, schools have minimum distance of 14 Kms and maximum of 75 Kms from the district HQs and a minimum of 6 Kms and maximum of 23 Kms from block HQs **(Table.3.5).**

Table 3.5: Year of Establishment and Distance coverage of schools

Districts	No of Schools	Year of Establishment				Distance from Dist HQ (in KMs)		Distance from Block HQ(in KMs)	
		1947-1980	1981-2000	After 2000	Grand Total	Min	Max	Min	Max
Balasore	3	3 (100.00)	(0.00)	(0.00)	3 (100.00)	24	25	6	24
Kandhamal	5	4 (80.00)	1 (20.00)	(0.00)	5 (100.00)	10	85	2	10
Khordha	2	2 (100.00)	(0.00)	(0.00)	2 (100.00)	35	70	5	20

Koraput	6	5 (83.3 3)	(0.00)	1 (16.67)	6 (100.00)	5	57	3	26
Mayurbhanj	5	4 (80.00)	(0.00)	1 (20.00)	5 (100.00)	10	75	8	25
Sundargarh	6	5 (83.33)	1 (16.67)	(0.00)	6 (100.00)	1	85	1	30
Grand Total	27	23 (85.19)	2 (7.41)	2 (7.40)	27 (100.00)	14	75	6	23

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

3.6. **Enrolment of Students and boarders**

As per SSD department Guideline (2013), the class strength should be 50 in each class with elementary sections. In case of availability of adequate class rooms, these can be stretched upto 60 with the prior approval of Collector/Sub-collector/DWO concerned. The class strength should be within 60 for high school classes and depending on the adequacy of classrooms, the strength could go up to 70 with prior approval of authorities. Day Scholars and children of other communities may be admitted subject to availability of seats in respective classes and subject to RTE norms.

Figure 3.1: Gender and caste wise boarders Scholars
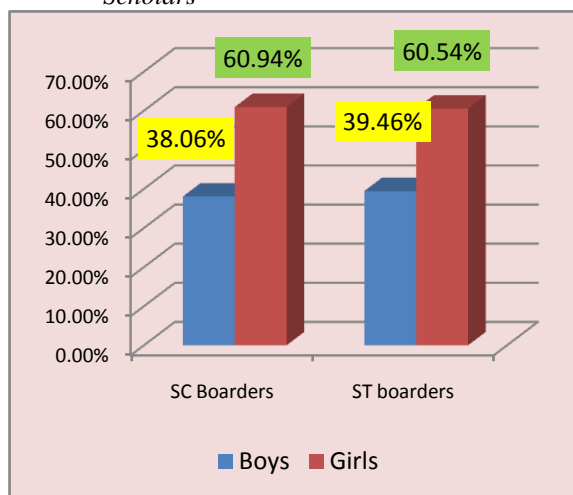
Figure 3.2: Gender and caste wise Day
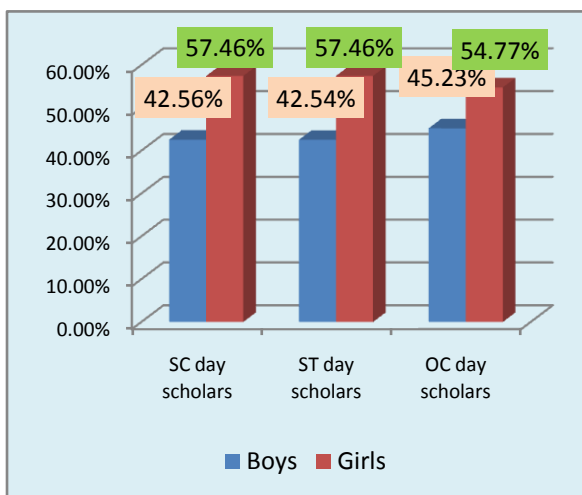
Keeping this in view, the present evaluation study verified gender and caste wise number of boarders and day scholars in sample schools of select districts of Odisha. It reveals that in case of boarders, more than 60% SC and ST girls are studying (*see Fig.3.1*). The proportion of ST boarders is 91.7%. District wise status is shown in **Table 3.6 of Appendix**. Among the day scholars, ST proportion (48.50%) is more than OBC (27.14%) and SC (24.36%).Girl students (55.14%) are more than the boys (44.86%). District wise status is mentioned in **Table 3.7 of Appendix.** Caste wise day scholar shows that in all the cases, more than 50% girls have been enrolled (*see Fig.3.2*). District wise enrolment of students reveals that overall enrolment fulfills the norm but enrolment of Koraput, Mayurbhanj and Balasore districts exceeds the enrolment norm as per Guideline (**Table 3.8**).

Table 3.8: District wise average enrolment of students

Districts	Boarders	Day Scholars	Total Students	No. of schools	Average number of classes	Average enrolled (Actual)	Enrolment as per norm
Balasore	1044	285	1329	3	7.7	443	385
Kandhamal	1530	163	1693	5	7.2	338.6	370
Khordha	476	125	601	2	7.5	300.5	375
Koraput	1970	803	2773	6	7.5	462	395
Mayurbhanj	1684	437	2121	5	7.4	424.2	370
Sundargarh	1378	387	1765	6	6.8	294.2	360

| Grand Total | 8082 | 2200 | 10282 | 27 | 7.3 | 380.08 | 380 |

Field Survey-2018-19
N.B. Students as per norm (50 in each class and 60 in high schools)

While examining sanctioned seats in hostels and actual strength of boarders, it is found that girls' hostels are more than boys' hostel. Accordingly, sanctioned seats and actual strength of girls hostel is also more than that of boys' hostel. There is excess of students in comparison to seats. As a result, hostel accommodation is not comfortable to the boarders. Among the sample hostels, there is deficit of girls' seat than that of boys. Overall data reflects that there is deficiency of 158 seat capacity for the boarders (***See Table 3.9 in Appendix***).

3.7. **Staffing Pattern**

Staff structure is the most vital part of an educational institution. It determines the level of functioning of Schools. Hence, the present study tried to evaluate teaching and non-teaching staff structure of sample schools of select districts. Overall data shows that among 164 total teaching staff members, number of male teaching staff (59.76%) is more than the female staff members (40.24%). District wise data reflects that the highest proportion of female staff is found in Balasore district (46.67%) followed by Kandhamal (44.44%) and Khordha district (41.67%). There is very poor female staff strength i.e below 40% found in three districts (Koraput, Mayurbhanj and Sundargarh).

But, data on gender proportion of non-teaching staff members reveals the reverse i.e female staff members (65.7%) are more in number than male staff members (34.3%).This gives a positive indication towards functioning of Ashram schools. District wise data indicates that except two districts i.e Khordha and Sundargarh (around 55% female staff), all the district sample schools have more than 60% female staff members.

Overall staff status reveals that number of female staff members is slightly more than the male staff members. District wise data reflects that sample schools of Kandhamal and Balasore districts have more than 50% female staff members whereas sample schools of other select districts have less than 50% female staff members (**Table 3.10**).

Table 3.10: Teaching and Non-Teaching Staff structure

District	Teaching Staff			Non- Teaching Staff			Total Staff		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Balasore	8 (53.33)	7 (46.67)	15 (100.00)	0 (0.00)	13 100.00	13 (100.00)	8 (28.57)	20 (71.43)	28 (100.00)
Kandhamal	20 (55.56)	16 (44.44)	36 100.00	11 (31.43)	24 (68.57)	35 (100.00)	31 (43.66)	40 (56.34)	71 (100.00)
Khordha	7 (58.33)	5 (41.67)	12 (100.00)	5 (45.45)	6 (54.55)	11 (100.00)	12 (52.17)	11 (47.83)	23 (100.00)
Koraput	20 (62.50)	12 (37.50)	32 (100.00)	9 (37.50)	15 (62.50)	24 (100.00)	29 (51.79)	27 (48.21)	56 (100.00)
Mayurbhanj	30 (61.22)	19 (38.78)	49 (100.00)	12 (38.71)	19 (61.29)	31 (100.00)	42 (52.50)	38 (47.50)	80 (100.00)
Sundergarh	13 (65.00)	7 (35.00)	20 (100.00)	10 (43.48)	13 (56.52)	23 (100.00)	23 (53.49)	20 (46.51)	43 (100.00)
Grand Total	**98 (59.7)**	**66 (40.3)**	**164 (100.0)**	**47 (34.3)**	**90 (65.7)**	**137 (100.0)**	**145 (48.2)**	**156 (51.8)**	**301 (100.0)**

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

3.7.1. **Teaching Staff Position**

While examining the teaching staff position, number of sanctioned post of teachers is reported to be 187. Of which, 23(12.30%) posts are lying vacant. District wise data reflects that the highest vacancy i.e 6 (23.08%) is found in Sundargarh district followed by Khordha 2(14.29%), Kandhamal 5(12.20%), Balasore 2(11.76%) Koraput 4 (11.11%) and Mayurbhanj 4(7.55%) (***See Table 3.10.1***)

Table 3.10.1: Teaching Staff Position

Districts	Sanction Post	Teachers in Position	No. of Vacancies	Vacancies (%)
Balasore	17	15	2	11.76
Kandhamal	41	36	5	12.20
Khordha	14	12	2	14.29
Koraput	36	32	4	11.11
Mayurbhanj	53	49	4	7.55
Sundargarh	26	20	6	23.08
Grand Total	187	164	23	12.30

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Similarly, while verifying the position of non-teaching staff, it reveals that out of 172 sanctioned posts, 35(20.35%) posts are lying vacant. The highest vacancy of non-teaching posts are reported in Sundargarh district 12(34.29%) followed by Balasore district 4(23.53%),Mayurbhanj district 9(22.5%), Kandhamal 8(18.6%) and Koraput 2(7.69%). (***See Table 3.10.2***)

Table 3.10.2: Non- Teaching Staff Position

District	Sanctioned Post	In Position	No. of Vacancies	Vacancies (%)
Balasore	17	13	4	23.53
Kandhamal	43	35	8	18.60
Khordha	11	11	0	0.00
Koraput	26	24	2	7.69
Mayurbhanj	40	31	9	22.50
Sudargarh	35	23	12	34.29
Grand Total	172	137	35	20.35

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Pupil Teacher Ratio (PTR)

PTR is one of the indicators responsible for quality education of a school. The right of children to free and compulsory education under RTE Act, 2009, envisages that the Pupil Teacher Ratio (PTR) should be maintained at 30:1 and 35:1 at primary and upper primary level respectively. It also provides that there should be at least one classroom for every teacher. The present evaluation study gives a discouraging reflection about PTR which directly affects functioning of Ashram schools.

Overall data reveals that PTR of sample schools is 62.7:1.Among the six districts, Mayurbhanj district is better than other districts in respect of PTR (43.3:1). (But not as per norm). Among the sample districts, three districts i.e Balasore 88.6:1, Sundargarh 88:1 and Koraput 86.6:1 have very worse position in PTR **(Table 3.11).** This is a matter of serious concern.

Table 3.11: Pupil Teacher Ratio (PTR)

Districts	Boarders	Day Scholars	Total Students	Total Teaching Staff	PTR
Balasore	1044(81.88)	285(18.12)	1329(100.00)	15	88.6:1
Kandhamal	1530(92.45)	163(7.55)	1693(100.00)	36	47.0:1
Khordha	476(84.70)	125(15.30)	601(100.00)	12	50.0:1
Koraput	1970(76.59)	803(23.41)	2773(100.00)	32	86.6:1
Mayurbhanj	1684(86.71)	437(13.29)	2121(100.00)	49	43.3:1
Sundargarh	1378(82.07)	387(17.93)	1765(100.00)	20	88.0:1

| Grand Total | 8082(83.45) | 2200(16.55) | 10282(100.00) | 164 | 62.7:1 |

Regarding accommodation facility of teaching staff, SSD department has provided staff quarters. During field study, it has been noticed that there are some staff members who reside outside the school campus due to non-availability of staff quarters. It is also understood that in residential schools, teachers have responsibility to take care of the boarders. It was reported that teachers who reside outside the campus, cover a distance of minimum of 3 to maximum of 18 kms. (**Table 3.12**).

Table 3.12: Accommodation facility of teaching staff

District	No of School Hostels Covered	Teachers residing inside the school campus	Teachers residing outside the school campus	Average Distance (KM) for the Teachers residing outside the school campus
Balasore	3	10	5	18
Kandhamal	5	25	11	5
Khordha	2	6	6	6
Koraput	6	21	11	11
Mayurbhanj	5	20	29	8
Sundargarh	6	12	8	3
Grand Total	27	94	70	8

Source: Field study 2018-19

3.8. **Profile of Teachers**

3.8.1. **Personal Profile of Teachers**

Caste distribution

During evaluation, personal profile of all the 164 teachers has been recorded. It includes age, caste and academic qualification. Caste- wise distribution of teachers reveals that majority of teachers i.e 110(67.08%) belong to OBC and general category followed by ST, 30(18.29%) and SC, 24(14.63%) (***See Fig.3.3***). District wise status is mentioned in ***Table 3.13* of Appendix.** The caste proportion of teachers reflects that it might have some difficulties in communicating tribal children in their local tribal languages.

Age composition

Similarly, while enquiring about age of teachers, it is found that a good number i.e 112 (68.3%) f teachers come under 18 to 45 years age group and 52(31.7%) teachers belong to 45-60 age group categories (see ***Fig.3.4***). District wise status is mentioned in ***Table 3.13* of Appendix.** The high ratio of young group who are considered to be dynamic and energetic indicates that functioning of Ashram schools is good.

Figure 3.3: Age distribution of Teachers
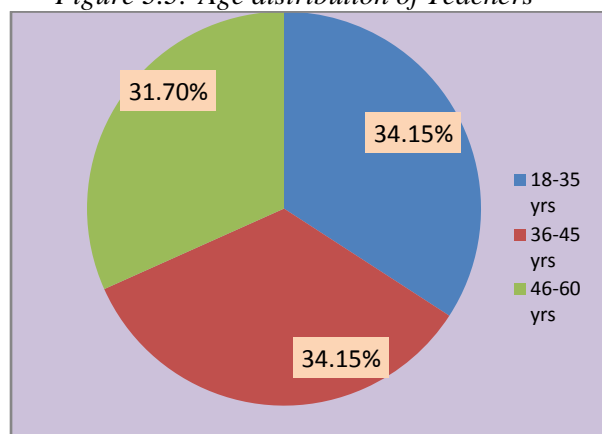
Figure 3.4: Caste distribution of Teachers
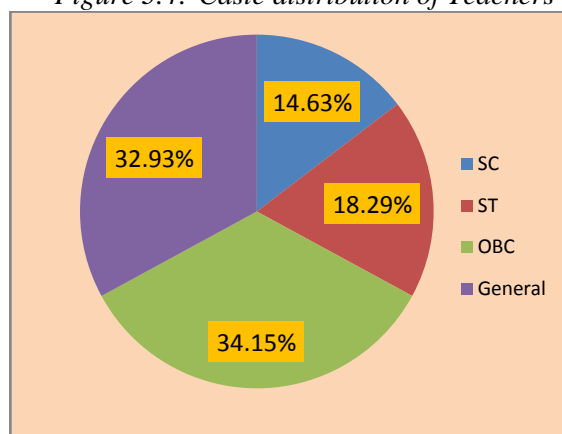
Academic qualification

Academic qualification of teachers is one of the key factors responsible for achieving higher level of standard of education of students. Table 3.10 reveals that out of 164 total teachers, the highest number of teachers i.e 80 (48.78%) are graduates in Arts followed by 38 (23.17%) having higher secondary education, 24 (14.63%) graduation in science and the rest are i.e 22(13.41%) who have post graduation qualification. District wise data reflects that more than 90% teachers of Khordha district are graduates followed by 67% teachers in Mayurbhanj district and 55% in Sundargarh district. The highest teachers having post graduate qualification is noticed in Balasore district (20%) followed by Koraput district (18.75%).

Table 3.14: Academic Qualification of Teachers

Districts	Higher Secondary	Graduation (SC)	Graduation (Arts)	Post Graduation	Grand Total
Balasore	5 (33.33)	4 (26.67)	3 (20.00)	3 (20.00)	15 (100.00)
Kandhamal	9 (25.00)	2 (5.56)	21 (58.33)	4 (11.11)	36 (100.00)
Khordha	- (0.00)	3 (25.00)	8 (66.67)	1 (8.33)	12 (100.00)
Koraput	7 (21.88)	3 (9.38)	16 (50.00)	6 (18.75)	32 (100.00)
Mayurbhanj	11 (22.45)	10 (20.41)	23 (46.94)	5 (10.20)	49 (100.00)
Sundargarh	6 (30.00)	2 (10.00)	9 (45.00)	3 (15.00)	20 (100.00)
Grand Total	38 (23.17)	24 (14.63)	80 (48.78)	22 (13.41)	164 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

3.8.2. **Professional Profile of Teachers**

The teachers of SSD schools are appointed against different posts like TGT (Sc), TGT (Arts), MCT, Classical (Sanskrit), Classical (Hindi), P.E.T, SS, G.S.S etc.

Post- wise type of teachers

The study reveals that out of 27 schools, 23(85.15%) schools have Headmasters (HM) and in the rest 7(15%) schools, only one senior teacher remain in charge of HM. The schools without HM are affected from smooth functioning of schools. Among other posts, out of 164 teachers, the highest of 59(35.97%) teachers are posted against MCT posts followed by SS, 36 (21.95%). Availability of

Classical teachers in schools is found very less in number i.e between 3-4%. In majority of schools, the posts are lying vacant (***Table 3.15 of Appendix***).

While enquiring about professional qualification of teachers, the highest number of teachers i.e, 81(49.39%) possess B.Ed degree followed by 78 (47.56%) teachers having CT training qualification and 4 (2.44%) are CP.Ed qualified teachers. Only 1 teacher in Sundargarh district is found having M.Ed qualification.

Table 3.16: Professional Qualification of Teachers

Districts	B.Ed	CP.Ed	CT	M.Ed.	Total
Balasore	7 (46.67)	1 (6.67)	7 (46.67)	(0.00)	15 (100.00)
Kandhamal	15 (41.67)	1 (2.78)	19 (52.78)	(0.00)	36 (100.00)
Khordha	2 (16.67)	(0.00)	10 (83.33)	(0.00)	12 (100.00)
Koraput	20 (62.50)	1 (3.13)	11 (34.38)	(0.00)	32 (100.00)
Mayurbhanj	27 (55.10)	(0.00)	22 (44.90)	(0.00)	49 (100.00)
Sundargarh	10 (50.00)	1 (5.00)	9 (45.00)	1 (5.00)	20 (100.00)
Grand Total	81 (49.39)	4 (2.44)	78 (47.56)	1 (0.61)	164 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Salary of teachers

The majority of contractual teachers' i.e around 79% gets salary varying between 5-10 thousand followed by 12.9% getting 1 to 5 thousand and 8.06% between 10 to 20 thousand per month. Similarly, while verifying the salary of regular staff, it is found that majority of staff (53.77%) receive 20-40 thousand per month followed by 40-60 thousand (37.74%) and above 60 thousand (8.49%). District- wise figure is mentioned in ***Table 3.17 of Appendix***.

Service status

Both regular and contractual teaching staff members are serving in SSD department schools. While looking into the service status of teachers, it was reported that out of 164 teachers, 106 (64.63%) are regular teachers getting regular scale of pay and 62(35.37%) are contractual teachers getting consolidated amount **(Table.3.18).** Contractual teachers are mostly Sikhya Sahayakas (SS) deployed by School and Mass Education Department since 2011-12. District wise data reflects that 50% of teachers in Koraput district are contractual teachers followed by Mayurbhanj district (42.86%).

Length of Experience

The teachers serving in the SSD Department schools are trained teachers and have teaching experience varying from 1 year to above 21 years. Overall, it reveals that length of experience of majority of teachers varies from 2 years to 10 years **(Table.3.18).** Among the sample districts, the majority of teachers of Koraput district (50%) have more than 21 years of teaching experience. Majority of teachers having below 10 years of experience is found in Mayurbhanj district (73.47%) followed by Sundargarh and Balasore districts (60%). More percentage in the range might be due to more number of contractual teachers deployed in these schools.

Figure 3.5: Length of Experience
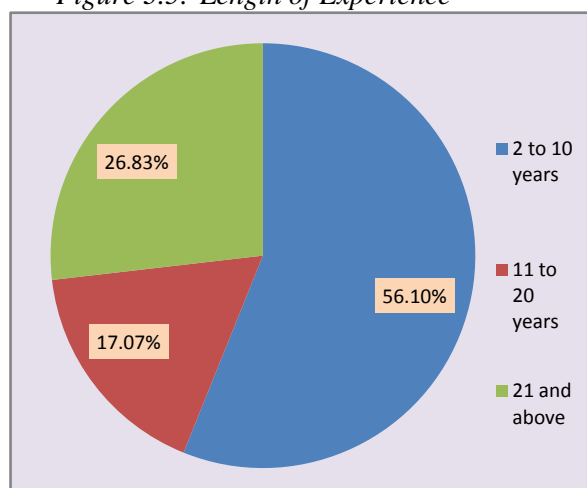
Figure 3.6: Service status
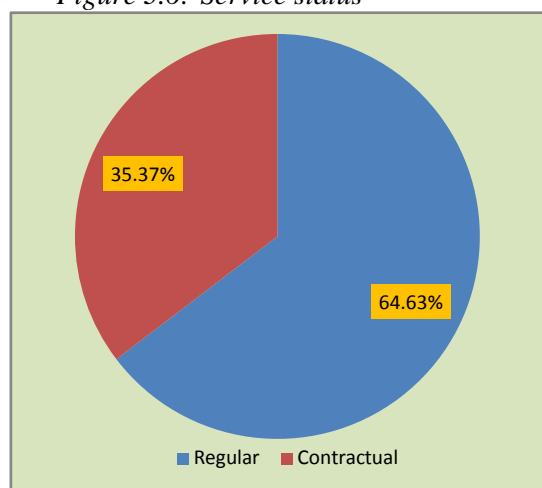
Table 3.18: Length of Experience, Service status and capacity building of teachers

Districts	Length of Experience			Service Type		Received Training		Total No. of schools
	2 to 10	11 to 20	21 and above	Regular	Contractual	In-Service Training	Tribal Language Training	
Balasore	9 (60.00)	1 (6.67)	5 (33.33)	12 (80.00)	3 (20.00)	8 (53.33)	0 (0.000	15
Kandhamal	13 (36.11)	13 (36.11)	10 (27.78)	27 (75.00)	13 (25.00)	18 (50.00)	19 (52.78)	36
Khordha	4 (33.33)	2 (16.67)	6 (50.00)	6 (50.00)	6 (50.00)	6 (50.00)	4 (33.33)	12
Koraput	18 (56.25)	5 (15.63)	9 (28.13)	20 (62.50)	12 (37.50)	8 (25.00)	17 (53.13)	32
Mayurbhanj	36 (73.47)	5 (10.20)	8 (16.33)	28 (57.14)	21 (42.86)	36 (73.47)	22 (44.90)	49
Sundargarh	12 (60.00)	2 (10.00)	6 (30.00)	13 (65.00)	7 (35.00)	14 (70.00)	10 (50.00)	20
Grand Total	92 (56.10)	28 (17.07)	44 (26.83)	106 (64.63)	62 (35.37)	90 (54.88)	73 (44.51)	164

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Capacity Building of Teachers

During the period of service of teachers, the department has provided in-service training and also tribal language training. These trainings enhance capacities of teachers on their role and responsibilities including knowledge on teaching methods and tribal language respectively. Since 2015, teachers in charge of hostel, nodal teachers and HM of SSD schools have been provided with training on Life Skill Education (LSE), ST Guideline for safety security of girl children and protective legislations like POCSO Act etc.

During evaluation, it was enquired about the trainings received by the teachers. Overall, it reveals that 54.88% teachers have received in-service training and 44.51% in tribal language. It was reported that the highest number of teachers received in-service training in Mayurbhanj district (73.47%) followed by Sundargarh (70%). In-service training status was found to be poor in Koraput district (25%).

Similarly, tribal language training which is highly needed in tribal areas, it was found to have been imparted to more than 50% teachers in all the sample tribal districts (Kandhamal,Sundargarh and Koraput) except Mayurbhanj district where 44.9% received tribal language training **(Table.3.18).**

3.9. **Profile of Non-Teaching Staff members**

3.9.1. **Personal Profile of Non-Teaching Staff members**

Age composition

Regarding age of staff members, it is found that majority of staff members i.e 109 (79.57%) come under 18 to 45 years age group and 28(20.44%) staff members belong to 45-60 age group category **(Fig.3.7).** District wise figure is indicated in *Table 3.19 of Appendix.*

Caste distribution

Personal profile including age, caste and academic qualification of non-teaching staff members were also collected. Caste wise distribution of staff indicates that majority of members i.e 80(58.39%) belong to ST followed by OBC and General, 38(27.74%) and SC, 19(13.87%) **(Fig.3.8).** District wise figure is mentioned in *Table 3.19 of Appendix.* Since majority of staff members belong to tribal community, it might not have difficulties in communicating tribal children in their local tribal languages.

Figure 3.7: Age distribution
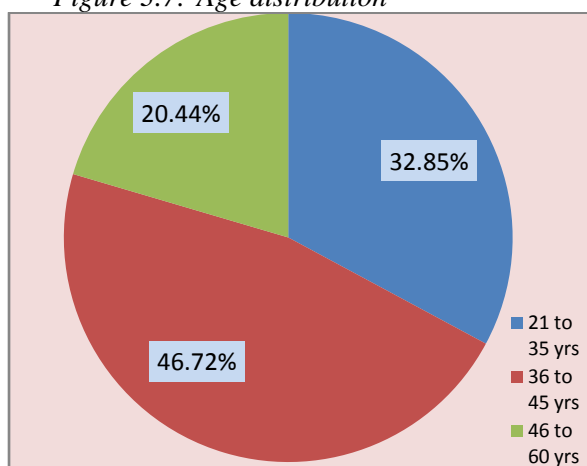
Figure 3.8: Caste distribution
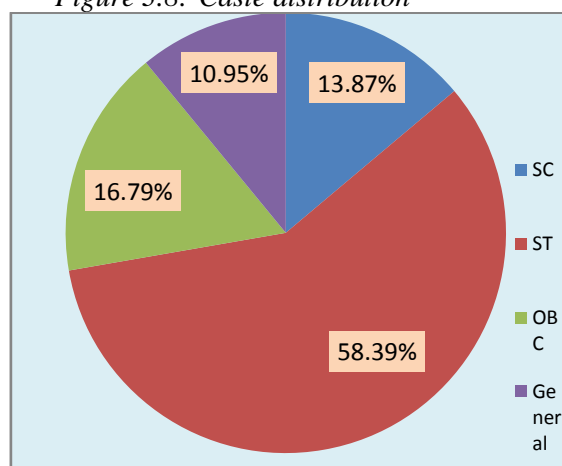
Academic qualification

Academic qualification of the majority of staff i.e 76 (55.47%) are under matric followed by 25(18.25%) graduates, 24(17.52%) matriculates and 12(8.76%) have higher secondary qualification. District wise figure is mentioned in **Table 3.20**.

Table 3.20: Academic Qualification of Non-teaching Staff

Districts	Below Matriculation	Matriculation	Higher Secondary	Graduation	Total
Balasore	7 (53.85)	1 (7.69)	1 (7.69)	4 (30.77)	13 (100.00)
Kandhamal	16 (45.71)	10 (28.57)	3 (8.57)	6 (17.14)	35 (100.00)
Khordha	6 (54.55)	(0.00)	2 (18.18)	3 (27.27)	11 (100.00)
Koraput	17 (70.83)	4 (16.67)	2 (8.33)	1 (4.17)	24 (100.00)
Mayurbhanj	20 (64.52)	2 (6.45)	(0.00)	9 (29.03)	31 (100.00)

| Sundargarh | 10 (43.48) | 7 (30.43) | 4 (17.39) | 2 (8.70) | 23 (100.00) |
| Grand Total | 76 (55.47) | 24 (17.52) | 12 (8.76) | 25 (18.25) | 137 (100.00) |

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

3.9.2. **Professional profile of non-teaching staff members**

In a Residential School/Ashram School of SSD, there is provision of appointment of Matrons, Cook-cum- Attendants (CCA), Watchman, Peon, Lady Watch and Ward (LWW) and ANM for smooth functioning of school and hostels. The present evaluation study has made an attempt to find out status of availability of staff in sample districts. The data in **Table 3.21** reveals that ANMs are not posted in any of the schools of Sundargarh and Khordha district. There is no LWW in Mayurbhanj district. In residential schools, posting of Matrons is mandatory for safety and security of girl children. In Koraput district, no Matron has been appointed in any of the 5 sample schools. In Sundargarh district, Matrons are not posted in 2 schools. CCAs should be posted as per norm i.e 50:1. But number of CCAs in select districts is found less than the norm. Peon, clerks and watchman are posted in high schools only. The study verified and found that 50% high schools have no such staff.

Salary of Non-teaching staff

Among the regular staff, majority of staff i.e 57.14% receive 10-20 thousand rupees followed by 42.86% above 20 thousand per month. Similarly, more than 90% contractual staff get 5-10 thousand per month. District wise figure is mentioned in ***Table.3.22 of Appendix***.

Service Status

Both regular and contractual non-teaching staff members have been appointed in SSD schools. While looking into service status of staff, it reveals that out of 137 staff, 130 (94.89%) are contractual staff getting a consolidated amount and 7(5.11%) are regular availing regular scale of pay. District- wise figure is mentioned in **Table.3.23.** Posts of CCAs, Matrons and ANMs are contractual in nature.

Table 3.23: Service Status, Length of service and Training received (Non-Teaching staff)

| Districts | Service status | | Length of Service (in Years) | | | | Training Received | | Grand Total |
	Regular	Contractual	Below 1 Year	2 to 10	11 to 20	21 and above	Yes	No	
Balasore	0 (0.00)	13 (100.00)	0 (0.00)	9 (69.23)	4 (30.77)	(0.00)	3 (23.08)	10 (76.92)	13 (100.00)
Kandhamal	2 (5.71)	33 (94.29)	0 (0.00)	18 (51.43)	8 (22.86)	9 (25.71)	12 (34.29)	23 (65.71)	35 (100.00)
Khordha	1 (9.09)	10 (90.91)	0 (0.00)	4 (36.36)	5 (45.45)	2 (18.18)	0 (0.00)	11 (100.00)	11 (100.00)
Koraput	1 (4.17)	23 (95.83)	2 (8.33)	10 (41.67)	10 (41.67)	2 (8.33)	16 (66.67)	8 (33.33)	24 (100.00)
Mayurbhanj	3 (9.68)	28 (90.32)	0 (0.00)	23 (74.19)	3 (9.68)	5 (16.13)	5 (16.13)	26 (83.87)	31 (100.00)
Sundargarh	0 (0.00)	23 (100.00)	0 (0.00)	14 (60.87)	7 (30.43)	2 (8.70)	11 (47.83)	12 (52.17)	23 (100.00)
Grand Total	7 (5.11)	130 (94.89)	2 (1.46)	78 (56.93)	37 (27.01)	20 (14.60)	47 (34.31)	90 (65.69)	137 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Length of Experience

The non-teaching staff members have work experience varying from 1 year to above 21 years. Overall, it is reported that the majority of staff i.e 78 (56.93%) have experience varying from 2 years to 10 years followed by 37 (27.01%) having 11 to 20 years of experience, 20(14.60%) more than 20 years of experience and 2(1.46%) having below 1 year of experience. Among the sample districts, more than 60% staff members in Sundargarh, Mayurbhanj and Balasore districts have work experience of 2 to 10 years. District wise figure is mentioned in **Table.3.23.** The percentage in the range is more, might be due to more number of contractual teachers deployed in these schools.

Figure 3.9: Service status
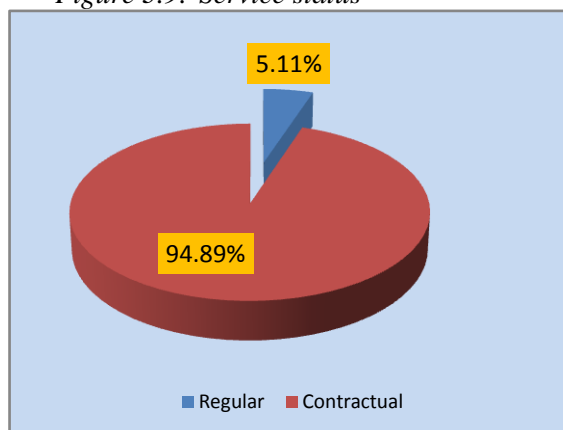
Figure 3.10:   Length of Experience
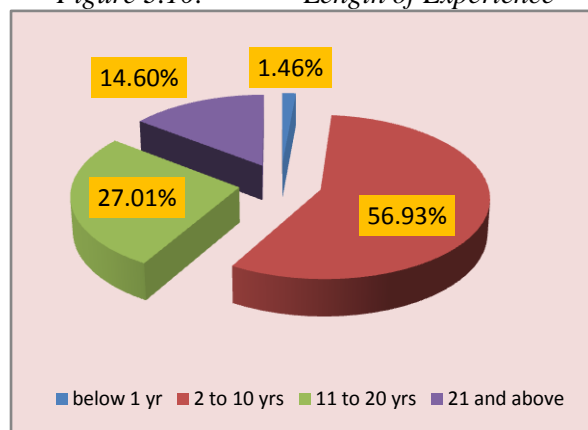
Capacity building

Non-teaching staff members have also been capacitated on their role and responsibilities. Since 2015, Matrons and ANMs have been provided training on Life Skill Education (LSE), ST Guideline for safety security of girl children and protective legislations like POCSO Act etc. During evaluation, it was enquired about the trainings received by the non-teaching staff members. Overall, it is found that 34.31% staff members have received the said trainings. It was reported that the highest number of staff received trainings was in Koraput district (66.67%) followed by Sundargarh (47.83%). In-service training status is found to be poor in Mayurbhanj district (16.13%). District -wise figure is mentioned in **Table.3.23.**

CHAPTER- IV

SITUATIONAL ANALYSIS OF FUNCTIONING OF ASHRAM SCHOOLS

SITUATIONAL ANALYSIS OF FUNCTIONING OF ASHRAM SCHOOLS

In Odisha, two departments provide school education to children. The School and Mass Education Department provides school education to all children in general by establishing primary schools, high schools, etc. The ST & SC Development department provides school education to ST/SC children by establishing Sevashrams, residential Sevashrams, Ashram schools, High Schools etc. In addition, there has been an established society, called Odisha Model Tribal Education Society (OMTES), which provides education to ST/PTG children by way of establishing Ekalabya Model Tribal Education Society (EMRS) up to secondary level and education complex at primary level.

The present evaluation study has tried to make a situational analysis of functioning of Ashram schools in Odisha. The present chapter is divided into two sections. Section-I deals with assessment of functioning of sample schools. Section-II gives a reflection on hostel management and infrastructure. Besides, hostel infrastructure including safety and security measures taken by the schools are also covered in the chapter.

Section-I

Assessment of Schools

This section covers administration and management, infrastructural facilities, class rooms and their conditions, staff structure and profile of teaching and non-teaching staff, teaching method and application of TLM, innovative and good practices of schools, vocational education facilities, initiatives for undertaking curricular, co-curricular and extra-curricular activities, source wise receipt, expenditure and utilization of funds, occurrence of mishaps in school, SMC and PTA meetings, maintenance of records & documents, monitoring mechanism to ensure quality education in schools.

4.1. Administration and Management

One District Welfare Office in each district headed by a District Welfare Officer (DWO) oversee smooth implementation of various development programmes including education of scheduled tribes, and their residential accommodation as well as enforcement of various provisions in the interest of the scheduled tribes of the district. There is an Assistant District Welfare Officer (ADWO) at Sub-Divisional level and a Welfare Extension Officer (WEO) at block level to assist the district administration in effective discharge of their roles and functions. The District Welfare Office is not well -equipped to take up massive physical infrastructure like the hostel programme. However, ITDAs in TSP blocks are exclusively meant for taking up various tribal development programmes. These agencies are in place since the beginning of the 5th Five Year Plan (1974-75) which are well equipped with manpower, infrastructure and technical knowhow to take up massive programmes including hostel programmes. ITDAs provide support for construction of hostels including renovation, repair and maintenance of hostel buildings. The districts where there is no ITDA, the district administration takes the support of District Rural Development Agency (DRDA) in discharging the responsibility.

4.2. Infrastructural Facilities

Government has established Ashram schools to provide shelter and education to tribal students. Enrolment in SSD schools has been increasing year by year. But the infrastructure though improved has not been commensurate keeping the need in view. The present evaluation study tried to verify category wise availability of infrastructure facilities like physical infrastructure and basic service facilities, health facilities and school infrastructure facilities in all the 27 sample schools including 2 schools run by S& ME Department.

4.2.1. Physical Infrastructure and Basic Service facilities

Availability of physical infrastructure facilities include the indicators like physical proximity of hostel to human habitation, boundary wall fully securing the school building from all sides, availability of gate at the entry point, drinking water facilities etc.

<u>**Situational Analysis**</u>

- It reveals that all the 27 sample schools (100%) have physical proximity to human habitation i.e within 1 km radius.
- Regarding gate at entry point, all the schools (100%) have the facility. CCA/LWW gets outsiders signed in the register.

Gate Register -GGH, Tenda, Balasore   **Gate at entry point -GGH, Tenda, Balasore**

- There is availability of drinking water facility in all the schools. All the schools of Kandhamal and Sundargarh districts have been provided with water purifiers (RO, Aqua guard etc). Schools of other sampled districts depend on tube well water and Tank water for drinking purpose. All the high schools of the sample districts have water purifiers.

RO Plant- Dandaqpadar AS, Kandhamal   **Aqua Guard-Pinchabania AS, Balasore**

- There is availability of electricity in all the schools. During occurrence of electricity failure, except a few (22% schools), others have the facility of inverter, solar light etc. In 92% schools of Sundargarh and Kandhamal districts, there is provision of generator. But generator is not being utilised regularly because maintenance cost.

Solar Panel-Khajurbania GGH, Sundargarh

Generator-Raikoma AS, Mayurbhanj

- Help line number (1800-345-3040) is displayed in all the schools.
- Complaint box is found in all the schools.

Complaint Box- GGH, Badagoan ,Kandhmal

Separate toilets for Girls-Raikoma AS , Mayurbhanj

- Only 18(66.67%) schools have boundary walls fully securing the school building from all sides. whereas 33% schools have low heightened boundary not fulfilling the Guideline (8 Feet height).

- Out of 27 schools, 22(81.48%) schools have separate functional toilet for girls with running water facilities and 18% schools do not have separate toilet for girls. During school hour, they used to go to hostel toilets.

- Out of 27, 26(96.30%) schools have locking facilities of doors and windows. And 3-4% of schools need repair works.

- Out of 27 schools, 20(74.07%) schools have hotline telephone facilities. In 26% schools, there is no hotline telephone facility. Since network is not accessible to these schools, telephones have been surrendered at School and Hostel Monitoring Cell, Bhubaneswar.

- Provision of 24 hour security guard is available only in 4 (14.81%) schools. There is no provision of security guard at entry gate except 4 High schools. But CCA/LWW/Peon discharges the responsibility without fail.

District wise reflection is shown *Table 4.1* of *Appendix and* overall picture in *Fig.4.1*.

Figure 4.1: Physical Infrastructure and Basic Service facilities
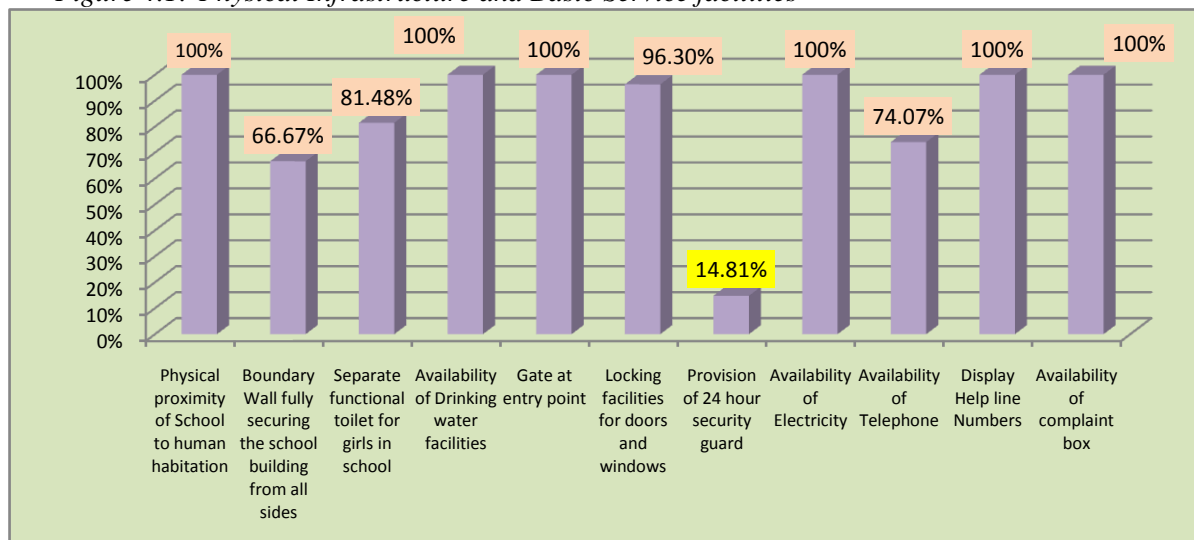
4.2.2. **Availability of Health Facilities**

The evaluation team enquired about health facilities like regular health check-up of students, availability of first aid box, vaccination and immunization programme, providing iron/folic acid tablets/de-worming tablets to students.

<u>**Situational Analysis**</u>

- ✚ It is found that regular health check-up is being taken up in 25 (92.6%) schools. RBSK/MHU team from nearest CHC attends students in every quarter for regular health check-up. It is reported that one each from Khordha and Sundargarh district, it is not done on a regular basis.

- ✚ Dedicated ANM is posted by the SSD department in all the identified nodal schools. ANM post is contractual. ANM has been allotted staff quarter in her posted school. She visits regularly to the assigned schools from her nodal school.

- ✚ Vaccination and immunization programme and distribution of iron/folic acid tablets/de-worming tablets to students is carried out in all the schools except one school in Kandhamal district.

ANM with health kit, Umri AS, Koraput

- ✚ Health register called Yellow register is maintained by the respective ANM who is recording BMI. Health kit is provided to ANMs. Hemoglobin testing is done during her visits to schools. Yellow register and health kit are found in only Koraput and Kandhamal districts.

- ✚ Yearly, Rs.6000/- is being paid by the department to meet medical expenses of the boarders which is not sufficient as mentioned by the respective HMs.

- ✚ First aid box is available in all the schools except one school in Balasore district.

↓ Overall, 95% schools have all the said health facilities.

District wise reflection is shown in *Table 4.2* (see *Appendix) and* overall picture in *Fig.4.2*.

Figure 4.2: Availability of Health Facilities
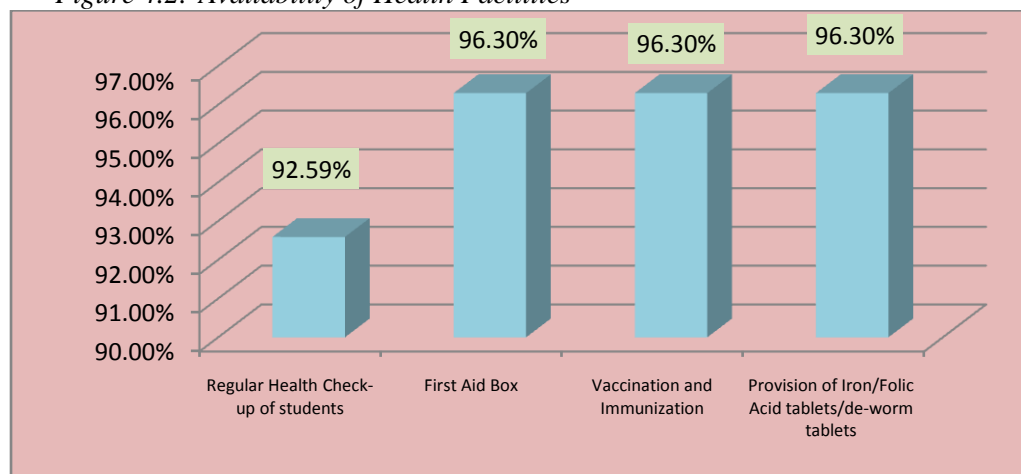
4.2.3. **Availability of School Infrastructure**

The School infrastructures like office of HM, teachers' common room, library, science lab etc are highly needed for effective functioning of schools. Availability of these infrastructures was verified during the evaluation study.

Situational Analysis

↓ There is office room for HMs in 23 (85.19%) schools. In 15% schools, office of the HM is adjusted in one of the spare class rooms. There is no separate office room for HM found in each one school of Balasore, Kandhamal and Koraput districts.

HM office room-GGH, Badagoan Kandhamal

HM office room-Baguli AS, Mayurbhanj

↓ Common room facility for teachers is available in 11(40.74%) schools. In 60% cases, a portion of HM office is spared for Teachers common room.

↓ Only in 5 (18.52%) schools, there is provision of students' common room. Students use their TV/dining hall as common room in about 82% cases.

↓ Open pendal/prayer hall is available in 8 (29.63%) schools. In 70% cases, there is no open pendal or prayer hall. Prayer is conducted in a free space of the school campus.

Open Pendal- Ranibhol GGH, Mayurbhanj

Students common room- GGH, Tenda Balasore

➕ There is space for play ground in 12(44.44%) schools. In 55% cases, the adjacent open space of the village is used as students' play ground. The situation is found to be worse in all the sampled districts except Koraput and Sundargarh districts.

Play ground adjacent to the school campus- Baguli AS, Mayurbhanj

Play ground inside the school premises -Kalinga AS, Kandhmal

➕ There is provision of separate toilet for teachers in 11(40.74%) schools. In around 60% cases, teachers have no separate toilets. Either they use students' toilet or toilet of staff quarter.

➕ Gardens in schools are found very beautiful. It is found in 24(88.89%) schools. They have both flower and kitchen garden. These are maintained by the students under the guidance of teachers. In the morning and evening, one hour is spent for school cleaning and gardening. Vegetables produced from garden are used in hostel mess. But due to lack of space, in 11% schools, garden could not be developed. Except some schools in Khordha and Balasore districts, schools in all the districts have beautiful garden.
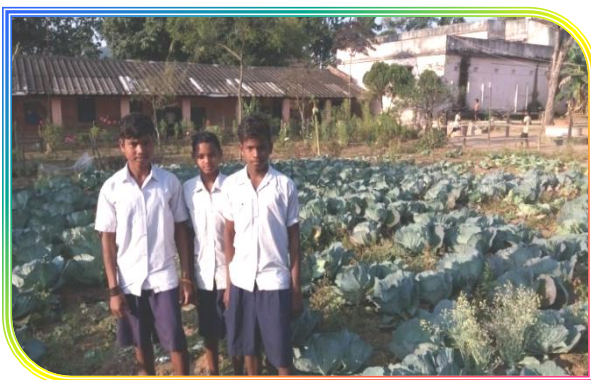
Kitchen garden-Belapadar AS, Kandhamal

Kitchen Garden-Raichuan AS, Sundargarh

Medicinal Plants-Raikoma AS, Mayurbhanj

Kitchen garden- Ranigada AS, Koraput

➕ There is no separate library room in schools. But library book facility is available in around 22 (81.48%) schools. In 18% schools, even book facility is not available. Except Khordha and Balasore districts, schools in all the districts have library book facility.

➕ In 96% schools, there is no science lab except in one high school of Kandhamal district,

➕ Computer lab is available in 10 (37.04%) schools. In all the high schools, there is computer lab with a computer teacher. In some of the elementary schools, there is computer lab without computer teacher. One of the teaching staff members is managing the lab. But in 63% schools, there is no computer lab. In some schools, even computer is not provided for office purpose. The situation is better in Koraput district than other districts.

Computer lab-GGH, Tenda, Balasore

Science exhibition-Raikoma AS, Mayurbhanj

District wise reflection is shown in ***Table 4.3*** of ***Appendix*** *and* overall picture in ***Fig.4.3***.

Figure 4.3: School infrastructure facilities
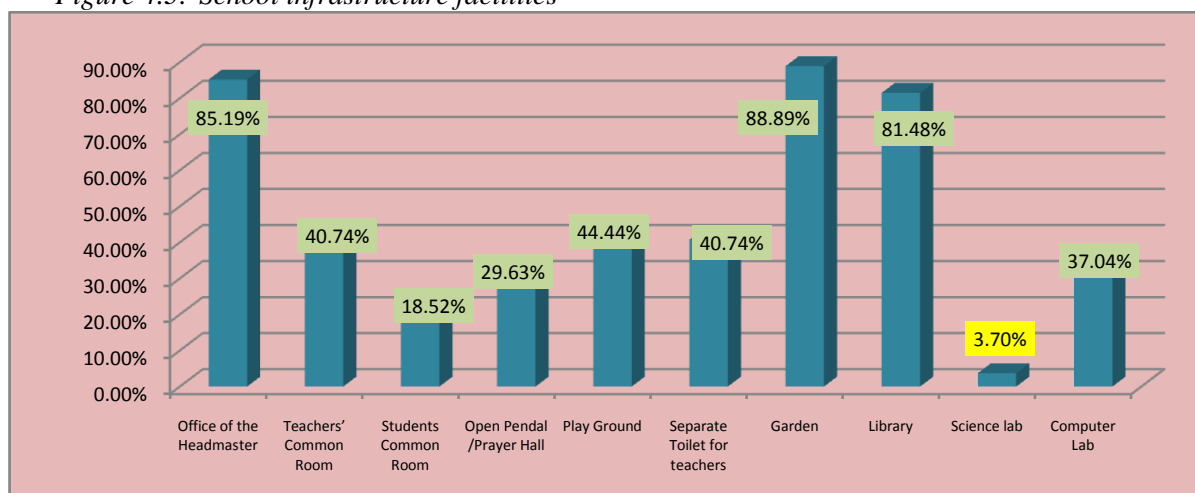
4.2.4. **Class rooms and their conditions**

For good education surroundings and healthy class room environment, class room conditions like provisions of adequate light in class rooms, sufficient number of class rooms, proper sitting arrangements, adequate space for students in the class, black board facilities, adequacy of chalk and duster, charts/maps/paintings in class rooms, display of notice board etc. should be made available in all schools. The evaluation team verified class room conditions of schools during field visits.

Table 4.4:Class Room Conditions

School Infrastructure	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Provision for adequate light	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	25 (92.59)
Sufficient class rooms	2 (66.67)	2 (40.00)	1 (33.33)	5 (83.33)	4 (80.00)	5 (83.33)	19 (70.37)
Proper sitting arrangements	1 (33.33)	3 (60.00)	1 (50.0)	3 (50.00)	4 (80.00)	5 (83.33)	17 (62.96)
Sufficient space for students in the class	2 (66.67)	2 (40.00)	0 (0.00)	1 (16.67)	4 (80.00)	2 (33.33)	11 (40.74)
Black board facilities	3 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	26 (96.30)
Adequacy of chalk and duster	3 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	26 (96.30)
Charts/Maps/paintings in class rooms	3 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	5 (83.33)	25 (92.59)
Display of Notice Board	2 (66.67)	4 (80.00)	2 (100.00)	6 (100.00)	4 (80.00)	5 (83.33)	23 (85.19)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

+ Out of 27 schools, 25(92.59%) schools are well ventilated.
+ There is availability of sufficient class rooms in 19 (70.37%) schools. But in 30% schools, class-1 and class-2 classes are taken together due to insufficient number of class rooms. In some other cases (23% schools), class rooms need repairing. Children can not sit in those rooms.
+ Among the sample schools, 17(62.96%) schools have proper sitting arrangements. There is no chair and benches for class-1 and class-2 students. In some schools (38%), up to 4th class, sitting arrangement of the children is on floor.

Sitting arrangements-Pinchabania AS, Balasore   **Sitting arrangements-Dandapadar AS, Kandhamal**

- There is availability of sufficient space in the class rooms in 11(40.74%) schools. In about 60% schools, sitting space is a problem. For example, in a 40 seated room, 60 children are sitting. Space is congested. It is difficult on their part to write notes during class hour. Due to inadequacy of class rooms and teachers, classes can not be divided into sections.
- In 26(96.3%) schools, there are black board facilities with sufficient chalk and duster.
- In 25(92.59%) schools, there is availability of charts/maps /paintings in class rooms. Paintings are mostly displayed in the class room corridors.
- There is display of notice board in 23(85.19%) schools.
- Class room condition is poor in Balasore district. Class room space constraint is observed in all the districts except in Mayurbhanj district. Sitting arrangement is better in Mayurbhanj and Sundargarh district than other districts. District wise reflection is shown in ***Table 4.4***.

4.2.5. **Teaching method and Application of TLM**

Quality of education of a school depends on teaching method that the teachers adopt for teaching and application of Teaching Learning materials. Teaching methods include writing exercise, reading text books, both reading and writing, writing on black board, ask bright students to teach, explaining through game method and story-telling method.

Table 4.5: Teaching method and Application of TLM

Districts	Writing Exercise	Reading Text books	Both reading and writing	Writing on Black board	Ask bright students to teach	Game method	Story-telling
Balasore	1(33.33)	1(33.33)	2(66.67)	2(66.67)	1(33.33)	2(66.67)	2(66.67)
Kandhamal	3(60.00)	3(60.00)	3(60.00)	1(20.00)	1(20.00)	3(60.00)	3(60.00)
Khordha	1(50.00)	1(50.00)	1(50.00)	1(50.00)	2(100.00)	2(100.00)	2(100.00)
Koraput	3(50.00)	1(16.67)	1(16.67)	0(0.00)	1(16.67)	1(16.67)	2(33.33)
Mayurbhanj	1(20.00)	0(0.00)	1(20.00)	1(20.00)	1(20.00)	3(60.00)	1(20.00)
Sundargarh	1(16.67)	1(16.67)	2(33.33)	1(16.67)	0(0.00)	2(33.33)	2(33.33)
Grand Total	10(37.04)	7(25.93)	10(37.04)	6(22.22)	6(22.22)	13(48.15)	12(48.15)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

- It was reported that out of 27 schools, teachers of 10 (37.04%) schools make practice of writing exercise. Writing exercise is not taken up in 63% sample schools. Wherever taken place, correction work is not done during class hour. After school hour, this work is being taken up.
- Among the sample schools, teachers of 7(25.93%) schools make practice of reading text books,10(37.04%) both reading and writing and 6(22.22%) schools each writing on black board and ask bright students to teach, "Ask bright students to teach method" is adopted mostly in higher classes.

TLM, Belapadar AS, Kandhamal

TLM, Katuria AS, Mayurbhanj

- It was reported that 13(48.15%) schools use game method. More than 50% schools do not adopt game method and storytelling method.TLM equipments are needed for these methods.
- It reveals that only 12(44.44%) schools adopt story telling method.

4.3. **Innovative and good practices of schools**

Apart from curriculum, it is essential to make innovative/good practices such as yoga, wall magazine/painting by students, Sports Talent Search initiative, evaluation of teacher by students, Health Camp, Community Cleaning/ Plantation and life skill education in Ashram schools to make school environment conducive for learning and creating sustained interest among the students towards education.

Table 4.6: Innovative/good practices undertaken in Ashram Schools

Innovative/good practices	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Yoga	1 (33.33)	1 (20.00)	2 (100.00)	2 (33.33)	3 (60.00)	2 (33.33)	11 (40.00)
Vocational Training	0 (0.00)	1 (20.00)	0 (0.00)	0 (0.00)	1 (20.00)	2 (33.33)	4 (14.81)
Wall Magazine/ Painting by Students	1 (33.33)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	21 (77.78)
Sports Talent Search initiative	1 (33.33)	2 (40.00)	1 (50.00)	5 (83.33)	4 (80.00)	4 (66.67)	17 (62.96)
Evaluation of Teacher by Students	0 (0.00)	0 (0.00)	0 (0.00)	3 (50.00)	0 (0.00)	0 (0.00)	3 (11.11)
Health Camp	2 (66.67)	5 (100.00)	1 (50.00)	4 (66.67)	2 (40.00)	5 (83.33)	19 (70.37)
Community Cleaning/ Plantation	2 (66.67)	4 (80.00)	2 (100.00)	5 (83.33)	3 (60.00)	4 (66.67)	20 (74.07)
Life Skills Education	3 (100.00)	5 (100.00)	2 (100.00)	5 (83.33)	2 (40.00)	5 (83.33)	22 (81.48)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

- The study result indicates that out of 27 schools, 11(40.74%) schools make practice of yoga to students. Yoga class is taken in Saturdays rotationally. Some of the schools do out sourcing for taking yoga classes.

- Majority of the schools i.e 21 (77.78%) have wall magazines and paintings. Wall

magazine/paintings are displayed in schools. Tribal children are fond of doing creative paintings and writing poems. Paintings are lively and attractive. It is noticed in more than 80% schools of all the sampled districts except Balasore district.

Wall Magazines in Baguli AS, Mayurbhanj

PhotoFigures of Sargiful Programme-Baguli AS, Mayurbhanj

- Among sample schools, 22(81.48%) schools educate children on life skill. Life skill education classes are taken twice in a week. Nodal teacher of LSE including Matron and ANM are taking classes with illustrations. But in Mayurbhanj district, this is reported poor.

- Community cleaning and plantation is being taken up in 20 (74.07%) schools. This activity is being taken up regularly. On special occasions like Gandhi Jayanti, the children are asked to do under the guidance of a teacher.

- Health camp is organized in 19 (70.37%) schools. RBSK team attends school quarterly and thorough check-up is done during their visit to schools.

- Sports Talent initiative is taken by 17(62.96%) schools. All the schools take serious initiative for sports talent search initiative.PET teachers are available in high schools. But, in 2 elementary schools of Mayurbhanj district, PET trained teachers are available. Schools without having PET teachers also, initiative is taken to encourage the sports talented students by giving special coaching to them. In Koraput and Mayurbhanj districts, students have been admitted in sports hostel. It was reported that for purchase of sports equipments like foot ball, badminton bat, cork etc, school authorities generate money by selling wastages like gunny bags, cartons etc.

- Vocational training is provided in only 4(14.81%) schools. Vocational training is almost stopped in Ashram schools. This is found in one or two schools of Kandhamal, Mayurbhanj and Sundargarh districts. Gardening is done by the students under the guidance of teachers. But training is not undertaken by any professional trainers.

- Evaluation of teachers by students is being carried out by only 3 (11.11%) schools. Regarding evaluation of teachers by students, it is not exactly done. HM of some schools enquire about the teachings of teachers by cross questioning the students. In the process, evaluation is done. Except three schools of Koraput district, it was not reported any where.

Best Practices

- Funds have been generated by selling waste cartons and gunny bags for purchase of sports equipments for students in Nuagaon AS, Koraput.
- Community participation/SMC participation played a vital role in developing Kitchen Garden for Baguli AS. The school has no space for creating kitchen garden. The villagers decided to

contribute a plot for developing kitchen garden. The contributed land is of Gochar category which has been approved in GS.

- Disease surveillance register is maintained in all schools of Kandhamal district which is reported to the DWO on a day to day basis. It significantly improves in monitoring and thereby minimizing health related issues of children in schools.

- The pass out students of local Ashram Schools of Sundargarh district have been engaged as part time teachers of the respective schools (where there is staff constraints). The honorarium of these teachers is met by the respective SMC members. This initiative has bridged the gap in PTR up to some extent. In the process, this becomes a source of income for the pass out students. Besides, being happy to teach in the very school from where they passed out.

- In order to generate awareness among students and boarders, IEC materials (in Flex) regarding health and hygienic practices, LSE, safety and security Guideline, benefits of medicinal plantations are displayed in different places of school and hostel premises of Raikoma AS of Mayurbhanj district. Raikoma School is the best in maintaining health and sanitation. Dustbins for different types of garbage have been placed at different places of school and hostel premises. This school was awarded for Swachha Vidyalaya.

- Toilets are being cleaned 3 times in a day by students rotationally (5 in each group). This practice is found in Ekma AS of Sundargarh district.

Some of the PhotoFigures of Best Practices
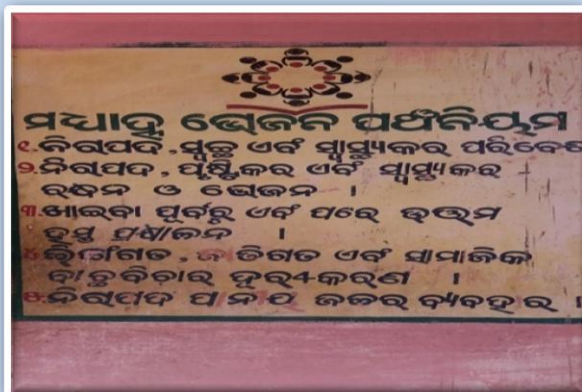
4.4. Vocational Education Facilities

Vocational education is part of the curriculum of Ashram schools. Students in these institutions are imparted general education designed by education department from time to time along with vocational training in crafts and trade; like carpentry, tailoring, weaving, short hand, type writing, motor mechanic etc. The present study tried to verify whether any of the trainings are being provided in the Ashram schools or not. Study result is indicated in ***Table 4.7 of Appendix***.

Situational Analysis

➕ Vocational education has been stopped in Ashram Schools. Among the sample schools, only three types of vocational education are being provided. Craft education is reported in one of the schools of Sundargarh district,

➕ Gardening is found in all the four full TSP districts (7 schools). Gardening is done under the guidance of teachers not by any professionals.

➕ Tailoring is being taken up in one of the schools of Koraput district.

➕ In Ashram schools, the staffing pattern (1975-76) was like (i)1-3class,2 teachers (ii)1-5class,3 teachers and (iii) 1-7th, 5 teachers. Even after up gradation of the schools, number of teachers in the schools remain the same. After retirement of general formal education of teachers, there was no new appointment of general formal education teachers. Existing vocational education teachers have been absorbed in the school under general formal education stream. Eventually, vocational education stream has been stopped.

4.5. Initiatives for undertaking Curricular, co-curricular and extra-curricular activities

As per the Guideline (2013), co-curricular and extra-curricular activities among students should be promoted for their all- round personality development. Co-curricular includes debates, writing essays, letters, painting, quiz, recitation, drama, song, communication skill, creative writing etc. Participation in sports and games (extra-curricular activities) should also be encouraged.

Figure 4.4: Co-Curricular Activities
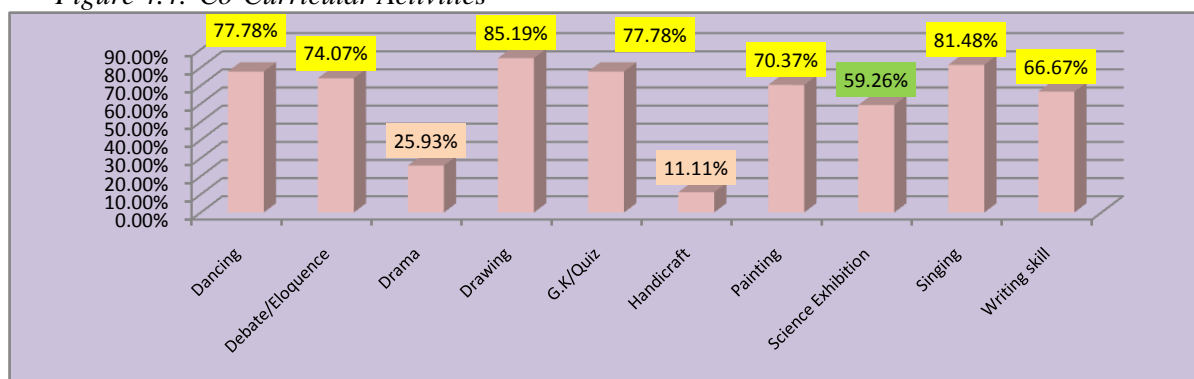
Figure 4.5: Extra-Curricular Activities
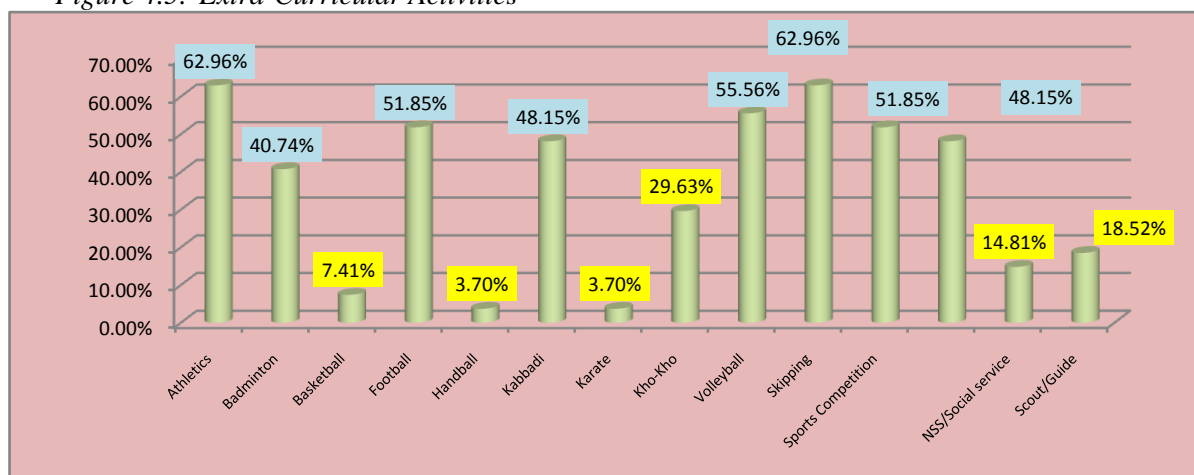
Situational Analysis

- The evaluation study reveals that out of 27 schools, students of 21(77.78%) schools have participation in dancing, 20 (74.07%) in debate/eloquence, 7(25.93%)in drama,23(85.19%) schools have participation in drawing,21(77.78%)in quiz,19 (70.37%) in painting, 16(59.26%) in science exhibition, 22(81.48%) in singing,18(66.67%) in writing skill and 3 (11.11%) schools are doing some handicraft work.

- Every alternate Saturday, co-curricular activity classes are taken in all the schools. Teachers of the respective schools guide the children. In some cases, before the programme organized, they outsource the trainers. Teachers contribute maximum efforts for their students.

- Every year, SSD Department organizes a Program called "SARGIFULLA" (Competitions on co- curricular activities). Teachers in each school prepare their best students and send to the respective districts competitions and then to state level. This Programme encourages among students and enhances their capacities to explore their talents. Another programme sponsored by S& ME department is called "SURABHI". Students participate in the programme.

- Similarly, while verifying extra-curricular activities undertaken in sample schools, it is reported that there is participation of students of 17(62.96%) schools in athletics, 11 (40.74%) in Badminton, 2(7.41%) Basket ball, 14 (51.85%) Foot ball, 13(48.15%) Kabadi, 8 Kho-kho(29.63%), 15(55.56%) Volley ball, 17 (62.96%) Skipping and 1 (3.70%) each for Karate and Hand ball. Children have active participation in sports.

- Wherever, there is space constraint, there is no play ground. Children can not explore their sports talents in those schools.

- Besides, 14 (51.85%) schools take part in various sports competitions. Other extra-curricular activities like participation in important day's observations were reported in 13 (48.15%) schools, NSS/social service in 4 (14.81%) schools and Scout/Guide in 5(18.52%) schools. Activities like NSS/Social Service, Scout/Guide is reported in high schools.

- Except few schools, Drama and Handicraft is not actively undertaken. Similarly, science exhibition was reported poor in Kandhamal, Koraput and Mayurbhanj districts.

District wise participation in the activities is indicated in ***Table4.8.1 and 4.8.2 of Appendix.***

4.6. Allotment and Utilisation

Schools receive funds from different sources such as from administrative departments, MoTA, SSA through different channels to undertake various development activities, like construction programmes, repair and maintenance, school improvement grants, purchase of Teaching Learning Materials (TLM), SSA Grant uniform dress for students, construction of Ramps, Library and education kits and display boards etc. The evaluation team verified year wise fund flow on the above heads and expenses incurred there in.

Table 4.9: Source wise Receipt, Expenditure and Utilization of Funds (in Rs)

Districts	2015-16			2016-17			2017-18		
	R	E	U	R	E	U	R	E	U
Balasore	484070	497100	102.69	496100	491870	99.15	493690	466890	94.57
Kandhamal	1098340	1093588	99.57	1308416	1292120	98.75	981400	992800	101.16
Khordha	687000	692000	100.73	730580	730580	100.00	356490	291600	81.80
Koraput	1453280	1214100	83.54	1321400	1465280	110.89	1317791	1259591	95.58
Mayurbhanj	2005914	2009560	100.18	1580374	1569974	99.34	1629196	1602196	98.34
Sundargarh	1137600	1125475	98.93	907200	906000	99.87	1022400	976657	95.53
Grand Total	6866204	6631823	96.59	6344070	6455824	101.76	5800967	5589734	96.36

NB: R- Received Fund, E- Expenditure, U-Utilisation Fund, (Excess utilization may be incurred of previous year receipt)

Situational Analysis

- Overall, 96.59% of allotted fund was utilized during 2015-16, and 101.76% in 2016-17 and 96.36% was utilized during 2017-18.
- District wise data shows that in 2015-16, expenses of three districts (Balasore, Khordha and Mayurbhanj) were beyond the budget.
- In 2016-17, expenses of two districts (Khordha and Koraput) were beyond the budget.
- In 2017-18 expenses of ,Kandhamal district incurred beyond the budget allotted.
- Two possibilities- (i) excess utilization may be due to unspent amount of previous year's receipt incurred during present year. (ii) Funds towards uniform dresses are not fully utilized. Hence, a small amount is found unutilized.
- Over and above, the allotted fund towards construction activities of schools, PA, ITDA and the DWO utilize funds in respect of schools for the purpose of construction and repairing of school buildings, hostel building, compound wall, approach road, development of play ground, creation and maintenance of civic amenities, water supply, supply of furniture to schools and hostels and various other amenities in schools and hostels. As such, actual fund flow per school per annum will be much more.

District wise status is shown in *Table.4.9.*

4.7. SMC and PTA meetings

Every school must constitute School Management Committee for the elementary classes as per Odisha Right of Children for Free and Compulsory Education (ORCFCE) Rules 2010 and SMDC for the high school section. The school should ensure effective coordination with the SMCs and SMDC for its all round development. SMC consists of 12 to 16 members. As per Guideline, SMC meeting in schools should be conducted once in every month. Detail Guideline is mentioned in **Annexure-3**

Similarly, in each and every Government/government aided, primary & upper primary school, there shall be Parent Teacher Association (PTA) where the parents of all the children studying in the school and the teachers working there, are members of the Parent Teacher Association (PTA). It sits once in every two months. PTA members are informed before either by phone or through letters. Since 2017-18, it has been instructed that PTA should sit at least 5 times in a year. For every meeting, Rs.7500/- has been allotted towards food (lunch of PTA members). During school visits, it was also enquired

about the number of PTA meetings held in schools during last year (2018) and average number of participants attended the meetings.

Table 4.10: PTA meetings held during 2018

District	Average No. of PTA meetings held during 2018	Average No of parents attended in meeting
Balasore	3	217
Kandhamal	4	90
Khordha	3	70
Koraput	3	156
Mayurbhanj	3	244
Sundargarh	4	149
Grand Total	3	163

Situational Analysis

- It was reported that on an average, 3 meetings (instead of 5 meetings as per guideline) were held in sample schools. And more than 160 members participated in each PTA meeting.
- Since it started last year itself, 5 meetings could not be organized in last year.
- Participation of parents is good.
- As reported by PTA members, the discussion in the meetings are basically on awareness about educational benefits, literacy, safety and security of girl children, absenteeism and retention of students, children's education during vacation and matters relating to school development works.
- SMC meetingsare conducted regularly. SMC members are fully involved with school activities.
- Participation of parents in PTA meetings in Khordha and Kandhamal districts is lower than other districts. This is due to parents staying long distance from the schools in these districts. Hence, it is difficult on their part to attend PTA meeting every time.

District wise status is shown in ***Table.4.10.***

4.8. **Maintenance of records &documents**

The research team verified all the records and registers available in schools. School registers, records and documents, like attendance and absenteeism of students are of vital importance. The register gives valuable information on the functioning of the school. The evaluation Team has verified available registers maintained in the school which includes cash book, attendance registers of students, attendance registers of teachers, general stock register, students enrolment register, SMC resolution book, PTA resolution book etc.

Document verification in Raikoma AS, Mayurbhanj

Verification of records and registers in Ranigada AS, Koraput

Situational Analysis

- It is found that out of 27 schools, 23 (85.19%) maintain acquittence register, 6(22.22%) schools have Ama Vidyalaya Yojana Resolution book, 2 (7.41%) have complain box register, 23(85.19%) schools keep maintaining consumption register, Besides, more than 60% schools have other registers like visitors' register, teachers 'attendance registers, notice book, office order book, PTA resolution book etc (see **Table 4.11** of **Appendix**). Accounts related records like main cash book, PTA cash book, RMG cash book, SIG cash book, SIG cash book, SMC cash book and subsidiary cash books are maintained properly. Most of the records except main cash book are maintained in subsidiary cash book.
- Ama Vidyalaya Yojana Resolution book is found only in high schools.
- Complaint box register is maintained in only Khordha and Balasore districts.
- Medicine distribution register and office order book were found to be maintained only in Balasore district.
- Except Mayurbhanj and Balasore districts, in no other districts, pocket money register has been maintained properly.

4.9. **Monitoring and Inspection Mechanism**

The Inspection system is a vital link between the education administration and individual schools. Its main function, in principle, is to ensure that adequate standards are maintained in government schools. One important aspect of inspection system is the accountability, which plays a major role in helping teachers to function more effectively. The officers like Collector cum District Magistrate, ADM/PD, DRDA/PA/ITDA/Sub-Collector within his jurisdiction, CI of schools, DWO, ADWO, BDO and WEO have powers to inspect any records, transactions and management procedures of concerned schools of their jurisdiction under SSD. Besides, any of the State level officers or any person deputed by the Collector can also have the power to inspect records and submit reports relating to functioning of the schools. As per the Guideline, the collector will take periodic review, bi-monthly/quarterly on scholastic and non-scholastic performance of the schools by convening meeting of the HMs, WEOs, ADWOs and DWOs. During the visits, it is advised to specially look into the aspects of protection of boarders, especially girls, functioning of remedial coaching, adherence to quality norms of food, upkeep of hostel facilities etc.

The frequency of visits of Inspecting Authorities and their average number of visits during last year (2018) was verified by the evaluation team in 25 schools under SSD Department. The figures are mentioned in *Table 4.12.*

Situational Analysis

- Among the sample districts, the highest number of visits (25 times) was reported in Kandhamal district followed by Mayurbhanj (24 times), Koraput (20 times), Balasore (19 times) and Sundargarh district (18 times) by different monitoring and Inspecting officers.

- Maximum visits were done by the respective WEOs (52 times) followed by DWOs (14 times) and PA/ITDAs (13 times).

Table 4.12: Average No of visits to the sample schools by officials

Districts	Collector	Sub-Collector	PA / ITDA	CI	DI	DWO	ADWO	WEO	Dept. Officers	Total No. of visits
Balasore	1	1	2	1	0	2	1	10	1	19
Kandhamal	1	1	2	3	0	3	2	12	1	25
Khordha	0	0	0	1	0	4	0	6	0	11
Koraput	0	0	2	2	3	2	1	8	2	20
Mayurbhanj	3	2	4	1	0	2	2	9	1	24
Sundargarh	0	0	3	1	1	1	1	7	4	18
Grand Total	5	4	13	9	4	14	7	52	9	117

Source: Field Survey-2018-19

Section-II

Assessment of Hostels

4.10. Hostel Administration and Management

There is robust administrative mechanism at the district level to oversee smooth management of tribal schools and tribal hostels in the district under the overall supervision of the District collector. Apart from the district welfare wing and the tribal development agency, there are Circle and District Inspectors of schools for looking after quality education in schools and they also look into the hostel management activities. Various amenities, facilities and incentives are provided to boarders as per norms. The Head master/Headmistress of the school is responsible for proper management of the hostel. The HM will designate one of the teachers as Assistant Superintendent. If required, teachers can function as Assistant Superintendent by rotation subject to not less than 3 months. Only lady teachers can be Assistant Superintendent for girls' hostel. It was verified during evaluation and found that in all the districts the rule is adhered to.

4.11. Admission Policy

As per SSD department Guideline, wherever SSD schools are up to Elementary level only, first preference for admission as boarders will be given to students beyond one kilometer radius and for high schools it is 3 Kms. The Collector and Sub-collector within their respective jurisdiction can reserve 10% of the seats in any SSD hostel for tribal children of remote/cut-off/hill-top/PVTG habitations. In case, seat lies vacant after admission of children, then elementary class children can be admitted for habitations within 1 km and high school students from within 3 kms. However, under no circumstances, children from the same habitation where school exists will be admitted as boarders in the hostel. Caste is also taken as main criterion for admission into hostels i.e 90% to tribals and 10% to scheduled caste children.

The evaluation team verified admission policy adopted by the sample schools of select districts.

Table 4.13: Admission Policy for Boarders

Districts	Caste basis	Merit	Distance	First come first basis	Vulnerable children	Total no. of schools
Balasore	3(100.0)	2(66.67)	3(100.0)	0(0.0)	0(0.0)	3(100.0)
Kandhamal	5(100.0)	1(20.00)	5(100.0)	3(60.00)	0(0.0)	5(100.0)
Khordha	2(100.0)	0(0.0)	2(100.0)	0(0.0)	0(0.0)	2(100.0)
Koraput	6(100.0)	1(16.67)	6(100.0)	2(33.33)	0(0.0)	6(100.0)
Mayurbhanj	5(100.0)	1(20.00)	5(100.0)	0(0.0)	4(80.00)	5(100.0)

Districts	Caste basis	Merit	Distance	First come first basis	Vulnerable children	Total no. of schools
Sundargarh	6(100.0)	2(33.33)	6(100.0)	3(50.00)	0(0.0)	6(100.0)
Grand Total	27(100.0)	7(25.93)	27(100.0)	8(29.63)	4(14.81)	27(100.0)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

- All the sample schools were found to be keeping caste and distance as first priority (fulfilling eligibility criteria as per the guideline), giving preference to the children on first –come- first (29.63%) basis followed by meritorious children (25.93%) and vulnerable children (14.81%) (**Table 4.13**).
- Schools of Mayurbhanj district (80% schools) give priority to vulnerable children and Balasore on merit basis (66.67% schools). Similarly, Kandhamal (60% schools), Koraput (33.33% schools), Sundargarh (50% schools) give admission to the students on first come first basis.

4.12. **Availability of Basic amenities and Infrastructure in hostels provided to the boarders**

Each hostel has to be provided with a hostel building with requisite living rooms, toilets, bath rooms, reading room, office room, kitchen, dining hall, sick bed along with a compound wall. Apart from the hostel building, approach roads, water supply, electricity and drainage facility has to be provided in each hostel. All furniture and fixtures and the amenities required for day to day management of the hostel like cots, beds, blankets, mosquito nets etc for boarders, kitchen equipments, cooking utensils, dining trays, water pots, as well as TV for the reading room, generators, solar lanterns need to be provided to each hostel at Government cost.

During hostel visits, the team cross checked the said infrastructure available with children through physical verification. The availability status is mentioned in ***Table 4.13.1 and 4.13.2 of Appendix and Fig.4.6.1 and 4.6.2.***

Availability of Basic requirements

Situational Analysis

- It reveals that the boarders of all the 27 school hostels (100%) have been provided cots (beds). For every 2/3 Boarders, one cot has been provided. On an average, in one room, 10-20 students have been put mixing with higher and lower classes keeping in view that the higher class students can take care of lower class students.
- Mosquito nets have been provided to the boarders of 25(92.59%) schools. Again, it is used by 2/3 boarders.

Mosquito net in Sepeiput AS, Koraput   **Hostel beds in Khajurbani GGH, Sundargarh**
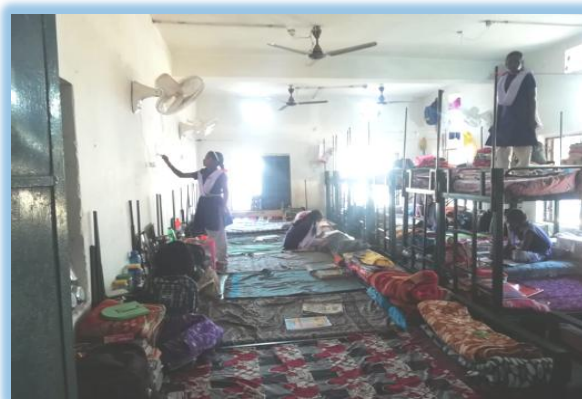
- Bed sheets have been provided to the boarders of 20 (74.07%) schools. Boarders of the rest 26% schools use their own bed sheets reported in Balasore, Kandhamal and Khordha district.

- Mattress is available in 22 (81.48%) schools. In the rest 18% school hostels, children sleep on mats and thick bed made with clothes. Except 2 schools, it is not available in other schools of Kandhamal district.

- Boarders have been provided with blankets (one for each) in 26 (96.3%) schools except 1 school where 2 children adjust with one blanket.

- Sataranji is available in 20 (74.07%) schools.

- Towel, Steel Tray and Glass have been provided to the boarders of 20(74.07%) schools. Children of other 7 schools use on their own.

- Sanitary pads have been provided to the girl boarders of 24(88.89%) schools. In the rest three schools, the allotted pocket money is handed over to the girl children and they give the required amount to the Matron to buy sanitary napkins.

- Toiletries have been provided to the boarders of 25 (92.59%) schools.

Figure 4.6.1:   *Availability of Basic Requirements.*
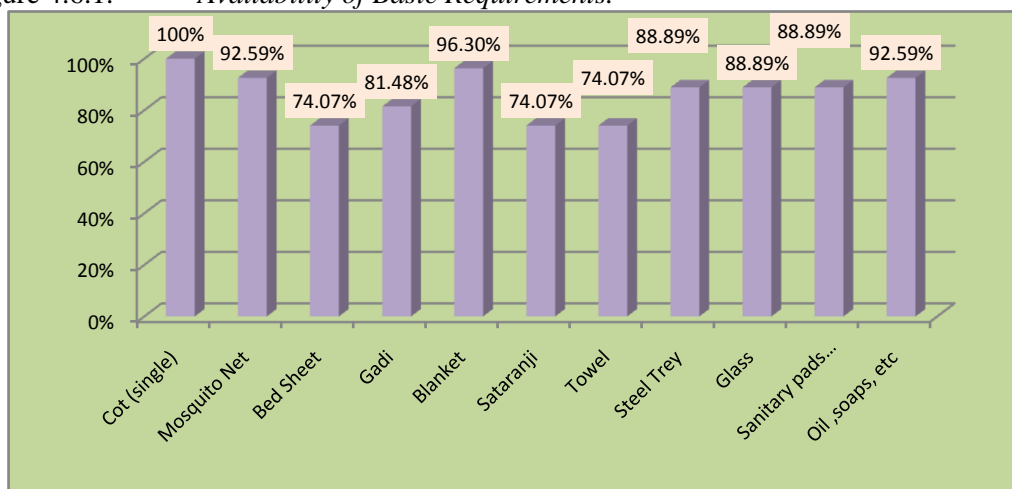
Availability of Basic amenities

Figure 4.6.2:   *Availability of Basic Amenities.*
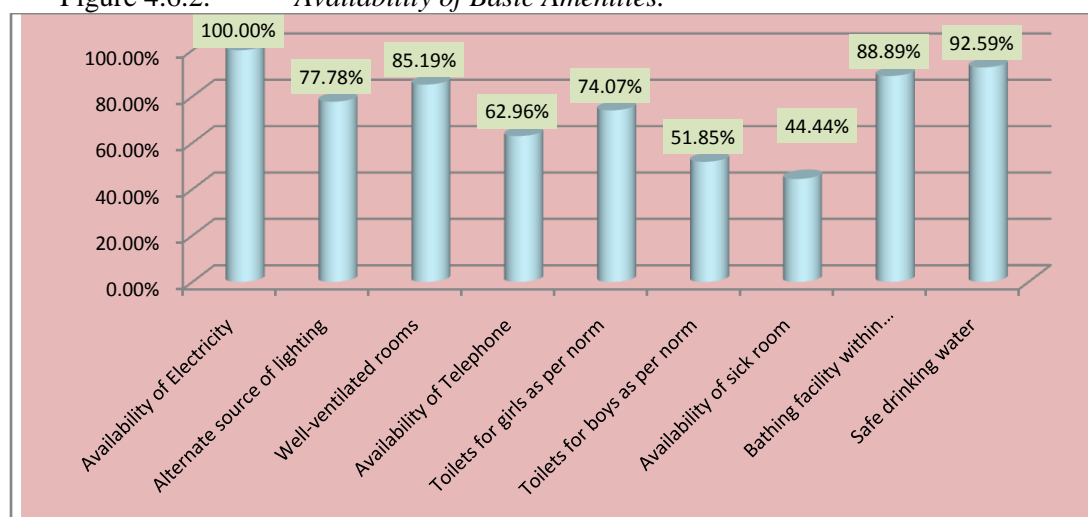
Situational Analysis

- Electricity facility is available in all the school hostels. Alternative arrangements are also made whenever there is electricity failure. Alternative source is not available in Balasore district.
- In 23(85.19%) schools, it is found that rooms are well ventilated.
- Regarding toilets as per norm i.e 1:10, it reveals that in 20 (74.07%) school hostels, there is sufficient number of toilets available for girls and in 14(51.85%) schools, there is required number of toilets for boys with running water facilities.

Toilets for girls in Badgoan GGH, Kandhamal

Bath complex in Katuria AS, Mayurbhanj

- As per the Guideline, every school hostel should have sick room facility. It was verified and found that in only 12(44.44%) school hostels, there is facility of sick room for ailing children. Sick room facility is better in Balasore and Koraput district.
- It was also enquired about the availability of bathing facility within hostel premises. The study reveals that this facility is available in 24(88.89%) school hostels.
- Similarly, safe drinking water facility is available in 25 (92.59%) school hostels. Drinking water facility is available in all the schools of sample districts except 2 schools of Balasore district.

4.13. Maintenance of Hostel Infrastructure

Previous sections discussed about availability of basic amenities and hostel infrastructure in schools. The evaluation team made an attempt to verify maintenance of existing infrastructure in hostels. **Table 4.15** gives a clear picture about the availability and maintenance of infrastructure.

Table 4.15: Maintenance of Hostel Infrastructure

Maintenance of Hostel Infrastructure	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No. of Hostels	3	5	2	6	5	6	27
Hostel kitchen available and maintained properly	2 (66.67)	4 (80.00)	2 (100.00)	4 (66.67)	5 (100.00)	6 (100.00)	23 (85.19)
Hostel kitchen garden available and maintained properly	1 (33.33)	2 (40.00)	(0.00)	3 (50.00)	5 (100.00)	4 (66.67)	15 (55.56)
Dining hall available and maintained neat and clean	1 (33.33)	3 (60.00)	(0.00)	6 (100.00)	3 (60.00)	1 (16.67)	14 (51.85)
Sitting space/facility available for children in dining hall	1 (33.33)	2 (40.00)	1 (50.00)	4 (66.67)	2 (40.00)	1 (16.67)	11 (40.74)
Availability of Overhead tank or any other water source	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	2 (40.00)	5 (83.33)	21 (77.78)
Drainage system available and working properly	(0.00)	5 (100.00)	2 (100.00)	3 (50.00)	5 (100.00)	3 (50.00)	18 (66.67)
LPG connection with smokeless Chula	1 (33.33)	3 (60.00)	2 (100.00)	2 (33.33)	3 (60.00)	(0.00)	11 (40.74)
Incinerator for safe disposal of napkins available	2 (66.67)	4 (80.00)	2 (100.00)	1 (16.67)	4 (80.00)	5 (83.33)	18 (66.67)
Fire safety equipments available	2 (66.67)	5 (100.00)	2 (100.00)	1 (16.67)	4 (80.00)	4 (66.67)	18 (66.67)
Dustbins available in the hostel	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	6 (100.00)	25 (92.59)
Boys and Girls toilets maintained neat and clean	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

- Cooking is a part of hostel activities. Availability and maintenance of Hostel kitchen is important from health and hygiene point of view. It reveals that 23(85.19%) schools have that facility. The rest 4 school hostels have no special kitchen. They either adjust in some other spare rooms or MDM kitchen or in open space covering with polythene.

Steam Chula-Bodgoan GGH, Kandhmal

Cooking with fire wood in Ekma AS, Sundargarh

Open kithchen in Badapada AS, Balasore

Kitchen in Danadar AS, Mayurbhanaj

- As per the Guideline, hostel kitchen garden should be raised in hostels. Out of 27 school hostels, only 15(55.56%) hostels have maintained their kitchen garden properly. The vegetables produced in kitchen garden are being utilised in hostel mess. In other hostels, due to space constraint and water scarcity, kitchen garden could not be developed.

- There is provision of dining hall in every residential school hostels. It was found that only in 14(51.85%) schools, there is dining hall for hostellers. The rest children take their lunch and dinner in hostel or school corridors. During rainy season, the surrounding area becomes filthy, smelling and creates unhygienic conditions. Even where dining hall is available, 11(40.74%) school hostels have space constraint for which all the children can not sit at one place. They sit phase wise. Waiting for food is difficult on the part of children.

Sitting arrangement for lunch in Ekma AS, Sundargarh

Children taking lunch in Katuria AS, Mayurbhanj

Children taking lunch in Barapada AS, Balasore

Children taking lunch in Lambagudri AS, Kandhamal

- To avoid water scarcity, overhead tank has been provided to the hostels. The study reveals that there is facility of overhead tank in 21(77.78%) schools. The rest 6 schools face water scarcity and depend only on tube wells.

Cooking arrangements in Raikoma AS, Mayurbhanj

Water tank in Kalinga AS, Kandhamal

- Regarding drainage system in school hostels, 18 (66.67%) schools have no issues relating to drainage system. But rest 9 schools face lot of problems either due to default drainage system or not having proper drainage system. As reported, the waste water of toilets and kitchen directly link to agriculture land of the villagers. At times, the affected villagers shout at school authorities and it creates disturbance.

- Smokeless Chula should be used to avoid pollution in the surrounding and make healthy environment in school and hostel premises. It was found that in 11(40.74%) schools, smoke less Chula is used for cooking purpose. Out of 11 schools, 3 schools of Mayurbhanj and 3 schools of Sundargarh districts, Steam (with Solar Pan) Chula is used. This was funded by the then collector of Mayurbhanj and (District Mineral Fund) DMF in Sundargarh district. It was also reported by some hostel superintendents that LPG is more expensive than fire wood.

- In order to maintain clean environment in school hostels, Incinerator has been provided to the hostels for disposal of sanitary pads. It was noticed that Incinerator is available in 18 (66.67%) hostels. In the rest 9 school hostels, manual disposal mechanism has been done. The waste sanitary pads are dumped in a pit and make them burnt.

| Fire extinguisher in Ranibhole GGH, Mayurbhanj | Incinerator in Richuan AS, Sundargarh |

- Fire safety equipment is available in 18 (66.67%) schools. Except two school hostels, all the schools have been provided dustbins.
- Hostel toilets are maintained. Time to time cleaning is done by the students.

4.14. Safety and security of boarders

The safety and security is vital for girl children. The issue of safety and security of girls in residential schools has wide ranging and far-reaching effects on the lives of tribal girl children. Violence, exploitation or violation of their dignity not only lead to fear and pain, but also lowers their self-esteem, affects their performance at school, force them with unwanted pregnancies, depression and lost opportunities for independence. Keeping this in view, a Guide line was formulated to ensure safety and security of students in schools and hostels under ST&SC Development, Department, Government of Odisha (2014). It prescribes code of conduct and outlines duties and responsibilities of the staffs of the schools and hostels operationalised by the SSD Department. It emphasises on zero tolerance policy for any sexual offences against students by teaching and non-teaching staff (Detail Guideline to ensure Safety and security of students in schools and hostels under ST & SC Development Department, Government of Odisha is mentioned in **Annexure-4**). The evaluation team verified presence of safety and security of girl children in hostels (**Table.4.16**).

Table 4.16: Presence of Safety and Security of Hostels

Presence of Safety and Security	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No. of Hostels	3	5	2	6	5	6	27
Students incoming and outgoing register maintained properly	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
PRI/PTA/SMC members visiting the girls hostel	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	4 (66.67)	22 (81.48)
Frequency of Parent contact at least once in a Qtr	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	5 (100.00)	5 (83.33)	24 (88.89)
Regular Visit of health personnel to the hostel	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	5 (83.33)	25 (92.59)
A phone with easy access of children available	3 (100.00)	3 (60.00)	(0.00)	5 (83.33)	5 (100.00)	6 (100.00)	22 (81.48)
Escorting of girl students for outdoor activities	3 (100.00)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	5 (83.33)	25 (92.59)

Presence of Safety and Security	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Sick register prepared and maintained	3 (100.00)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	6 (100.00)	26 (96.30)
Record of hostel visitors maintained properly	2 (66.67)	5 (100.00)	2 (100.00)	4 (66.67)	5 (100.00)	6 (100.00)	24 (88.89)
Life skill training to hostel inmates	3 (100.00)	5 (100.00)	2 (100.00)	5 (83.33)	4 (80.00)	6 (100.00)	25 (92.59)
Fixed timing for entry of visitors	2 (66.67)	5 (100.00)	1 (50.00)	3 (50.00)	4 (80.00)	5 (83.33)	20 (74.07)
Display of safety & security guidelines	1 (33.33)	5 (100.00)	1 (50.00)	4 (66.67)	3 (60.00)	6 (100.00)	20 (74.07)
Visit by the govt. officials at least once in a month	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	6 (100.00)	25 (92.59)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Situational Analysis

- In all the 27 school hostels, students' incoming and outgoing register is maintained properly. The signature is done by CCA/LWW/Peon. Without signing by the outsider he/she is not allowing into school. This rule is followed strictly in every school.

- Since PRI/PTA/SMC members are one of the stakeholders of school management, it was enquired whether they visit girls hostel. It was reported that in 22 (81.48%) school hostels, these members visit girls' hostel accompanied by a lady staff, if the person is a male. In case of other 5 schools, these stakeholders mentioned that they interact with students/boarders about issues and problems in the school campus only.

- It was also enquired about the frequency of parent contact at least once in a quarter to see their children; it reveals that in 24 (88.89%) schools, parents meet their children. It was reported that nearby parents meet their children in weekly market days, some other visit bi-monthly or quarterly once. Among the sample schools, parents of 3 schools (Kandhamal, Koraput and Sundargarh district), who are far off from the school, they come to school before and after the vacation to take and drop their children. Some parents visits after festive occasions carrying some sweets/cakes (Pitha) for their children.

- It was reported that RBSK team from nearest CHC visits quarterly once regularly and ANM also attends girl students regularly in 25 (92.59%) schools. In case of emergency, the sick children are referred to CHC or district hospital. In 2 schools (Mayurbhanj and Sundargarh), ANM is not posted and regular health check up is not done.

- Hot line phone facility is available in 22 (81.48%) school hostels. Girl boarders have easy access to phone.

- For attending any outdoor activities, girl boarders are escorted with matron or lady CCA or LWW is found in 25 (92.59%) school hostels as safety and security measure.

- As per Guideline, sick register should be maintained for ailing children. It was found in 26(96.3%) schools. It was not found in one S & ME school of Sundargarh district..

- Inspecting officers visit schools and hostels to monitor school and hostel management as per instruction mentioned in the guideline. It reveals that in 24(88.89%) schools, record of hostel visitors are maintained properly. It was reported by the rest 3 school authorities that officers visit but do not sign and write their comments in the register (one school in Balasore and 2 schools of Koraput district).

- Life skill training is mandatory for all schools for ensuring safety and security of girl children. In 25(92.59%) schools, life skill education classes are taken regularly twice in a week. This

was not reported in one school of Mayurbhanj and one school of Koraput district. The classes are taken by Matron, ANM and Nodal teacher.

➕ Fixed time for entry of visitors is followed in 20 (74.07%) schools. On Sundays, they are allowed to meet their children. In other cases (7 schools), time restriction cannot be made. Whenever parents come nearby places, they visit their children. Hence restriction can not be imposed on them in those cases.

Awareness about LSE in flex-Lambagudri AS, Kandhamal

Hotline telephone in Raikoma AS, Mayurbhanj

Awareness about LSE in flex-Belapadar AS, Kandhamal

Awareness about LSE in flex Raikama AS, Mayurbhanj

➕ It was noticed that safety and security Guideline is displayed in 20(74.07%) schools and hostels. In Kandhamal and Sundargarh, 100% schools have displayed safety and security Guideline.

➕ As reported and verified in the visitors register, WEOs of the respective blocks visit at least once in a month. In some cases, they visit more than once in a month. Other officers also visit according to their convenience. Overall, it is found that in 25(92.59%) schools, government officers visit at least once in a month. It was found that one S& ME school of Koraput district and one school in Balasore district, monthly visit of officers have not been reported.

4.15. Disbursement of pre-matric scholarship

Government provides pre-matric scholarship to all ST and SC boarders staying in hostels for 10 months in a year to meet their maintenance cost. This includes dietary expenses like breakfast, meals, Tiffin etc and TV charges. Girls are given some additional amount of pocket money to be utilized towards their toiletries. The amount of pre-matric stipend changes from time to time and the present scholarship is fixed at Rs.750/- for boys and Rs.Rs.800/- for girls. (including toiletries, sanitary pads and cosmetics). Hostel maintains registers like pocket money register, toiletries distribution register and sanitary pad register.

4.16. Adherence to the rules of hostel

There are certain rules and regulations relating to school and hostel management under SSD department hostels. The evaluation team verified during field visits. Rules like Food menu chart prepared and displayed at a prominent place, Food menu chart, First-Aid box, Mess requirement and stock register prepared, hostel cash book are maintained properly as per the rule by all school hostels. List of emergency contact numbers, mapping of nearby hospitals is maintained by 21(77.78%) schools, maintaining register having the phone number of parents / guardian & local guardian is found in 23 (85.19%) schools. Other aspects like teachers given the responsibility of hostel warden on rotational basis, in girls hostel lady teacher invariably given the responsibility, Hostel time-table prepared, displayed at a prominent place and followed strictly, CCAs staying in the hostel are followed in 24 (88.89%). Similarly, Mess management committee with the participation of children has been constituted and is working properly. Similarly, Hostel sanitation committee has also been formed and is working properly reported in 25 (92.59%) schools. But accommodation for CCAs and Matron was noticed only in 11-12 schools. They stay with the boarders. The position is indicated in *Table 4.17 of Appendix.*

4.17. Maintenance of records and documents

Certain registers should properly be maintained and updated from time to time at hostel level for proper management and ensuring accounting procedures which should be verified by the respective inspecting officers.

The study team verified the availability and maintenance of records and registers of hostels. It reveals that cash book, stock and expenditure of food articles, meal attendance register and guard files, outgoing and incoming register and distribution of mosquito net register are maintained properly in more than 90% school hostels. Minutes of purchase committee register, purchase register and LSE register are maintained systematically in 70-75% school hostels. Mess committee meeting proceedings, Inspection note book, issue of sanitary pad register, pre-matric scholarship register and subsidiary cash book are available with and maintained systematically. The figure is depicted in *Table 4.18 of Appendix*.

CHAPTER- V

SOCIO-ECONOMIC PROFILE OF PARENTS, PERCEPTION AND VIEWS OF PARENTS, STUDENTS, PRI MEMBERS, SMC MEMBERS, TEACHING AND NON-TEACHING STAFF AND SUPERVISING OFFICERS ABOUT FUNCTIONING OF ASHRAM SCHOOLS

Chapter- V

SOCIO-ECONOMIC PROFILE OF PARENTS, PERCEPTION AND VIEWS OF PARENTS, STUDENTS, PRI MEMBERS, SMC MEMBERS, TEACHING AND NON-TEACHING STAFF AND SUPERVISING OFFICERS ABOUT FUNCTIONING OF ASHRAM SCHOOLS

In order to assess the effectiveness of functioning of Ashram Schools, the present evaluation study had taken personal interview with parents of the boarders, student/boarders, PRI members of respective GPs and explored the perception and views of key stake-holders like SMC/PTA members, PRI members, teaching, non-teaching staff and supervising officers through FGDs. The present chapter is divided into two sections. Section-I covers Socio-Economic profile of Parents, Section-II reflects perception and views of stakeholders.

Section-I

Socio-Economic Profile of Parents

5.1. Socio-Economic Profile of Parents

The evaluation study has made an attempt to find socio-economic background of parents of students/boarders. For the purpose, each 5 parents from 25 SSD Department schools were interviewed. A total of 125 parents were covered in the study.

5.1.1. Age and caste of parents

Among the sampled parents, 51(40.80%) were in the age group of 24-35, 49(39.20%) belong to 36-45 yrs age category and 25 (20.0%) in the age group of 46-60 yrs. Similarly, caste of parents indicates that majority of parents i.e 93 (74.4%) belong to ST category followed by 18 (14.4%) OBC and General and 14(11.2%) Scheduled Castes. The research team interviewed parents of 18 'Day Scholars' and 107 boarders. Hence, in caste structure, it was found other than ST and SCs also. District wise status is mentioned in ***Table 5.1 of Appendix***.

Personal Interview with Parents-Kahajurbani GGH, Sundargarh

Personal Interview with Parents- Ranigada AS, Koraput

5.1.2. Literacy status and Education Attainment

Education is one of the indicators of quality of human capital. It indicates the state of development. However, the tribals occupy a unique position in Indian culture and civilization. The study has made an attempt to figure out literacy status of parents of boarders keeping in view that literacy status of parents may be one of the factors responsible for getting their children educated. Out of 125 parents, 96 (76.8%) fathers are found to be literate, 22 (17.6%) just literate and 7(5.60%) are illiterates. Similarly, literacy status of mothers indicates that 64 (51.2%) are literates, 39(31.20%) just literates and 22 (17.6%) illiterates. Regarding education attainment of father, it reveals that out of literates, around 70% of fathers and 50% mothers have been educated up to HSC level. It is evident that

literacy rate among fathers is more than that of mother.As compared to literacy rate of tribal male persons in Odisha as per 2011 (63.7%) and tribal female persons (41.2%).Literacy rate of parents has improved. District wise literacy status is shown in *Table 5.2.1 and 5.2.2 of Appendix* and overall status in **Fig.5.1.**

Figure 5.1: Literacy Status of Parents
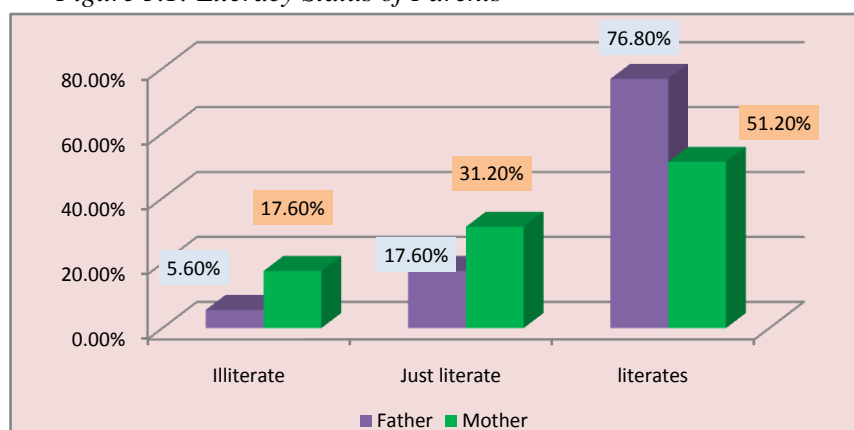
5.1.3. **Dwelling conditions**

Nature of ownership of house that people live in is one of the indicators of measuring economic standard of people. Households live either in their own houses or rented house or adjust with their friends and relatives. Households who have not possessed own houses are compelled to stay in rented house or adjust with their friends/relatives. The data in **Table 5.3 of Appendix** reveals that out of 125 parents, 119 (95.2%) parents have their own houses. The rest parents are either staying in rented houses or with some relative's houses. Type of house is also an important factor in determining family's standard of living. Out of 125 parents, only 30(24%) live in Pucca house (houses under IAY, Biju Pucca Ghar Yojana, Pradhana Mantri Awas Yojana). But majority of parents i.e 67(53.6%) have semi-Pucca houses (cement floor with asbestos roof) and 28 (22.4%) live in Kutcha houses.

Figure 5.2: Nature of ownership of house   *Figure 5.3: Type of house*
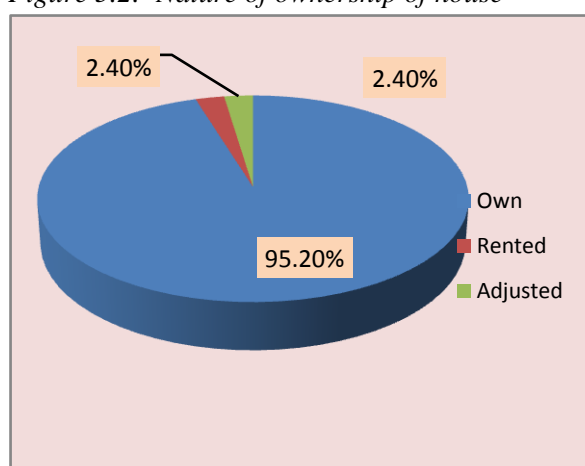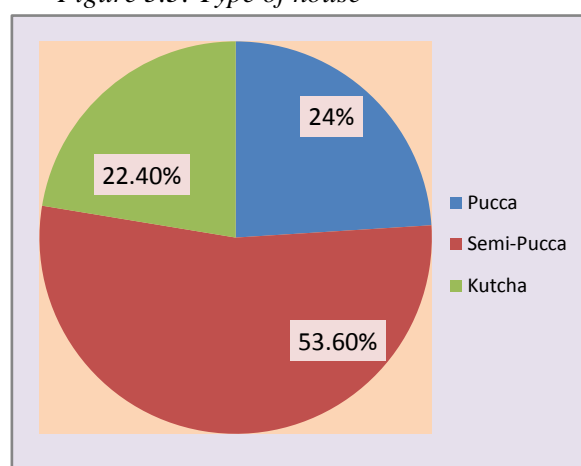
5.1.4. **Occupational Pattern**

Occupational structure is a prime indicator of economic development. It determines nature and status of employment as well as economic status and standard of living of persons. The present study has made an attempt to find out occupational status of parents which may be considered as one of the contributing factors for parents sending their children to Ashram schools. Out of 125 parents,

majority of parents i.e. 89 (71.2%) are found to be cultivators followed by 23(18.4%) daily wage earners and 7(5.6%) agriculture labour. District wise occupational status is mentioned in **Table 5.4** *and overall status in Fig 5.4.*

Table 5.4:   *Occupational Status of the Parents*

Districts	Cultivation	Agriculture Labour	Wage Labour	Petty Business	Service	Total
Balasore	10 (66.67)	3 (20.00)	2 (13.33)	(0.00)	(0.00)	15 (100.00)
Kandhamal	19 (76.00)	(0.00)	6 (24.00)	(0.00)	(0.00)	25 (100.00)
Khordha	3 (30.00)	1 (10.00)	5 (50.00)	(0.00)	1 (10.00)	10 (100.00)
Koraput	16 (64.00)	1 (4.00)	4 (16.00)	3 (12.00)	1 (4.00)	25 (100.00)
Mayurbhanj	22 (88.00)	2 (8.00)	1 (4.00)	(0.00)	(0.00)	25 (100.00)
Sundargarh	19 (76.00)	(0.00)	5 (20.00)	1 (4.00)	(0.00)	25 (100.00)
Grand Total	89 (71.20)	7 (5.60)	23 (18.40)	4 (3.20)	2 (1.60)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

5.1.5. **Land Holding Pattern**

Land is the main source of livelihood of tribals. The study reveals that more than 70% parents depend on cultivation for their livelihood. The study team enquired about the land holding pattern of parents. The Table 5.5 reveals that no parents were found medium or large land holders. Out of 89 land holders, majority of them i.e 50(56.18%) are reported to be marginal land holders followed by 31 (34.83%) small land holders and 8 (8.99%) semi-medium land holders. This indicates that the size of land holdings of parents is small. District wise status of land holdings is indicated in **Table 5.5**.

Table 5.5:   *Land Holdings of Parents*

Districts	Marginal holdings	Small holdings	Semi-medium holdings	Total Holdings
Balasore	10(100.00)	0(0.00)	0(0.00)	10(100.00)
Kandhamal	8(44.44)	8(44.44)	2(11.11)	18(100.00)
Khordha	5(71.43)	1(14.29)	1(14.29)	7(100.00)
Koraput	9(56.25)	6(37.50)	1(6.25)	16(100.00)
Mayurbhanj	13(61.90)	8(38.10)	0(0.00)	21(100.00)
Sundargarh	5(29.41)	8(47.06)	4(23.53)	17(100.00)
Grand Total	50(56.18)	31(34.83)	8(8.99)	89(100.00)

5.1.6. **Annual Income level of Parents**

Income level of a family determines economic standard of living of a family. Family with low level income always tries to give priority on food expenses rather than education expenses. Ashram schools provide free education with boarding facility which attracts/tempts to the parents to send their children to Ashram schools. The parents of boarders were asked about their approximate annual income to know about their economic standard of living including their affordability towards food and education expenses of their children. The study reveals that the highest i.e 62 parents (around 50%) have annual income in the range Rs.60, 000/- to 1, 00,000/- followed by 56(44.8%) less than Rs.60,000/-. As per Rangarajan Committee, families having less than Rs 60,000/- are considered as BPL families. District wise income status of parents is mentioned in **Table 5.6 of Appendix** and overall status in **Fig.5.5.**

Figure 5.4: Occupational status of Parents

Cultivation 71.20%
Agriculture labour 5.60%
Daily wage labour 18.40%
Petty business 3.20%
Service 1.60%
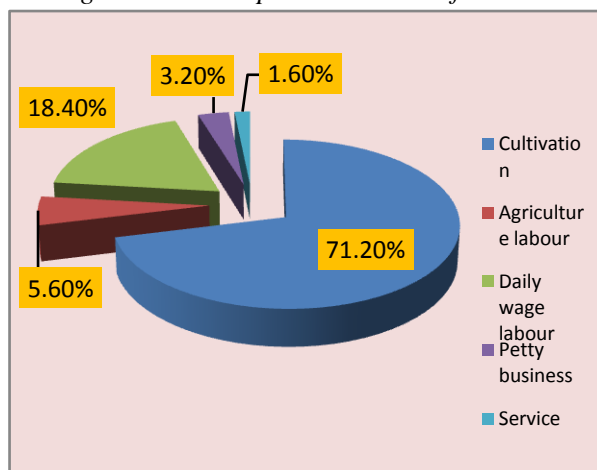
Figure 5.5: Annual Income of Parents in Rs.

Less than-60,000 44.80%
60,000-1,00,000 49.60%
1,00000-1,50,000 3.20%
1,50,000 –above 2.40%
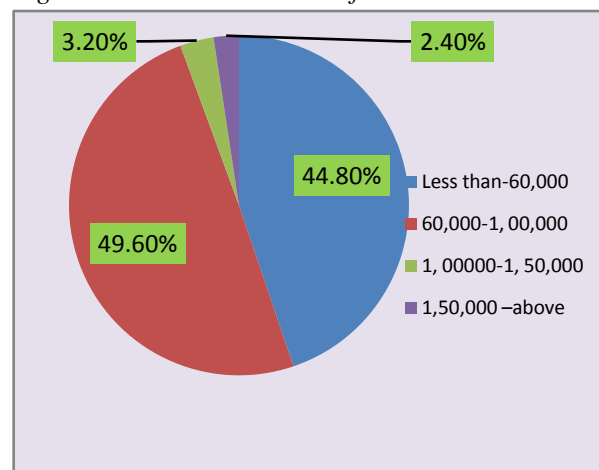
Section-II

Perception and views of Parents, students, PRI members, SMC members, teaching and non-teaching staff and supervising officers

5.2. Students/Boarders

During evaluation of schools, students/boarders were taken personal interview regarding their perception towards school functioning, accommodation facilities, food pattern, quality of education etc. For the purpose, each 10 students of the sample schools from class 4th to class 8th were selected randomly. A total of 270 students/boarders were interviewed. Majority of the students i.e 214(79.26%) interviewed were in the age group 11-15 years followed by 40(14.81%) in the age group 6-10 years and 16(5.93%) in the age group 15 and above. Regarding caste, it was found that majority of students/boarders i.e 225(83.33%) belong to Scheduled Tribes followed by 43 (15.93%) SC and 2 (0.74%) other castes. District wise age and caste is reflected in **Table 5.7 of Appendix**.

5.2.1. Reasons of Absenteeism

It was reported that some of the boarders remain absent for a minimum of 3 days to maximum 8 days in a year. The reasons of absenteeism were enquired during interaction with the students. Out of 270 students, 231 students responded. Among them, 87(37.66%) mentioned that due to sickness of the family members, they remain absent. Similarly, 51(22.08%) said that after vacation they remain absent for 2/3 days more, 34(14.72%) for fairs and festive occasions, 21(9.09%) stated about monetary problem, 13(5.63%) expressed their presence at home/village during agriculture seasons and the rest for some other reasons. District wise position is indicated in **Table 5.8 of Appendix.**

5.2.2. Food Pattern

Regarding food pattern, it was reported that in the morning, the boarders are provided with biscuits then lunch (MDM). Again in the evening, in some schools, tiffin is provided changing alternatively as per menu and in some other schools, watered rice is given to those children who desire to have them. Majority of students i.e 148 (54.81%) mentioned about two times meal provision daily followed by 122 (45.19%) one time meal. Similarly, about number of times tiffin provision, 164(60.74%) stated about one time tiffin and 106(39.26%) said about two times tiffin being served. Regarding non-veg items, 151(55.93%) stated that this is being served two times in a week and 79(29.26%) said as once in a week. Around 97% students expressed their satisfaction regarding quality of food. Regarding sufficiency of food, all the students expressed their satisfaction. (see **Table 5.9.1 and 5.9.2.of Appendix**).

| Personal Interview with student- Dandapadar AS, Kandhamal | Personal Interview with Boarder- Raikoma AS, Mayurbhanj |

5.2.3. **Perception of Boarders about Accommodation**

Accommodation in hostel should be satisfactory to the boarders. This has bearing on their performance level in education. Out of 270 students, 232 students responded about accommodation in hostels. Regarding accommodation facility, 232 (85.93%) boarders expressed their satisfaction, for water sufficiency in hostels, 223(82.59%) for sufficient space in bathing complex, 221(81.85%), availability of emergency lights, 187 (69.26%) for sufficiency of toilets, 180 (66.67%) for dining space/hall availability and 164(60.74%) for living room. District wise status is mentioned **in Table. 5.10.**

Table 5.10: *Perception of Boarders about Accommodation*

Districts	Living room is sufficient in hostel	Toilet is sufficient in hostel for all Students	Bathing complex (place) is sufficient	Emergency light in hostel	Dining Hall/space available in hostel	Water is sufficient in hostel
Balasore	20(7.41)	15(5.56)	25(9.26)	10(3.70)	13(4.81)	20(7.41)
Kandhamal	30(11.11)	34(12.59)	37(13.70)	46(17.04)	37(13.70)	44(16.30)
Khordha	15(5.56)	12(4.44)	19(7.04)	20(7.41)	2(0.74)	19(7.04)
Koraput	41(15.19)	52(19.26)	54(20.00)	45(16.67)	57(21.11)	50(18.52)
Mayurbhanj	22(8.15)	37(13.70)	37(13.70)	44(16.30)	33(12.22)	40(14.41)
Sundargarh	36(13.33)	37(13.70)	51(18.89)	56(20.74)	38(14.07)	59(21.85)
Grand Total	164(60.74)	187(69.26)	223(82.59)	221(81.85)	180(66.67)	232(85.93)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

5.2.4. **Perception of Boarders about Physical Environment**

Regarding perception about physical environment like environment of class room, hostel room, school environment, school garden, kitchen, dining hall, play ground etc. the students were enquired during personal interview with them. Out of 270 students, 227(84.07%) students considered class room to be good, 226 (83.7%) hostel room, 186(68.89%) school environment,163(60.37%) school garden, 214(79.26%) kitchen,172(63.7%) dining hall and 130(48.15%) students stated that play ground is good. The highest 99(36.67%) expressed their dissatisfaction about play ground followed by dining hall 67(24.8%) and school garden 50(18.52%). District wise status is reflected in *Table 5.11 of Appendix*.

5.2.5. **Perception of Boarders about Teaching Learning related issues**

More than 90% students have no issues in wall activities and black board, Teaching Learning Materials (TLM) used by the teachers, classes held as per time table, teachers are accessible beyond school/class time, allowed to ask questions in class, notes are corrected by teachers regularly and having text books in all subjects. But more than 50% students stated about no issues in group

activities, assigning project work, library and library books. About 39% students said that progress card is not issued to them. District wise status is shown in ***Table 5.12 of Appendix.***

5.2.6. **Perception of Boarders about Understanding of language of teaching/Language**

The result of the table below shows the type of language difficulties faced by the students of Ashram school students. Out of 270 students, more than 80% students ascertained about understanding of language of teaching, reading of books and writing and answer during examination. Regarding interaction with students, around 75% students have no issues. District wise status is reflected in **Table 5.13.**

Table 5.13: Understanding of language of teaching/Language

Districts	During teaching in class room	Interaction with the students	Reading of books and writing	Answer during examination	Total Students
Balasore	23(76.67)	23(76.67)	23(76.67)	22(73.33)	30(100.00)
Kandhamal	44(88.00)	45(90.00)	46(92.00)	45(90.00)	50(100.00)
Khordha	18(90.00)	18(90.00)	18(90.00)	18(90.00)	20(100.00)
Koraput	50(83.33)	42(70.00)	51(85.00)	52(86.67)	60(100.00)
Mayurbhanj	37(74.00)	35(70.00)	36(72.00)	35(70.00)	50(100.00)
Sundargarh	47(78.33)	38(63.33)	47(78.33)	46(76.67)	60(100.00)
Grand Total	219(81.11)	201(74.44)	221(81.85)	218(80.74)	270(100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

5.2.7. **Perception about future planning of students**

Students/.boarders were asked about their ambition in life. Out of 270 students, 232 were responded to this question. Again out 232 respondents, the highest 91(39.22%) number of students expressed their interest for teaching profession followed by 56(24.57%) doctors, 27(11.64%) police, 24(10.34%) for ANM. About 3 to less than 3% students mentioned about other professions like army, bank PO, engineer, farmer, government service, IAS, pilot, software engineer, player and artists as their future ambition. District wise figure is mentioned in ***Table 5.14 of Appendix.***

5.2.8. **Overall Perception and views of students/boarders**

- Students like school and hostel environment. They do not have much interest to go to their villages. Here, they are getting all the facilities including bathroom and toilet facilities. Girl boarders are happy for getting toiletries including sanitary napkins and cosmetics.
- They learnt manners, behavior, togetherness, discipline, cleanliness and time management.
- They can not get all the facilities at home. Here, they are also getting good exposure. They can show their inherent talents by participating in different co-curricular and extra-curricular activities.
- Students need play ground, garden and kitchen garden, computer and library room facility.
- Sports equipments should be supplied by the schools in a regular interval.
- Oil and soaps provided by school to the students are not sufficient for them.

| FGD with students/boarders-Lambagudri AS, Kandhamal | FGD with boarders- UG M.E school Manbar (S & ME, Koraput) |

5.3. Perception of Parents

5.3.1. Reasons for joining children in Ashram schools

During personal interview with parents, their opinion about admitting their children in Ashram Schools was collected. It reveals that there are multiple responses on different reasons received from the parents. In this connection,68(40.0%) responses go in favour of residential education facility,53 (31.18%) nearest to their villages, 40(23.53%) good teaching, less than 3% for other reasons like no school in their villages, brother and sisters reading in the school etc. District wise responses are reflected in *Table 5.15 of Appendix and overall status in Fig.5.6.*

Figure 5.6: Reasons for joining children
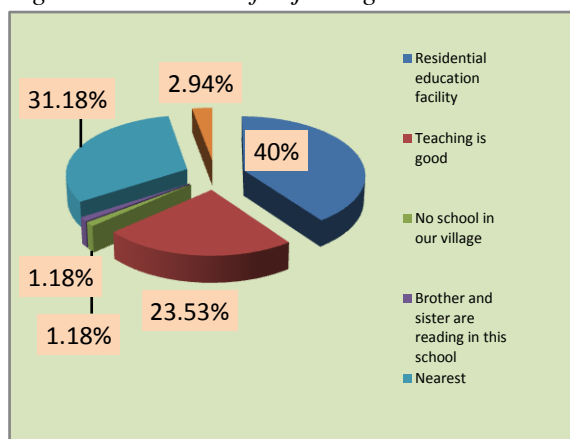
Figure 5.7:Purpose of Educating Children
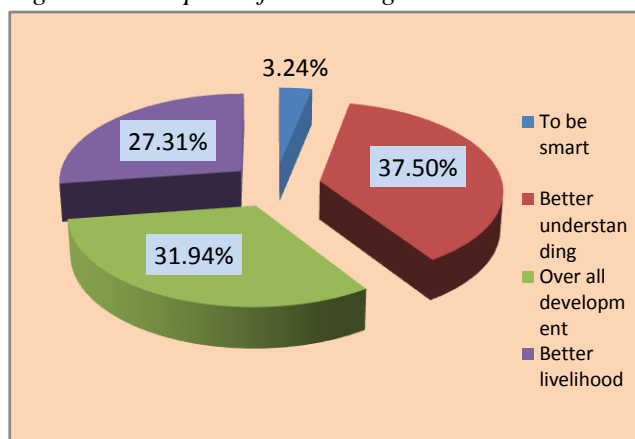
5.3.2. Purpose of Educating Children

Perception of parents regarding the purpose of educating their children was asked during personal interview with them. Relating to this aspect, a total of 216 responses were received from parents. Out of total 216 responses, majority responses i.e150 (69.77%) go in favour of better understanding and overall development followed by 59(27.31%) for better livelihood and 7(3.24%) for their children to be smart. District wise responses are reflected in *Table 5.16 of Appendix and overall picture in Fig.5.7.*

5.3.3. Motivating factors to join in Ashram Schools

The evaluation team made an attempt to know about the motivating factors for joining their children in Ashram Schools. Out of 239 responses, the highest 114(47.7%) responses were due to provision of meals followed by 97(40.59%) responses for provision of uniform and text books,23(9.62%) reservation policy and only 5 (2.09%) responses for improving self estimation. The data indicates that due to poverty, the tribal parents can not afford to send their children to any other school. Hence,

they are motivated to send their children to Ashram schools. District wise responses are reflected in *Table 5.17.*

Table 5.17:   *Motivating factors to join in Ashram Schools (Multiple Answers)*

Districts	Reservation Policy	Provision of meals	Uniform/text books	Improve Self estimation	Total
Balasore	0	15(51.72)	14(48.28)	0	29(100.00)
Kandhamal	0	25(50.00)	25(50.00)	0	50(100.00)
Khordha	3(17.65)	6(35.29)	6(35.29)	2(11.76)	17(100.00)
Koraput	4(8.33)	22(45.83)	19(39.58)	3(6.25)	48(100.00)
Mayurbhanj	8(16.33)	23(46.94)	18(36.73)	0	49(100.00)
Sundargarh	8(17.02)	23(48.94)	15(31.91)	1(2.13)	47(100.00)
Grand Total	23(9.62)	114(47.70)	97(40.59)	5(2.09)	239(100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

5.3.4. **Expectation of the parents for the future studies of the children**

The study enquired about expectation of parents regarding future studies of the children. Out of 125 parents interviewed, 57 (45.6%) said that they will educate their children up to maximum level the child can read, 53(42.4%) expressed their interest upto HSC level, Very few parents i.e 7(5.6%) have interest for technical and post graduation. It indicates that parents gradually have improved the understanding about value of education. District wise perceptions are reflected in *Table 5.18 of Appendix.*

FGD with Parents- Ranigada AS, Koraput   **FGD with Parents- Kajurbani GGH, Sundargarh**

5.3.5. **Perception regarding functioning of Ashram school & Hostel**

Parents were asked about their perception regarding functioning of Ashram Schools. Out of 125 parents interviewed 59(47.2%) stated good, 33(26.4%) very good, 29(23.20%) satisfactory and 4(3.2%) mentioned excellent. The highest 52% parents of Sundargarh district said that Ashram Schools are very good.,56% parents of Koraput mentioned good and 73.33% of Balasore district stated satisfactory.(see **Table 5.19 of Appendix**).
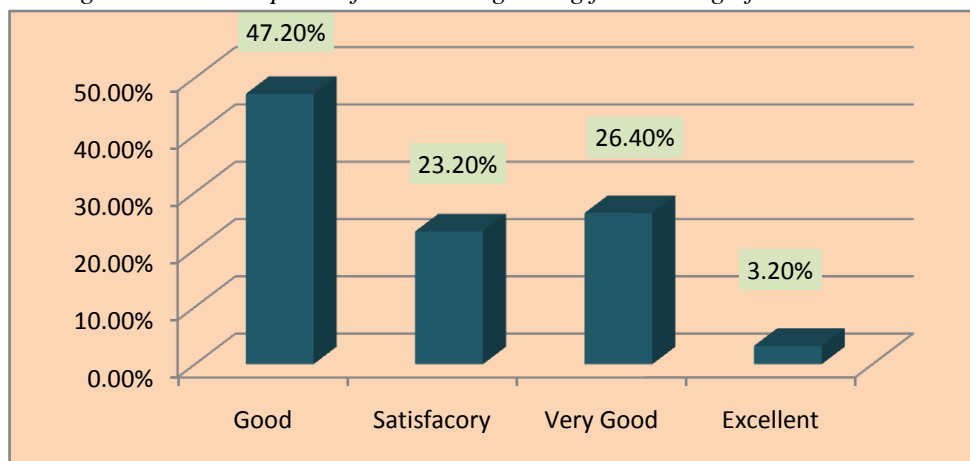
5.3.6. **Overall Perception and views of Parents**

- Most of the parents mentioned about upgrading of school to high school classes. They have no schools nearby. It is difficult on the part of girl students to send their children to distant places. Besides, it is also difficult to get seats in other schools.
- Residential facility in Ashram schools is a very good scheme. They can not afford to send their children to other schools where there is no free residential facility.
- Children developed behavior, manner, time management, discipline etc.
- Due to financial problem, lack of exposure, poverty and family compulsions for livelihood, they could not be educated. But with all facilities that the present children are getting, they will not entertain their children to stop education.
- Parents attend PTA meetings regularly. They acquire knowledge about value of education and different rules and regulations of schools. They participate in parents meeting. They have a 'say' in PTA meetings and they also suggest for improvement.

5.4. **Perception of PRI members**

A total of 41 PRI members were interviewed during evaluation study. Majority of PRI members (51.22%) belong to 18-35 age group category, 14(34.15%) in the age group 36-45 and only 2.44% in the category of 60 above age group. This indicates that the PRI members are in working group category. Among the PRI members interviewed, 27(65.85%) were female members. Majority i.e 23(56.10%) PRI members belong to ST category followed by 12(29.27%) OBC and 6(14.63%) PRI members found to be SCs. Profile of PRI members is mentioned in ***Table 5.20 of Appendix.***

5.4.1. **Frequency of visits of PRI members**

Regarding frequency of visits of PRI members to schools under their jurisdiction, it is evident that out of 41 PRI members interviewed, 20(48.78%) PRI members visit schools on monthly basis, 11(26.83%) weekly basis, 9(21.95%) quarterly basis and 1(2.44%) visits half yearly basis. District wise data is reflected in **Table 5.21 of Appendix**.

| **Personal Interview with PRI member-Raichuan AS, Sundargarh** | **Personal Interview with PRI member Danadar AS, Mayurbhanj** |

5.4.2. **Perception regarding functioning of Ashram school & Hostel**

The evaluation team enquired about the perception of PRI members regarding functioning of Ashram School and hostels. It reveals that out of 41 PRI members, 16(39.02%) opined as good, 15(36.59%) satisfactory, 9(21.95%) certified as very good. Only 1(2.44%) PRI member ranked as excellent. District wise data is mentioned in **Table 5.22 of Appendix**.

Figure 5.9: Perception of PRI members regarding functioning of Ashram school
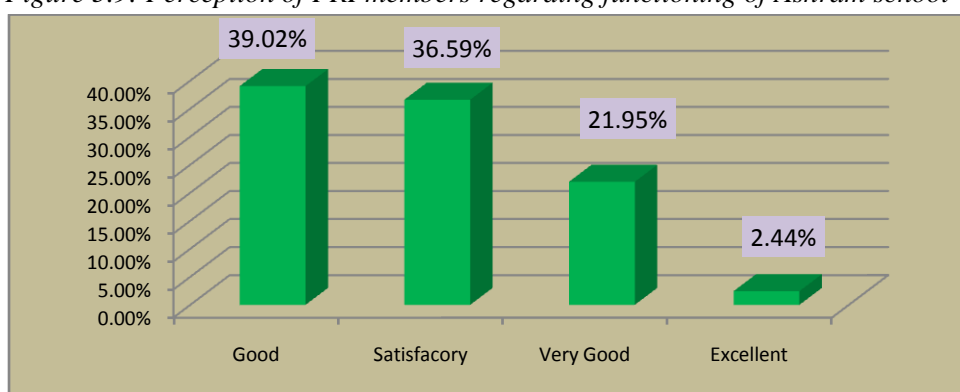
5.4.3. **Overall perception and views of PRI members**

* Majority of PRI members have no active involvement in school activities. A person who is a member of SMC, he comes regularly for attending meetings and some other persons out of own interest, he/she visits school.
* Very few PRI members have active involvement in school development works.
* Some PRI members do not have any idea that they have right to know about the school activities and monitor quality of education and food provided to the students/boarders.
* Some other visits on the invitation of school for any events or occasions.

5.5. **Perception and views of Teaching staff**

* Accommodation facility in hostels is not available as per boarders' strength.
* Availability of infrastructure facility in boys' hostel is less than that of girls' hostel.
* Due to staff constraint, teaching staff are over loaded with managing both school and hostel. They have to remain alert 24 hours for the safety and security of the children.
* Mental dissatisfaction among Sikhya Sahayakas (SS) was reported for their irregular salary.
* Staying away from family causes mental disturbance among the teachers residing inside the campus without their family.

FGD with Teaching staff - Katuria AS, Mayurbhanj   **FGD with Teaching staff -** Nuagoan AS, Koraput

- Shortage of Staff Quarters is a matter of concern.
- There is no control mechanism for teachers over the students and no restriction upon students due to non-detention system in the classes. This hampers in quality education and encourages students resorting to indiscipline.
- Extra coaching is given to low performing students after school hour.
- Teachers are taking initiative to encourage students for participating co-curricular and extra-curricular activities. On Saturdays, classes are taken on the activities.
- Awareness about enrolment and retention of students are generated in PTA meetings.
- Retention of students is ensured through phone call, personal visit to the absentee students by the CCAs and SMC members.
- LSE classes are taken twice in a week. IEC material relating to safety and security of girl children are displayed in schools and hostels.
- Where there is no Matron post/vacant, lady teachers shoulder additional burden of taking care of children.

5.6. **Perception and views of Non-Teaching staff**

- Kitchen room is not good from hygienic point of view. It is also not spacious.
- Number of CCAs is less than the norm. Hence, there is shortage of CCAs.
- Due to staff constraint, CCAs are overburdened. CCAs take responsibility of cooking, serving and cleaning of utensils, attending children, watchman, caring of children during their ill health, taking children to the medical, checking the conditions of rooms and toilets.

FGD with Non-Teaching staff - Khajurbani GGH, Sundargarh   **FGD with Non-Teaching staff -** Badagoan GGH, Kandhamal

- Matrons shoulder responsibility of safety and security of girl children like escorting girl children for outside activities, taking LSE classes, taking attendance of boarders etc

- CCAs and Matrons have no accommodation facility. He/she can not stay with his/her family members. After 20 years of service also, their posts are not regularized.

5.7. Perception and views of SMC members

- SMC members are very active.
- Without their consent/approval, no decision is taken place in schools. They have resolution book.
- Ashram Schools are very good.

FGD with SMC members - Baguli AS, Mayurbhanj   **FGD with SMC members- Dandapadar AS, Sundargarh**

- If all the infrastructure facilities with sufficient number of staff will be provided to schools, it will be excellent, they mentioned.
- Tribal children in Ashram schools get more opportunity to participate in co-curricular and extra-curricular activities.

5.8. Perception and views of supervisory officers

- Staff constraint in Ashram Schools is a serious issue.
- Mess management is a big challenge for them.
- Hence, mess management should be withdrawn from them for ensuring good quality of education.
- All infrastructure facility including fully secured boundary wall from all sides, dining hall, drainage system etc should be provided.
- Water purifier should be provided to all schools.
- Solar light as alternative source of energy should be provided to all schools.

Meeting with DWO Kandhamal,   **Personal Interview with WEO, Koraput**

- Repair and maintenance works should be taken up in regular interval.
- Text books and uniforms should be received prior to the beginning of the new academic session.
- Limited staff quarter is available. Hence more staff quarters need to be constructed.
- No special fund is allotted for undertaking extra-curricular activities.
- Classical teachers have not been posted in any school. It is highly needed.
- Teachers should be transferred in every 5 years and CCAs and Matrons in every 3 years.
- Language teacher should be appointed in tribal areas. Initially, the students have problem in communicating and understanding others.
- Full-fledged teaching staff is needed for improving quality of education and effective functioning of schools.
- Watchman post should be created to ensure safety and security of children.
- ANM should be attached to less number of schools with health kits. So that he can attend all the assigned schools regularly.
- Separate ambulance should be provided to SSD department school.
- High schools have better infrastructure facility and quality education than other schools.

Meeting with collector, Balasore

- Vocational education has been stopped now. Vocational education should be re-implemented in Ashram schools as per original guideline. This will help for sustained livelihood of children.
- Library books with separate library room facility are needed.
- Computer facility should be provided to all schools.
- CCTV should be installed in every school to ensure safety and security of children.
- Boys beyond 5th class should not be enrolled where girls are studying.
- SI posts should be created again. It is difficult on the part of CIs to inspect all the schools in time frame.
- SSD attached hostels to S&ME schools are neglected. Except CCAs, Matron and teaching staff are not staying in the hostel premises. Hence, the boarders of these schools should be given more attention.

CHAPTER- VI

EDUCATION ATTAINMENT, ENROLMENT AND RETENTIONS, FUNCTIONING OF ASHRAM SCHOOLS- AN IMPACT ANALYSIS

EDUCATION ATTAINMENT, ENROLMENT AND RETENTIONS, FUNCTIONING OF ASHRAM SCHOOLS - AN IMPACT ANALYSIS

The Ashram schools established by the ST and SC development department provide education with residential facilities in an environment conducive to learning. The present chapter focuses on impact analysis of government initiatives on education attainment, enrolment and retentions and functioning of schools. Impact on the above aspects was drawn by using the *following techniques:*

- Impact on quality of education (**Educational attainment**) was assessed by conducting surprise tests to the students and examining performance in previous year examinations.
- Qualitative impacts were explored from perception and views of stakeholders during the evaluation study.
- Quantitative impacts were figured out from field data analysis.
- Impact on overall functioning was assessed through scoring and classification of schools through point scale method.

6.1. **Educational Attainment of Students**

Educational attainment of students was measured by (i) conducting surprise tests on Odia, English, and Mathematics for class four to class seventh and Social science is added for eighth class students (ii) examining previous year's annual examination marks.

Methodology

- From each class, 10 students were picked randomly. A total of 270 students covering 27 schools were administered question papers for surprise tests.
- Class wise set of questions (Multiple Choice Questions) for the above subjects was prepared. The paper contained basic and elementary questions of the respective subjects.
- Writing ability of the students was assessed through dictation and reading ability by giving a paragraph to read out. Writing and reading ability was assessed for both Odia and English subjects.
- Surprise test was conducted with questions containing 30 full marks for each class giving 30 minutes time limit.
- Student's level of standard was measured on the basis of scoring in surprise tests and performance level on the basis of previous year's marks.
- Grading was given for assessing the level of standard and performance level. Scoring of marks in surprise test was divided into 4 grades i.e below 20%, 20-30%, 30-50%, 50% and above. Scoring of marks of last annual examination (conducted by the schools)was divided into 5 grades i.e below 30%, 30-40%, 40-60% ,60-80%, 80% and above.

- **Surprise Test Assessments-**
    (i)   Below 20%- the level of standard is considered 2 classes less than what presently he/she is studying (**very poor standard**).
    (ii)   20-30% - the level of standard is considered 1 class less than what presently he/she is studying (**Below standard**).
    (iii)   30-50%- level of standard is considered exactly what presently he/she is studying (**Average standard).**
    (iv)   50% and above- level of standard is considered as good (**Good standard**).

- **Last Annual Examination Assessments-**
    - **(i)**   Below 30% - Performance level is considered **poor**
    - **(ii)**   30-40% - Performance level is considered **average**
    - **(iii)** 40-60% - Performance level is considered **good**
    - **(iv)** 60-80% - Performance level is considered **very good**
    - **(v)**   80% above - Performance level is considered **excellent**

Surprise Test in GGH, S & ME, Sundargarh

Surprise Test in Seipeiput AS, Koraput

Surprise Test in Raichuan AS, Sundargarh

Surprise Test in Tenda GGH, Balaore

6.1.1. Assessment of level of standard through surprise test

6.1.1.1. Assessment of Odia Subject

Out of 1178 students appeared Odia test, level of standard of majority of students 776 (65.87%) is found to be good, 228(19.35%) average standard, 103(8.74%) below standard and 71(6.03%) very poor standard. Among the districts, majority of students i.e 71(78.89%) in Khordha district is found to be good followed by Kandhamal 166(74.44%), Mayurbhanj 172(72.88%), Balasore 108(71.52%), Sundargarh 152(64.96%) and Koraput 107(43.85%).District wise standard is reflected in **Table 6.1.**

Table 6.1:   *District wise mean marks in Odia*

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Balasore	10 (6.62)	9 (5.96)	24 (15.89)	108 (71.52)	151 (100)
Kandhamal	4 (1.79)	6 (2.69)	47 (21.08)	166 (74.44)	223 (100)
Khordha	1 (1.11)	2 (2.22)	16 (17.78)	71 (78.89)	90 (100)
Koraput	32 (13.11)	45 (18.44)	60 (24.59)	107 (43.85)	244 (100)
Mayurbhanj	10 (4.24)	14 (5.93)	40 (16.95)	172 (72.88)	236 (100)

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Sundargarh	14 (5.98)	27 (11.54)	41 (17.52)	152 (64.96)	234 (100)
Grand Total	71 (6.03)	103 (8.74)	228 (19.35)	776 (65.87)	1178 (100)

Source: Scoring in Surprise Test conducted by Evaluation Team-2018-19
N.B. Figures in parenthesis refer to percentage

6.1.1.2. Assessment of English subject

Out of 1178 students appeared English test, level of standard of the highest number of students 439 (37.27%) is reported to be good, 254(21.56%) average standard, 193 (16.38%) below standard and 292(24.79%) very poor standard. Among the districts, majority of students i.e 48(53.33%) in Khordha district is found to be good followed by Balasore 69(45.7%), Mayurbhanj 105(44.49%), Kandhamal 81(36.32%), Sundargarh 77(32.91%) and Koraput 59(24.18%). The highest very poor standard students are found in Koraput district (40.57%) followed by Mayurbhanj (23.73%) and Sundargarh (23.5%).District wise standard is indicted in **Table 6.2.**

Table 6.2:   *District wise mean marks in English*

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above (Good)	Total
Balesore	31(20.53)	26(17.22)	25(16.56)	69(45.70)	151(100)
Kandhamal	48(21.52)	33(14.80)	61(27.35)	81(36.32)	223(100)
Khordha	3(3.33)	15(16.67)	24(26.67)	48(53.33)	90(100)
Koraput	99(40.57)	43(17.62)	43(17.62)	59(24.18)	244(100)
Mayurbhanj	56(23.73)	34(14.41)	41 (17.37)	105(44.49)	236(100)
Sundargarh	55(23.50)	42(17.95)	60(25.64)	77(32.91)	234(100)
Grand Total	292(24.79)	193(16.38)	254(21.56)	439(37.27)	1178(100)

Source: Scoring in Surprise Test conducted by Evaluation Team-2018-19
N.B. Figures in parenthesis refer to percentage

6.1.1.3. Assessment of Mathematics

Out of 1178 students appeared Mathematics test, level of standard of highest number of students 441 (37.44%) is found to be good, 284(24.11%) average standard, 202(17.15%) below standard and 251(21.31%) very poor standard. Among the districts, majority of students i.e 50(55.56%) in Khordha district is found to be good followed by Balasore 67(44.37%), Kandhamal 95(42.60%), Sundargarh 88(37.961%), Mayurbhanj 88(37.29%) and Koraput 53(21.72%). The highest very poor standard students are found in Koraput district (31.97%) followed by Sundargarh (22.65%), Balasore (20.53%). District wise standard is mentioned in **Table 6.3.**

Table 6.3:   *District wise mean marks in Mathematics*

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Balesore	31 (20.53)	20 (13.25)	33 (21.85)	67 (44.37)	151 (100)
Kandhamal	36 (16.14)	44 (19.73)	48 (21.52)	95 (42.60)	223 (100)
Khordha	6 (6.67)	9 (10.00)	25 (27.78)	50 (55.56)	90 (100)
Koraput	78 (31.97)	51 (20.90)	62 (25.41)	53 (21.72)	244 (100)
Mayurbhanj	47 (19.92)	29 (12.29)	72 (30.51)	88 (37.29)	236 (100)
Sundargarh	53 (22.65)	49 (20.94)	44 (18.80)	88 (37.61)	234 (100)

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Grand Total	251 (21.31)	202 (17.15)	284 (24.11)	441 (37.44)	1178 (100)

Source: Scoring in Surprise Test conducted by Evaluation Team-2018-19
N.B. Figures in parenthesis refer to percentage

Figure 6.1: *Subject wise Assessment (Level of Standard)*
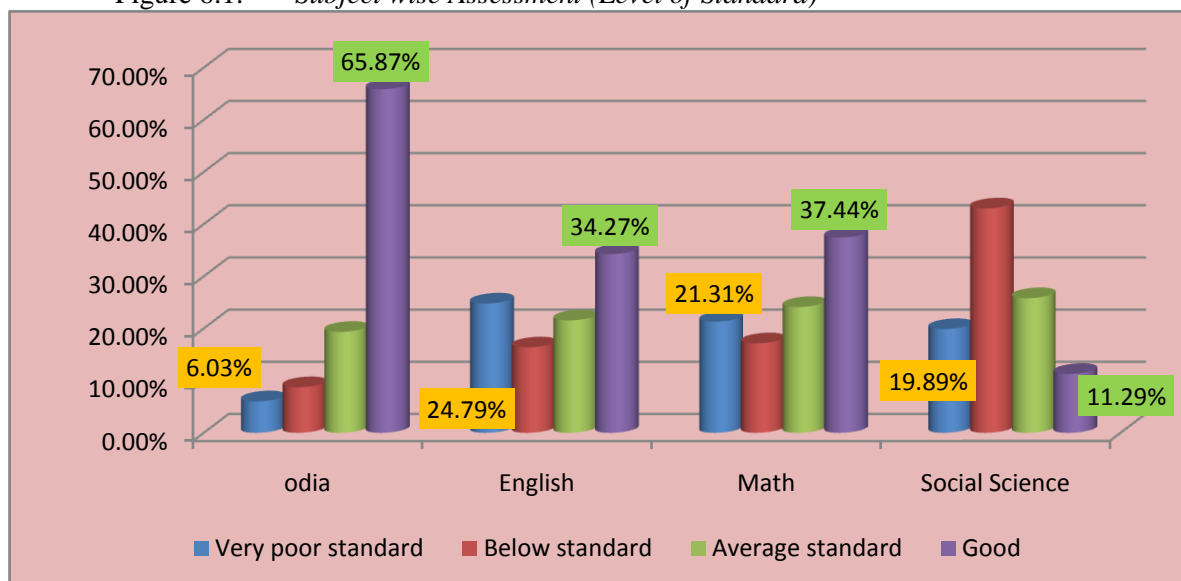
6.1.1.4. Assessment of Social Science

Out of 186 students (only 8th class students appeared Social Science test), level of standard of highest number of students 80(43.01%) is reported to be below standard in Social Science subject, average standard 48(25.81%), very poor standard 37(19.89%) and good standard 21(11.29%). Among the districts, highest number of students i.e 4(44.44%) in Khordha district is found to be good followed by Sundargarh 6(19.35%), Mayurbhanj 7(13.46%), Balasore 3(10.0%), Kandhamal 1(3.33%), and Koraput 0%. The highest very poor standard students are found in Koraput district (35.29%) followed by Balasore (30.0%) and Kandhamal (16.67%). District wise standard is shown in **Table 6.4.**

Table 6.4: *District wise mean marks in Social Science*

Class/ District	Below 20 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Balesore	9 (30.00)	11 (36.67)	7 (23.33)	3 (10.00)	30 (100)
Kandhamal	5 (16.67)	13 (43.33)	11 (36.67)	1 (3.33)	30 (100)
Khordha	(0.00)	2 (22.22)	3 (33.33)	4 (44.44)	9 (100)
Koraput	12 (35.29)	15 (44.12)	7 (20.59)	(0.00)	34 (100)
Mayurbhanj	7 (13.46)	22 (42.31)	16 (30.77)	7 (13.46)	52 (100)
Sundargarh	4 (12.90)	17 (54.84)	4 (12.90)	6 (19.35)	31 (100)
Grand Total	37 (19.89)	80 (43.01)	48 (25.81)	21 (11.29)	186 (100)

Source: Scoring in Surprise Test conducted by Evaluation Team-2018-19
N.B. Figures in parenthesis refer to percentage

6.1.1.5. Overall Assessment of level of standard

Out of 1178 students, level of standard of highest number of students 486(41.26%) is found to be good standard , average standard 339(28.78%), below standard 206(17.49%) and very poor standard 147(12.48%). Among the districts, majority of students i.e 64(71.11%) in Khordha district is found to be good followed by Balasore 75(49.67%), Mayurbhanj 110(46.61%), Kandhamal 98(43.95%), Sundargarh 87(37.18%), and Koraput 52(21.31%). The highest very poor standard is found in Koraput district (25.82%) followed by Sundargarh (11.11%), Balasore (10.6%). Overall standard of students gives a picture that the highest number of students 486 (41.26%) come under good category. District wise standard is indicated in **Table 6.5.**

Table 6.5:   *District wise mean marks in Odia, English and Mathematics*

Class/ District	Below 19 (Very poor standard)	20-29 (Below standard)	30-49 (Average standard)	50 and Above(Good)	Total
Balesore	16 (10.60)	27 (17.88)	33 (21.85)	75 (49.67)	151 (100)
Kandhamal	17 (7.62)	41 (18.39)	67 (30.04)	98 (43.95)	223 (100)
Khordha	3 (3.33)	3 (3.33)	20 (22.22)	64 (71.11)	90 (100)
Koraput	63 (25.82)	56 (22.95)	73 (29.92)	52 (21.31)	244 (100)
Mayurbhanj	22 (9.32)	37 (15.68)	67 (28.39)	110 (46.61)	236 (100)
Sundargarh	26 (11.11)	42 (17.95)	79 (33.76)	87 (37.18)	234 (100)
Grand Total	147 (12.48)	206 (17.49)	339 (28.78)	486 (41.26)	1178 (100)

Source: Scoring in Surprise Test conducted by Evaluation Team-2018-19
N.B. Figures in parenthesis refer to percentage

Figure 6.2:   *Overall standard Assessment*
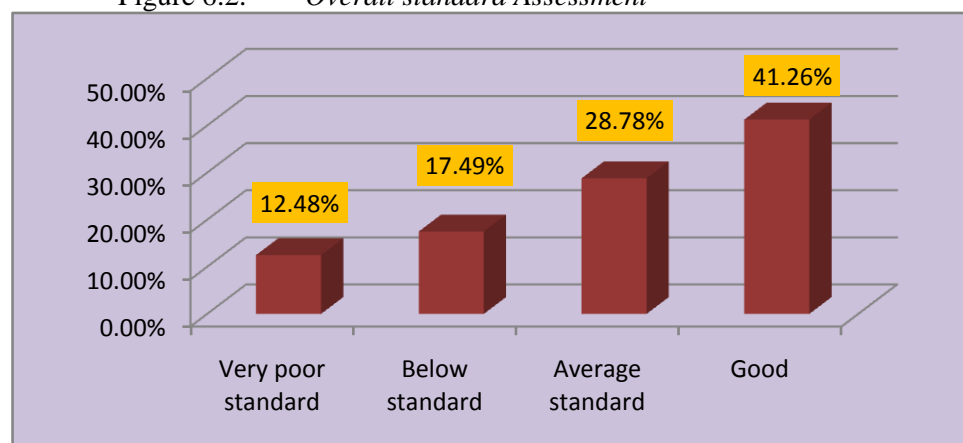
Figure 6.3: *Overall Performance*
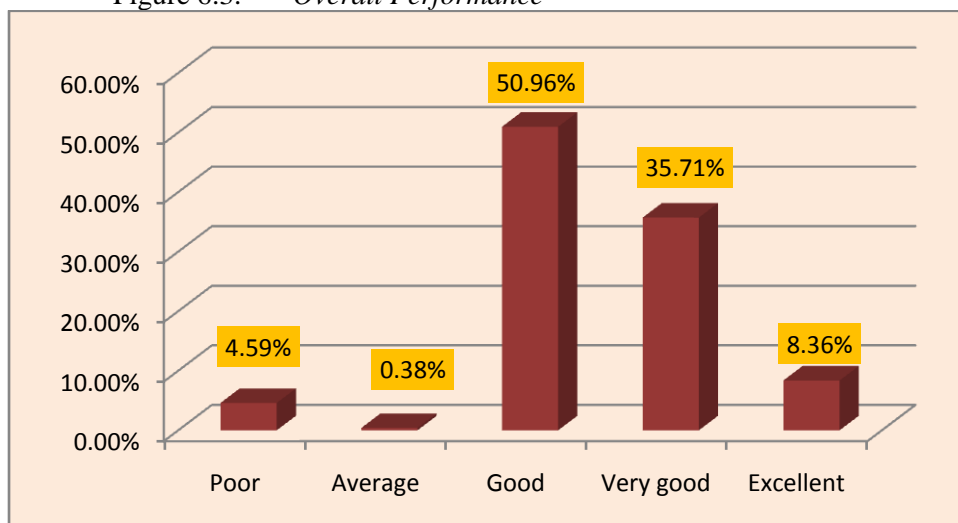
6.1.2. **Assessment of level of standard through last Annual Examination marks**

6.1.2.1. Performance in Odia

Out of 6121 students appeared Odia in last annual examination, performance level of 681(11.13%) students is found to be excellent, 1872(30.58%) very good, 2213 (36.15%) good, 1065 (17.40%) average and 290(4.74%) poor. Among the districts, the highest number of excellent students is found in Mayurbhanj district (24.16%) and the highest number of poor students is reported in Kandhamal (6.4%) and Sundargarh districts (6.26%). Overall performance in Odia is found not very bad.

District wise performance is reflected in **Table 6.6.**

Table 6.6: *District wise mean marks in Odia*

Class/ District	Below 30 (Poor)	30-39 (Average)	40-59 (Good)	60-79 and Above (very Good)	80 and above (Excellent)	Total
Balasore	36 (5.32)	98 (14.48)	233 (34.42)	244 (36.04)	66 (9.75)	677 (100.00)
Kandhamal	68 (6.40)	173 (16.29)	358 (33.71)	359 (33.80)	104 (9.79)	1062 (100.00)
Khordha	12 (3.22)	56 (15.01)	137 (36.73)	146 (39.14)	22 (5.90)	373 (100.00)
Koraput	90 (5.40)	362 (21.72)	742 (44.51)	370 (22.20)	103 (6.18)	1667 (100.00)
Mayurbhanj	25 (1.79)	120 (8.58)	379 (27.09)	537 (38.38)	338 (24.16)	1399 (100.00)
Sundargarh	59 (6.26)	256 (27.15)	364 (38.60)	216 (22.91)	48 (5.09)	943 (100.00)
Grand Total	290 (4.74)	1065 (17.40)	2213 (36.15)	1872 (30.58)	681 (11.13)	6121 (100.00)

Source: Scoring in Last Year Annual Examination-2017-18, School Record
N.B. Figures in parenthesis refer to percentage

6.1.2.2. Performance in English

Out of 6120 students (English exam) appeared in last annual examination, performance level of students, 1307(21.36%) is found to be excellent, 2036(33.27%) very good, 1696(27.71%) good, 768 (12.55%) average and 313(5.11%) poor. Among the districts, the highest number of excellent students is found in Mayurbhanj district (39.1%) and the highest number of poor students is reported in Kandhamal (10.17%). District wise performance is reflected in **Table 6.7.**

Table 6.7: *District wise mean marks in English*

Class/ District	Below 30 (Poor)	30-39 (Average)	40-59 (Good)	60-79 and Above (very Good)	80 and above (Excellent)	Total
Balasore	52 (7.68)	101 (14.92)	205 (30.28)	221 (32.64)	98 (14.48)	677 (100.00)
Kandhamal	108 (10.17)	102 (9.60)	220 (20.72)	367 (34.56)	265 (24.95)	1062 (100.00)
Khordha	6 (1.61)	19 (5.09)	57 (15.28)	153 (41.02)	138 (37.00)	373 (100.00)
Koraput	63 (3.78)	319 (19.14)	610 (36.59)	527 (31.61)	148 (8.88)	1667 (100.00)
Mayurbhanj	17 (1.22)	85 (6.08)	244 (17.44)	506 (36.17)	547 (39.10)	1399 (100.00)
Sundargarh	67 (7.11)	142 (15.07)	360 (38.22)	262 (27.81)	111 (11.78)	942 (100.00)
Grand Total	313 (5.11)	768 (12.55)	1696 (27.71)	2036 (33.27)	1307 (21.36)	6120 (100.00)

Source: Scoring in Last Year Annual Examination-2017-18,School Record
N.B. Figures in parenthesis refer to percentage

6.1.2.3. Performance in Mathematics

Out of 6117 students (Math exam) appeared in last annual examination, performance level of students, 822 (21.36%) is found to be excellent, 1882 (30.77%) very good, 2029 (33.17%) good, 976 (15.96%) average and 408 (6.67%) poor. Among the districts, the highest number of excellent students is found in Mayurbhanj district (28.9%) and the highest number of poor students is reported in Balasore (16.7%). District wise performance is reflected in **Table 6.8.**

Table 6.8: *District wise mean marks in Math*

Class/ District	Below 30 (Poor)	30-39 (Average)	40-59 (Good)	60-79 and Above (very Good)	80 and above (Excellent)	Total
Balasore	113 (16.69)	162 (23.93)	194 (28.66)	146 (21.57)	62 (9.16)	677 (100.00)
Kandhamal	161 (15.22)	158 (14.93)	270 (25.52)	348 (32.89)	121 (11.44)	1058 (100.00)
Khordha	11 (2.95)	50 (13.40)	150 (40.21)	136 (36.46)	26 (6.97)	373 (100.00)
Koraput	46 (2.76)	222 (13.32)	622 (37.31)	611 (36.65)	166 (9.96)	1667 (100.00)
Mayurbhanj	6 (0.43)	149 (10.65)	374 (26.73)	466 (33.31)	404 (28.88)	1399 (100.00)
Sundargarh	71 (7.53)	235 (24.92)	419 (44.43)	175 (18.56)	43 (4.56)	943 (100.00)
Grand Total	408 (6.67)	976 (15.96)	2029 (33.17)	1882 (30.77)	822 (13.44)	6117 (100.00)

Source: Scoring in Last Year Annual Examination -2017-18,School Record
N.B. Figures in parenthesis refer to percentage

6.1.2.4. Overall assessment of performance level

While looking into overall performance in last annual examination, it reveals that performance level of 512(8.36%) students is found to be excellent, 2186(35.71%) very good, 3119(50.96%) good, 23 (0.38%) average and 281(4.59%) poor. Among the districts, the highest number of excellent students is found in Koraput and Mayurbhanj district (23%) and the highest number of poor students is reported in Kandhamal (9%). Overall performance of the students indicates that *more than 50% students come under good category.*

District wise performance is reflected in **Table 6.9.**

Table 6.9: *District wise Overall performance of students*

Class/ District	Below 30 (Poor)	30-39 (Average)	40-59 (Good)	60-79 and Above (very Good)	80 and above (Excellent)	Total
Balesore	46 (6.79)	0 (0.00)	379 (55.98)	225 (33.23)	27 (3.99)	677 (100.00)
Kandhamal	96 (9.04)	0 (0.00)	459 (43.22)	450 (42.37)	57 (5.37)	1062 (100.00)
Khordha	6 (1.61)	23 (6.17)	133 (35.66)	187 (50.13)	24 (6.43)	373 (100.00)
Koraput	60 (3.60)	0 (0.00)	1065 (63.89)	493 (29.57)	49 (23.02)	1667 (100.00)
Mayurbhanj	14 (1.00)	0 (0.00)	435 (31.09)	628 (44.89)	322 (23.02)	1399 (100.00)
Sundargarh	59 (6.26)	(0.00)	648 (68.72)	203 (21.53)	33 (3.50)	943 (100.00)
Grand Total	281 (4.59)	23 (0.38)	3119 (50.96)	2186 (35.71)	512 (8.36)	6121 (100.00)

Source: Scoring in Last Year Annual Examination-2017-18, School Record
N.B. Figures in parenthesis refer to percentage

6.2. **Enrolment and retention of students**

(last 10 years trend)

Tribal children either never enroll or attend for the first three to four years of primary school. This leads to illiteracy later. The first step in the education ladder is enrolment. Despite aggregate improvements in education levels, glaring inequalities in basic education continue to persist. Disparities between regions and states and across gender, caste, class, religious groups and other marginalised sections of the society continue to present the biggest challenge for the society. India has passed the Right to Education Act (2010) which guarantees all children free access to education from 6-14 years of age.

The reasons for low school enrolment among Scheduled Tribe children include the reluctance of Scheduled Tribe families to educate their children - in addition to the high illiteracy among Scheduled Tribe parents; they may not value the education available, particularly in relation to its opportunity costs. Children are crucial family workers in the tribal economy which includes agriculture as a main occupation, cattle grazing, labour on work sites, collecting firewood or other minor forest produce, stone quarrying, mining, and home-based work such as processing forest produce.

6.2.1. **Enrolment Trend**

The present study has made an attempt to examine the enrolment trend of 10 years in sample Ashram schools of select districts of Odisha. **Table 6.10 in appendix** reflects 10 years enrolment data of sample districts.

Enrolment of students has been increased from 2008-09 to 2010-11 at an increasing rate. From 2010-11 to 2011-12, it increased at a decreasing rate, then increased at an increasing rate upto 2014-15. Again from 2014-15 to 2015-16, it has increased at a decreasing rate, then increased at an increasing rate from 2015-16 to 2016-17 and again it increased from 2016-17 to 2017-18 at a decreasing rate. The trend seems very erratic and fluctuating.

Figure 6.4:   *Enrolment Trend (2008-9 to 2017-18)*
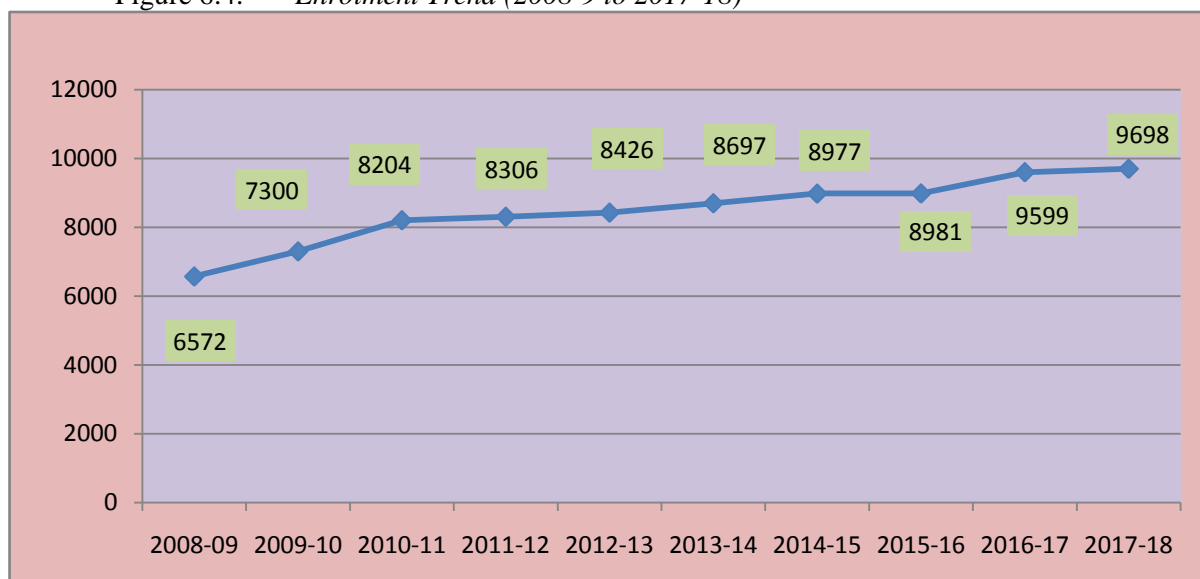
6.2.2. Dropout and out of school children

One of the major initiatives of Sarva Sikhya Abhiyan is to reduce drop out and bring the out of school children to schools. The trend of drop out from schools gradually has been declining due to government intervention to provide with children all facilities including food, uniform, books etc. the data reveals that there is dropout of children, even it is very less in number. Since there was no scope to contact the dropout students, information was gathered from school authorities. As per their statement, drop out among the girls is more than that of boys. This is due to family problems, rendering domestic work, their homesickness and early marriage etc. However, there are rare occasions of drop out due to reasons, like lack of interest in school life, lack of interest in study, classes not interesting, language problem etc. **(Table 6.11 in Appendix)**

Figure 6.5:   *Dropout Trend (2008-09 to 2016-17)*
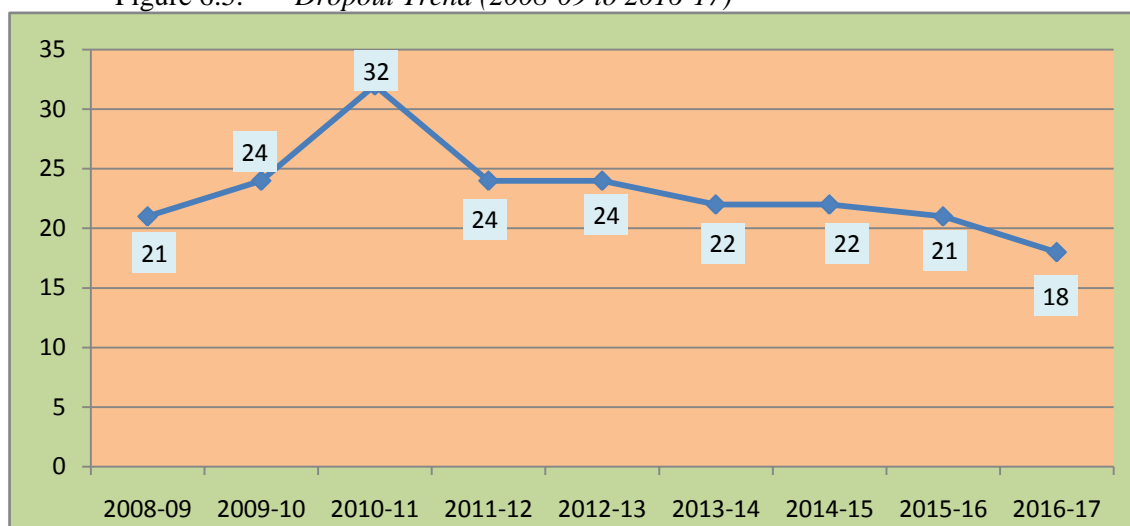
Dropout of students has been increased from 2008-09 to 2010-11 at an increasing rate. From 2010-11 to 2011-12, it decreased at a decreasing rate, then decreased at a constant rate upto 2012-13. Again from 2012-13 to 2013-14, it has decreased at a decreasing rate, then decreased at a constant rate from 2013-14 to 2014-15 and again it decreased from 2014-15 to 2016-17 at a decreasing rate. The trend seems very erratic but declining (**Fig.6.5).**

6.3. Functioning of Schools

Functioning of Ashram schools has been scored on the basis of different indicators like gender ratio of student and staff, staff strength, sufficiency of class rooms, school and hostel infrastructure facilities, basic amenities available in school and hostels, school and hostel environment, participation in co-curricular and extra-curricular activities, quality of education, accommodation of boarders, safety and security of girl children, maintenance of records and documents, monitoring of supervisory officials etc. A total of 20 indicators have been selected as per Guideline. *(See Annexure-5)*

As per Likert scaling Technique method, the categories are divided into 4 scales (i) low performing (ii) average performing (iii) Good performing (iv) best performing. **(Table-6.12).** Schools are graded on the basis of scoring evaluation report.

Table 6.12: *Scoring of Schools*

District	Name of the School	Score
Balasore	Barapada Ashram School	10.4
	Pinchhabania Ashram School	11.8
	Government Girls High School, Tenda	16.3
Kandhamal	Belpadar Ashram School	12.5
	Dandapadar Ashram School	15.2
	Govt Girl High school, Badagam	17.5
	Kalinga Ashram School	14.2
	Lambagudri Ashram School	15.7
Khordha	Govt. Ashram Schol Nayapalli	11.1
	Niladriprasad Ashram School	12.5
Koraput	Ashram School, Umuri	11
	Govt. Ashram School Nuagoan	16.7
	Govt. Ashram School Raniguda	15.1
	Govt. SSD Girls High School,Nuagaon	14.7
	Govt. UGME High School, Manbar	8.6
	U.G ashram school Sipaiput	11.8
Mayurbhanj	Baguli Ashram School	14
	Danadar Ashram School	10.4
	Govt. Girls High School, Ranibhole	17.7
	Katuria Ashram School	12.8
	Raikoma Ashram School	14
Sundargarh	Birkaldihi Ashram School	13.7
	Ekma Ashram School	12.1
	Govt. Girls High School, (SSD) Khajuribania	14.5
	Govt. Girls High School, Sundargarh	9.9
	Kusmel Ashram School	13.5
	Raichuan Ashram School	14.2
	Total Scores	**358.8**
Results	Arithmetic Mean (AM)	**13.3**
	Standard Deviation (SD)	**2.31**
	AM-SD	**11.0**
	AM+SD	**15.6**

Source: Scoring Evaluation Report-2018-19 (prepared by the Evaluation Team)

Out of 27 schools, 5 schools (18.52%) are classified under best performing schools, 10 (37.03%) good performing, 8(29.63%) average performing and 4(14.81%) schools found to be low performing schools (**Table.6.13 of Appendix**). *Best performing* schools are namely Government Girls High

School, Tenda, Government Girls High School, Badagaon, Lambagudri Ashram Schools, Government Ashram School, Nuagaon and Government Girls High School, Ranibhole.

Similarly, Dandapadar Ashram School, Government Ashram School, Kalinga, Government Ashram School,Raniguda, Government SSD Girls High School, Nuagaon, Baguli Ashram School, Raikoma Ashram School, Government SSD Girls High School, Khajuribania, Birkaldihi Ashram School, Kusmel Ashram School, Raichuan Ashram School are graded under **good performing** schools.

Among the 8 **average performing** schools, Pinchahabania Ashram School, Belpadar Ashram School, Government. Ashram School,Nayapalli, Niladriprasad Ashram school, Government Ashram School, Umuri, U.G Ashram school,Sepaiput, Katuria Ashram School, Ekma Ashram School, have been identified.

Low performing Schools are namely Barapada Ashram School, Govt. UGME High School, Manbar (S&ME), Danadar Ashram School and Govt. Girls High School, Sundargarh (S&ME) (**Table 6.14**).

Table 6.14: Classification of Schools on the basis of degree of functioning

District	Low Performing[1]	Average Performing[2]	Good Performing[3]	Best Performing[4]
Balasore	1.Barapada Ashram School	1.Pinchhabania Ashram School (Non-TSP block)	-	1.Government Girls High School, Tenda
Kandhamal	-	1.Belpadar Ashram School	1.Dandapadar Ashram School 2.Kalinga Ashram School	1.Govt Girl High School, Badagam 2.Lambagudri Ashram School
Khordha		1.Govt. Ashram School ,Nayapalli (Non-TSP district) 2.Niladriprasad Ashram School(Non-TSP district)	-	-
Koraput	Govt. UGME High School, Manbar (S&ME)	1.Govt.Ashram School, Umuri 2.U.G Ashram school Sepaiput	1.Govt. Ashram School Raniguda 2.Govt. SSD Girls High School, Nuagaon)	1.Govt. Ashram School Nuagoan
Mayurbhanj	1.Danadar Ashram School	1.Katuria Ashram School	1.Baguli Ashram School 2.Raikoma Ashram School	1.Govt. Girls High School, Ranibhole
Sundargarh	1.Govt. Girls High School, Sundargarh (S&ME)	1.Ekma Ashram School	1.Birkaldihi Ashram School 2.Govt. Girls High School, 3.Kusmel Ashram School 4.Raichuan Ashram School (SSD) Khajuribania	-

Source: Scoring Evaluation Report-2018-19

The study result indicates that two sample schools (S&ME) are found to be low performing and Schools in Non-TSP block and districts have been classified under average performing. High

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[1] The functioning of school is considered as low performing if scoring value is below A.M-S.D

[2] The functioning of school is considered as average performing if scoring value lies between A.M-S.D to A.M

[3] The functioning of school is considered as good performing if scoring value lies between A.M to A.M+S.D

[4] The functioning of school is considered as best performing if scoring value is A.M+S.D and above

Schools come under good and best performing. Among the sample districts, two best performing schools have been identified in Kandhamal district, one in Balasore one in Mayurbhanj and one in Koraput. No best performing school has been found in Khordha and Sundargarh district (**Table. 6.14).**

Overall functioning of schools is reported to be average performing (29.63%), good (37.03%) and best (18.52%). It indicates more than 85% schools are running on desired lines.

Figure.6.6. Degree of Functioning of Schools
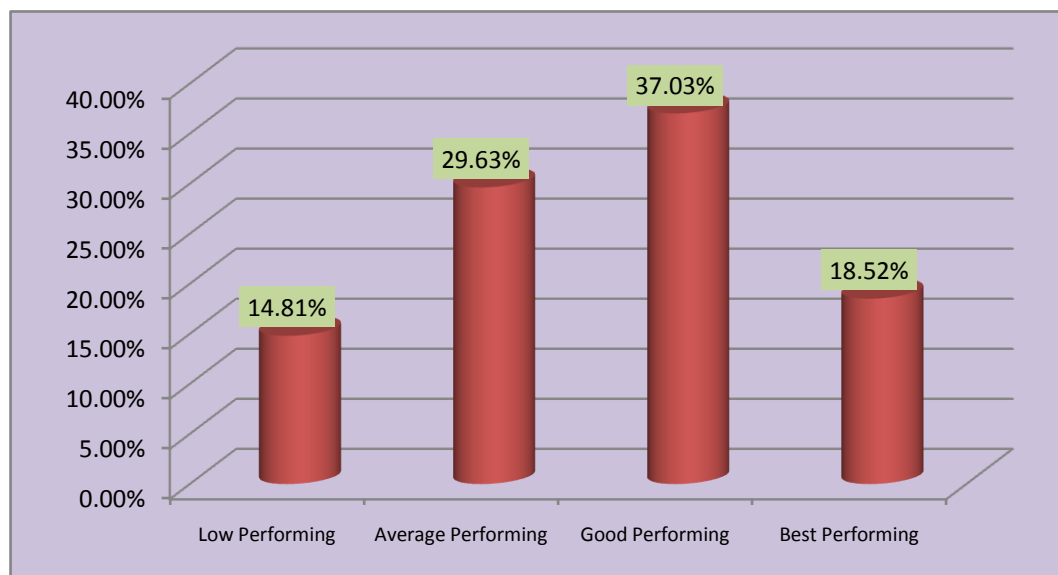
An **Impact Analysis** of government initiatives for school and hostel management in Ashram Schools is depicted below in **Table 6.15.**

Table 6.15: Impact Analysis (Log-Frame)

Sl. No	Government Guideline/Provisions	Activities/ Initiatives	Impact on Functioning of Ashram schools and tribal children	Means of Verification	Remarks/Inputs
1	Residential Education Facility	• Free boarding and free education • Daily activities done as per time table	• Real income of parents increased due to curtail in children's expenses. • Tribal poor children could get educated. • Parents are motivated to enroll their children in Ashram Schools • Discipline, time management cleanliness and behavioral changes developed among tribal children • Socialization and sharing among children developed.	Perception of Parents (Personal Interview)Report	All basic amenities with infrastructure facilities should be provided
2.	Pre-matric stipend	• Toiletries provided • Sanitary pad and cosmetics provided to girl children	• Parents can not afford these toiletries. • Tribal poor children could not get these in their families due to poverty. • Maintenance of health and sanitation by using sanitary napkins. • Standard of living of children has been improved.	Perception of Parents and Boarders (Personal Interview)Reports	The stipend amount may be enhanced.
3.	Academic responsibilities	• Responsibility of the HM to ensure that children of primary classes acquire basic skills of reading and writing in Odia and English along with basic computing skills. • Initiative taken by teachers by taking remedial classes to low performing children.	• Level of standard of children has been improving and found good (41.26%). • Performance level of students found good (50%).	Surprise Test Assessment Report and Mark sheets of previous Annual examination provided by respective schools	Academic monitoring is needed to ensure quality education.
3	Co-curricular activities	• Co-curricular activities are undertaken on Saturdays rotationally.	• Participation in "Sargiful Programme" at district and state level and awarded prizes. • Participation in "Surabhi Programme" at district level.	FGD (Teaching Staff) report and photoFigures	Special funds may be allotted to meet the expenses for special coaching
4	Extra-curricular activities	• Sports activities are undertaken in schools.	• Admitted in District Sports hostels.	FGD report of Teaching staff	Play ground is needed and PET

Sl. No	Government Guideline/Provisions	Activities/ Initiatives	Impact on Functioning of Ashram schools and tribal children	Means of Verification	Remarks/Inputs
		• Sports Talent Search Initiatives are done.			should be engaged in Ashram Schools
3.	Wall magazine/paintings	• Wall magazine and paintings are displayed in class rooms and class corridors. • Students are encouraged to contribute.	• Inherent talents of tribal children could be explored.	Physical verification	-
4	Safety and security Guideline	• Strictly following safety and security Guideline. • It is displayed in schools and hostels.	• Sexual abuse cases have been declining.	FGD (Teaching and Non-teaching Staff, students) report	Fully secured boundary wall is needed
5.	LSE	• Classes are taken regularly	• Awareness among girl children has been generated. They are cautious.	FGD (students, teaching and non-teaching staff) report	LSE training should be provided to all staff members
6	Cleaning and Gardening	• Cleaning and Gardening is done by the students in the morning and evening under the guidance of teachers.	• Habit of cleaning has been developed among tribal children. • School environment is clean. • Vegetables produced in the garden used in the mess. • Learning about Gardening has been developed among students.	Physical verification of school and hostel campus Physical verification of vegetables in kitchen store rooms	-
8	Constitution of SMC and PTA	• SMC meetings are held in every month. • PTA meetings are organized in every two months.	• SMC and PTA members have active participation in school development activities. • Funds for any developmental work including purchases of school uniforms etc cannot be utilized without approval/consent of SMC and PTA members. Resolution book is maintained for document evidence. • School authorities are accountable to the SMC and PTA for frequent meeting	1. SMC and PTA Resolution Book 2. FGD (SMC and PTA) report	-

Sl. No	Government Guideline/Provisions	Activities/ Initiatives	Impact on Functioning of Ashram schools and tribal children	Means of Verification	Remarks/Inputs
			organized as per Guideline. Near about 90% PTA members attend meetings held twice in a month. • Creation of awareness generation among parents on retention of students, safety and security of girl children, value of education etc. • School activities become transparent and school authorities are accountable to the public. • They can give suggestions for betterment of their children.		
9.	Ensure enrollment and retention of students	• Follow-up by teachers by phone call to the parents, personal visit by the teacher and CCAs.	• Increase in enrolment and retention of the students and decline in dropout of children	Physical verification of school records	-
9	Maintaining records and register	• Periodic verification of registers by the Inspecting officers	• Record and registers are maintained properly	Physical verification of school records and registers	-
10.	Monitoring of supervisory officials	• Periodic monitoring of school and hostel management by the supervisory officers	• School teachers are accountable to the officers. Proper management of school and hostels. • Proper care is taken to the hostellers. • Transparency is maintained.	Physical verification of visitors register	-
Functioning of Schools as per desired lines			**More than 85% schools are running on desired lines.**	School Scoring evaluation report	

CHAPTER- VII

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

The Indian constitution made special provisions for the social, economic and educational development of the scheduled castes and scheduled tribes. The major objective behind the development of the scheduled caste and scheduled tribes was to enable them to secure an equitable and rightful place in national main stream. Accordingly, a number of programmes have been initiated in the field of education for these groups at the school and college level. One such programme is the establishment of Ashram Schools. These schools have been set up to bring up the disadvantaged children at par with other categories of children. The concept of Ashram School combines both functional and literacy- based education relieving the tribal parents of the burden of feeding and clothing of their children going to school besides providing a congenial school environment to the children. Consequently, Ashram Schools are expected to reduce the incidence of absenteeism, stagnation, drop- outs and improve the standards of education at primary level. They provide free boarding and lodging facilities apart from supplying books, uniforms and toiletries to the boarders. All these facilities have been provided favourably to motivate the tribal children and their parents towards education.

In this context, the present study has been undertaken focusing on Ashram School Programme covering imparting general and formal education, vocational education, role of teachers and parents in educating tribal children, role of SMC and PRI members in enhancing quality of education, level of standard/performance of students, school environment, safety and security of boarders, participation in curricular, co-curricular and extra-curricular activities and the overall functioning of Ashram Schools. It needed to evaluate the effectiveness of the incentives provided by the government, the government policy in the recruitment, administration, management, monitoring and overall supervision of the Ashram schools and to suggest suitable measures to the government for the effective functioning of Ashram Schools in Odisha. The present evaluation study has also been undertaken with the objective to study whether the Ashram schools are running on desired lines and verify whether the purpose of Ashram Schools is complied with present functioning level of schools. For the purpose, 27 schools of 6 districts were covered in the study.

7.1. **Key Findings**

Enrolment of Students and staff position

- Enrolment of girls in hostels is found to be more than 60% of the total strength in sample schools. Even among the day scholars, girl students (55.14%) are more than the boys (44.86%).
- Enrolment of students in Koraput, Mayurbhanj and Balasore districts exceeds the enrolment norm as per the Guideline. This indicates that actual strength is more than the sanctioned strength in hostels.
- Number of Girls hostels is more than the boys' hostel.
- Actual strength is more than the sanctioned seats in hostels. This is reported in Koraput, Balasore and Mayurbhanj districts.
- Out of 187 sanctioned posts of teaching staff of 27schools, 23(12.30%) posts are lying vacant.
- Out of 172 sanctioned posts of non-teaching staff of 27schools, 35(20.35%) posts are lying vacant.
- Overall data shows that PTR of sample schools is 62.7:1.

- Out of 164 total teachers, the highest number of teachers i.e 80 (48.78%) are graduates in Arts followed by 38 (23.17%) teachers with higher secondary education, 24 (14.63%) graduation in science and the rest of teachers i.e 22(13.41%) have post -graduation qualification.
- Academic qualification of the majority of non-teaching staff i.e 76 (55.47%) is under- matric followed by 25(18.25%) graduates, 24(17.52%) matriculates and 12(8.76%) have higher secondary level of qualification.

Infrastructure facilities and Basic Amenities of Schools

- Out of 27 schools, 22(81.48%) schools have separate functional toilet for girls with running water facilities and 18% schools do not have separate toilet for girls. During school hour, they used to go to hostel toilets.
- There is availability of electricity in all the schools. At the time of electricity failure, except a few (22% schools), others have facility of inverter, solar light etc. In 92% schools of Sundargarh and Kandhamal districts, there is provision of generator.
- Regular health check-up is done in 25 (92.6%) schools.
- There is space for play ground in 12(44.44%) schools.
- Out of 27, 24(88.89%) schools have created gardens.
- There is no separate Library room in schools. But library book facility is available in 22 (81.48%) schools.
- There is no science lab except in one high school of Kandhamal district.
- Computer lab is available in 10 (37.04%) schools.
- There is availability of sufficient class rooms in 19 (70.37%) schools.
- In 25(92.59%) schools, there are availability of charts/maps /paintings in class rooms. Paintings are mostly displayed in the class room corridors.
- There is display of notice board in 23(85.19%) schools.

Co-curricular and Extra-curricular Activities

- Vocational training is provided in only 4(14.81%) schools.
- Students of 21(77.78%) schools have participation in dancing, 20 (74.07%) in debate/eloquence, 7(25.93%)in drama,23(85.19%)schools have participation in drawing,21(77.78%)in quiz,19 (70.37%) in painting, 16(59.26%) in science exhibition, 22(81.48%) in singing,18(66.67%) in writing skill and 3 (11.11%) schools in handicraft work.
- Similarly, while verifying extra-curricular activities undertaken in sample schools, it is reported that there is participation of students of 17(62.96%) schools in athletics, 11 (40.74%) in Badminton, 2(7.41%) Basket ball, 14 (51.85%) Foot ball, 13(48.15%) Kabadi, 8 Kho-kho(29.63%), 15(55.56%) Volley ball, 17 (62.96%) Skipping and 1 (3.70%) each for Karate and Hand ball.

Fund Utilisation, maintenance of records and registers and monitoring of Officers

- Overall, 96.59% of allotted fund was utilized during 2015-16, and 101.76% in 2016-17 and 96.36% was utilized during 2017-18.
- Twenty three(85.19%) schools maintain acquittance register, 6(22.22%) schools have Ama Vidyalaya Yojana Resolution book, 2 (7.41%) have complaint box register and 23(85.19%) schools keep maintaining consumption register,
- Maximum visits were done by the respective WEOs (52 times) followed by DWOs (14

times) and PA/ITDAs (13 times) during last year (2018-19).

<u>Admission Policy</u>

- All the sample schools were found to be keeping caste and distance as first priority (fulfilling eligibility criteria as per the guideline), giving preference to the children on first –come- first (29.63%) basis followed by meritorious children (25.93%) and vulnerable children (14.81%).

<u>Hostel Infrastructures and basic amenities</u>

- The boarders of all the 27 school hostels (100%) have been provided cots (beds). For each 2/3 boarders, one cot has been provided.
- Sanitary pads have been provided to the girl boarders of 24(88.89%) schools.
- Electricity facility is available in all the school hostels. Alternative arrangements are also made whenever there is electricity failure.
- Regarding toilets, the norm is 1:10, it is found that in 20 (74.07%) school hostels, there are sufficient number of toilets available for girls and in 14(51.85%) schools, required number of toilets for boys with running water facilities are available.
- Bathing facility inside the premise is available in 24(88.89%) school hostels.
- Safe drinking water facility is available in 25 (92.59%) school hostels. Drinking water facility is available in all the schools of sample districts except 2 schools of Balasore district where drinking water is provided by PH-tankers.
- Twenty three (85.19%) schools have special kitchen facility.
- Only 15(55.56%) hostels have maintained their kitchen garden properly.
- Only in 14(51.85%) schools, there is dining hall for hostellers.
- There is facility of overhead tank in 21(77.78%) schools.
- Eighteen (66.67%) schools have no issues relating to drainage system.
- In 11(40.74%) schools, smoke- less Chula is used for cooking purpose.
- Incinerator is available in 18 (66.67%) hostels.
- Fire safety equipment is available in 18 (66.67%) school hostels.
- Except two school hostels, all the school hostels have been provided with dustbins.

<u>Safety and Security of Boarders</u>

- In all the 27 school hostels, students' incoming and outgoing register is maintained properly. The signature is done by CCA/LWW/Peon.

- In 22 (81.48%) school hostels, the members visit accompanied by a lady staff, if the person is a male.
- In 24 (88.89%) schools, parents meet their children in a regular interval.
- The RBSK team from nearest CHC visits quarterly once.
- ANM also attends girl students regularly in 25 (92.59%) schools.
- Hot line telephone facility is available in 22 (81.48%) school hostels.
- For attending any outdoor activities, girl boarders are escorted with Matron or lady CCA or LWW reported in 25 (92.59%) school hostels as safety and security measure.
- Sick Register is maintained in 26(96.3%) schools.
- In 24(88.89%) schools, record of hostel visitors is maintained properly.
- In 25(92.59%) schools, Life Skill Education classes are taken regularly twice in a week.
- Scheduled timing for entry of visitors has been followed in 20(74.07%) school hostels.
- Safety and security Guideline is displayed in 20(74.07%) schools and hostels.
- WEOs of the respective blocks visit at least once in a month.

- Cash book, stock and expenditure of food articles, meal attendance register and guard files, outgoing and incoming register and distribution of mosquito net register are maintained properly in more than 90% of school hostels.
- Minutes of Purchase Committee Register, Purchase Register and LSE Register are maintained systematically in 70-75% of school hostels.
- Mess Committee meeting proceedings, Inspection note book, and issue of sanitary pad register, pre-matric scholarship register and subsidiary cash book are available and maintained systematically in all the sample schools.

Socio-Economic status of Parents

- Out of 125 parents, 96 (76.8%) fathers are found to be literate,
- Around 70% fathers and 50% mothers have been educated up to HSC level.
- Among sample parents, 119 (95.2%) have their own house
- Majority of parents i.e. 89 (71.2%) are found to be cultivators.
- Out of 89 land holders, majority of them i.e 50(56.18%) are reported to be marginal land holders.
- Sixty two parents (around 50%) have annual income within the range of Rs.60, 000/- to 1, 00,000/-.

Perception of Parents

- Regarding admission of their children in Ashram schools, 68(40.0%) responses go in favour of residential education system.
- Regarding the purpose of educating their children, out of total 216 responses, majority responses i.e150 (69.77%) go in favour of better understanding and overall development.
- About motivating factors for joining in Ashram Schools, out of 239 responses, the highest 114(47.7%) responses were due to provision of free food and education.
- Regarding expectations of parents for future of their children, out of 125 parents interviewed, 57 (45.6%) said that they will educate their children up to maximum level they can study.
- About functioning of Ashram Schools, 59(47.2%) stated as good, 33(26.4%) very good, 29(23.20%) satisfactory and 4(3.2%) mentioned excellent.

Perception of students/boarders

- Regarding reason of absenteeism, 87(37.66%) mentioned that due to sickness of the family members, they remain absent.
- Around 267(97%) students expressed their satisfaction regarding quality and quantity (sufficiency) of food.
- Regarding accommodation facility, 232 (85.93%) boarders expressed their satisfaction, for water sufficiency in hostels, 223(82.59%) for sufficient space in bathing complex, 221(81.85%), for availability of emergency lights, 187 (69.26%) for sufficiency of toilets, 180 (66.67%) for dining space/hall availability and 164(60.74%) for living room conditions.
- Regarding perception about physical environment, out of 270 students, 227(84.07%) students considered class room to be good, 226 (83.7%) hostel room, 186(68.89%) school environment,163(60.37%) school garden, 214(79.26%) kitchen,172(63.7%) dining hall and 130(48.15%) students stated that play ground is good.
- More than 80% students admitted their understanding of teaching language, reading of books and writing. They are also able to answer questions during examination.
- Out of 232 responded students, 91(39.22%) students expressed their interest for teaching profession.

Perception of PRI members

- Out of 41 PRI members interviewed, 20(48.78%) PRI members mentioned about visit to their schools on monthly basis, 11(26.83%) weekly basis, 9(21.95%) quarterly basis and 1(2.44%) half yearly basis.
- Sixteen (39.02%) PRI members opined about functioning of Ashram Schools as good, 15(36.59%) satisfactory, 9(21.95%) very good.

Perception and views of teaching staff

- Due to staff constraint, teaching staff are over loaded in managing both school and hostel activities/administration.
- There is no control mechanism for teachers over the students and no restriction upon students due to non-detention system in the classes. This hampers in quality education and encourages students in resorting to indiscipline.

Education Attainment (level of standard assessment)

- Out of total 1178 students appeared in surprise test, highest number i.e 486 (41.26%) is found to be of good standard, 339 (28.78%) average standard, 206 (17.49%) below standard and 147(12.48%) very poor standard in 3-core subjects.
- While looking into overall performance of students in last annual examination, it reveals that performance level of 512 (8.36%) students is found to be excellent, 2186(35.71%) very good, 3119 (50.96%) good, 23 (0.38%) average and 281(4.59%) poor.
- Overall performance of more than 50% students comes under good category (securing 40% to 60% marks in last annual examination).
- The level of standard of 41.26% students is found to be good (securing 50% above marks in surprise tests).

Enrolment and Dropout trend

- Enrolment trend has been increasing since 2008. But the rate of increase has been fluctuating (both decreasing and increasing rate) during 2008-2018.
- Dropout trend has been declining since 2008. But the rate of decrease has been fluctuating (both decreasing and increasing rate) during 2008-2018.

Functioning of Schools

- Out of 27 schools, 5 schools (18.52%) have been categorized under best performing schools, 10 (37.03%) good performing, 8(29.63%) average performing and 4(14.81%) schools are found to be low performing schools.
- Two sample schools (S&ME) are reported to be low performing and Schools in Non-TSP block and districts come under the category of average performing.
- Among the sample districts, two best performing schools have been identified in Kandhamal district, one in Balasore, one in Mayurbhanj and one in Koraput district.
- No best performing school has been reported in Khordha and Sundargarh district.
- Among the sample schools, more than **85%** schools are running on desired Guidelines. [Average performing (29.63%), good (37.03%) and best (18.52%)]

7.2. **Gaps And Suggestive Recommendations**

The following are the gaps and suggestions emerged from the perceptions, views and opinions given by target group and stakeholders:

Suggestive Recommendations

Basic Amenities

- Alternative sources of energy like solar panel, inverter and generator should be made available in every school hostels. Since maintenance of generator is expensive, maintenance cost may be allotted to schools where generator has been provided.
- Bore well should be installed with over head tank system.
- Water purifier should be provided to all hostels from hygienic point of view.
- Due to occurrence of frequent electricity failure, supply of water is a problem for the boarders. In order to avoid water scarcity, solar panel should be installed in all schools.

Infrastructure Development

- Teachers should be provided with separate common room and toilet in school premises.
- Infrastructure like toilets for both girls and boys, 7-8 feet boundary wall from all sides with barbed wire, full- time security guard, play ground, kitchen garden etc should be created in every school. Toilets as per norm, separate boundary for girls' hostel, dining hall, etc should be made available in every school.
- Lack of proper drainage system is a big issue for schools. This should be taken up on priority for every school.
- Solar light as an alternative source of energy should be made available in all schools for the safety and security of the children.
- All teachers must reside at work place to devote more time on school children. All staff starting from peon to HM should be provided with staff quarters.
- Additional class rooms with sufficient space should be constructed in schools where there is shortage of class rooms.
- Repair and maintenance works of school and hostel buildings should be done at regular intervals.
- A spacious kitchen room providing with all facilities should be constructed in school hostels where special kitchens for hostellers are not available.
- Smokeless Chula should be provided to all school hostels in order to make pollution free environment.
- Facility of Incinerators should be made available in girls' hostels.

Health care

- Allotment of funds towards medical expenses of the students should be enhanced with proportion to the students' strength for ensuring proper health care.
- ANMs should be attached to limited number of schools instead of assigning large number of schools so that they can attend to all the assigned schools regularly.
- A separate room may be allotted for sick children in school hostels for the sick students in order to avoid spread of contagious diseases particularly skin diseases.

<u>Safety and security</u>

- Where Matron's' post is vacant, the post should be filled up on priority basis for the safety and security of girl children.
- Watchman post should be created for the safety and security of children.
- Boys beyond 5th class should not be enrolled where girls are studying.
- CCTV should be installed in every school to ensure safety and security of children.
- Separate boundary has to be constructed for girls' hostel where there is no separate boundary.
- Female staff should be proportional to the girl students so that better safety and security of girl children can be ensured.
- Accommodation facility should be provided to CCAs and Matrons subject to their stay with girl children during night time.

<u>Curricular, co-curricular and extra-curricular activities</u>

- Uniforms and text books should be provided in time prior to the beginning of the new academic session.
- TLMs should be provided to all schools for quality education.
- Library books with separate library room facility should be provided to all schools.
- Computer facility with required infrastructure should be made available in all schools.
- There should be play ground, garden and kitchen garden for the all round development of students. Necessary steps may be taken on priority basis.
- Sports materials like volley ball, foot ball, badminton and corks, caroms etc should be provided at least once in a year as per the availability of space and demand of the students.
- Most of the time, teachers are overloaded with mess management activities. Hence, mess management of hostels should be withdrawn from the teachers to enhance quality education of students. Alternative mechanism for this may be devised.
- There is no control mechanism for teachers over the students to ensure discipline and to impose restrictions against non-detention in the classes. This hinders quality education leading to student indiscipline. Some control mechanism needs to be evolved so that students will be made accountable to their teachers, discipline and studies. The principle of non-detention, therefore, needs a fresh review.

<u>Staff requirement</u>

- Vacancy of teaching staff including classical teachers should be filled up immediately.
- All school hostels should be provided with Matron (for every 200 boarders, one Matron to be engaged) and CCAs (for every 50 boarders, one CCA to be engaged). It should be ensured that Matron and CCAs are not from the same locality.
- CCA posts should be regularized.
- Teachers should be transferred in every 5 years and CCAs and Matrons in every 3 years.
- Language teacher with experience in local language/dialect should be appointed in tribal schools as the students initially may have problem in communicating and understanding with others.
- Full-fledged teaching staff is needed for improving quality of education and effective functioning of schools.

<u>Policy level suggestions</u>

- Organise exposure visits of teaching and non-teaching staff to the nearby best functioning schools for experience gaining and replication of best practices in their respective schools.

- Performance- based incentives for teachers will be more effective in enhancing quality of education.
- The strength of each Ashram School and hostel should be fixed and notified based on the availability of infrastructure and local demand.
- Some funds for infrastructure development may be generated from other departments through dovetailing of programmes and schemes.
- PRI members should be involved in school activities for the development of schools.
- Vocational education has been stopped now. This should be ensured by issue of specific instructions/guideline. Vocational training and craft education suitable to tribal areas should be implemented at secondary level (7th and 8th standard students) to facilitate children to choose non-farm livelihood options.
- Special funds may be allotted for undertaking co-curricular & extra-curricular activities.
- PET teacher posts should be sanctioned at elementary school level.
- Academic monitoring is needed to ensure quality education. Hence, vacant DI posts should be filled up and post of Sub-Inspector of schools (SI) should be created again as it is now difficult on the part of CIs to inspect within the prescribed frame.
- SSD attached hostels to S&ME schools are neglected. Except CCAs, Matron and teaching staff are not staying in the hostel premises. Hence, these hostels should be given more attention. All basic amenities with safety and security measures should be provided to those hostels.
- Separate ambulance should be provided to SSD department schools for easy access to hospitals.
- There should be enhancement in the quantum of Pre-Matric stipend to meet the insufficiency of toiletries.
- The department may constitute a policy making body at SCSTRTI level to suggest ways and means for better advancement and development of Ashram Schools in the state.

Way Forward

- Gap analysis of available infrastructure (including basic amenities) should be done through field survey of all schools to be conducted by the respective PA, ITDAs. Planning should be prepared accordingly after consultation with respective supervisory officers, school staff, SMC/PTA members and peer student leaders. Elected Representatives of Local Government Institutions, local stakeholders and line department local officers may also be consulted.
- Factors responsible for ensuring quality education and functioning of Ashram schools could not be taken up in the present study due to time and fund constraints. This could have been done by applying multiple regression model and significance tests. This part of the study may be taken up further in a separate study. The study results will give inputs for further intervention.
- A long term appraisal of working of Ashram Schools in different districts may be suitably drawn up with a clear and comprehensive curricular development, long term plan index to match by and large and any of the modest institutions of learning at the higher secondary level. Comprehensive data may be collected through district and project level officers on the basis of which a Task Force may be mandated to prepare comprehensive district plans for all Ashram Schools (School specific) located in the concerned district. The framework, of course, has to be initiated by district/project level officers initially.

Concluding Remarks

Despite several steps taken to promote formal education since independence, the literacy rate among Scheduled Tribes has still remained low and the female literacy rate is lower as compared to the national female literacy rate. Alienation from the society, lack of adequate infrastructure like schools, hostels and teachers and abject poverty have adversely contributed to Scheduled Tribes in getting better formal education. Ashram schools have been established for providing wide range of facilities with specific objective of fitting into the culture of tribal societies/groups and to provide education to them with a purpose of holistic development of these children and bringing them to the mainstream of society. As a result, a lot of significant improvement and transformation towards development of Ashram Schools has been noticed and recorded during the evaluation study. To achieve greater success of Ashram School Programme, immediate action has to be taken for infrastructure development and human resources of Ashram Schools by the SSD department, Government of Odisha.

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PHOTO GALLERY

School Environment, Raikoma AS, Mayurbhanj

Visitors Room, Raichuan AS, Sundargarh

Kitchen Garden, Raichhuan AS,

CCTV, Lambagudri AS, Kandhamal

Ranibhol GGH, Mayurbhaj
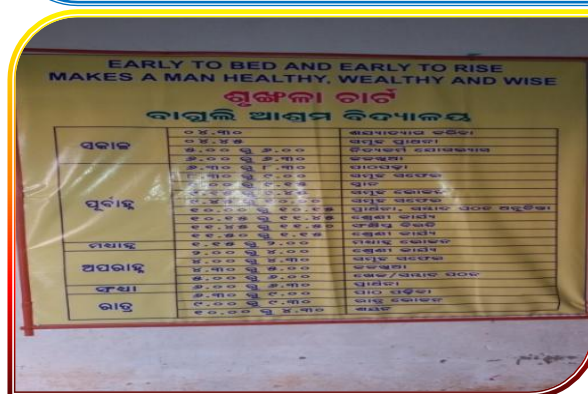
IEC, Baguli AS, Mayurbhanj

Sports Room, Badagoan GGH, Kandhamal

Science Lab, Badagoan GGH, Kandhamal

Class representative with identity cards Badagoan GGH, Kandhamal

Water harvesting plant Raikoma As, Mayurbhanj

Medicinal plant , Raikama AS,Mayurbhanj

Flower Garden, Dandapadar AS,Kandhamal

Table-3.6.Gender and Caste wise Boarders

Districts	ST students			SC Students			Total Students		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Balasore	0 (0.00)	1007 (100.00)	1007 (100.00)	0 (0.00)	37 (100.00)	37 (100.00)	0 (0.00)	1044 (100.00)	1044 (100.00)
Kandhamal	472 (35.07)	874 (64.93)	1346 (100.00)	54 (29.35)	130 (70.65)	184 (100.00)	526 (34.38)	1004 (65.62)	1530 (100.00)
Khordha	246 (57.34)	183 (42.66)	429 (100.00)	26 (55.32)	21 (44.68)	47 (100.00)	272 (57.14)	204 (42.86)	476 (100.00)
Koraput	852 (46.84)	967 (53.16)	1819 (100.00)	71 (47.02)	80 (52.98)	151 (100.00)	923 (46.85)	1047 (53.15)	1970 (100.00)
Mayurbhanj	905 (56.25)	704 (43.75)	1609 (100.00)	28 (37.33)	47 (62.67)	75 (100.00)	933 (55.40)	751 (44.60)	1684 (100.00)
Sundargarh	450 (37.44)	752 (62.56)	1202 (100.00)	76 (43.18)	100 (56.82)	176 (100.00)	526 (38.17)	852 (61.83)	1378 (100.00)
Grand Total	2925 (39.46)	4487 (60.54)	7412 (100.00)	255 (38.06)	415 (61.94)	670 (100.00)	3180 (39.35)	4902 (60.65)	8082 (100.00)

Source: Field Survey-2018-19
Figures in parenthesis refer to percentage

Table-3.7. Gender and Caste wise day scholars

Districts		Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total	Grand Total
ST students	Boys	97 (55.75)	26 (61.90)	17 (43.59)	176 (55.87)	114 (45.24)	59 (24.08)	489 (45.83)	48.5
	Girls	77 (44.25)	16 (38.10)	22 (56.41)	139 (44.13)	138 (54.76)	186 (75.92)	578 (54.17)	
	Total	174 (100.00)	42 (100.00)	39 (100.00)	315 (100.00)	252 (100.00)	245 (100.00)	1067 (100.00)	
SC Students	Boys	26 (45.61)	36 (43.37)	28 (59.57)	134 (46.69)	2 (33.33)	2 (3.57)	228 (42.54)	24.4
	Girls	31 (54.39)	47 (56.63)	19 (40.43)	153 (53.31)	4 (66.67)	54 (96.43)	308 (57.46)	
	Total	57 (100.00)	83 (100.00)	47 (100.00)	287 (100.00)	6 (100.00)	56 (100.00)	536 (100.00)	
OC Students	Boys	30 (55.56)	13 (34.21)	21 (53.85)	87 (43.28)	79 (44.13)	40 (46.51)	270 (45.23)	27.1
	Girls	24 (44.44)	25 (65.79)	18 (46.15)	114 (56.72)	100 (55.87)	46 (53.49)	327 54.77	
	Total	54 (100.00)	38 (100.00)	39 (100.00)	201 (100.00)	179 (100.00)	86 (100.00)	597 (100.00)	
Total	Boys	153 (53.68)	75 (46.01)	66 (52.80)	397 (49.44)	195 (44.62)	101 (26.10)	987 (44.86)	100.0
	Girls	132 (46.32)	88 (53.99)	59 (47.20)	406 (50.56)	242 (55.38)	286 (73.90)	1213 (55.14)	
	Total	285 (100.00)	163 (100.00)	125 (100.0)	803 (100.00)	437 (100.00)	387 (100.00)	2200 (100.00)	

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.3.9. Sanctioned seats in Hostels and Actual strength of Boarders

Districts	No of School Hostels Covered	No. of boys hostel	No. of Girls hostel	Total Hostels (boys and Girls)	Hostels with sanctioned seats for boys	Hostels with sanctioned seats for girls	Hostels with sanctioned seats (Boys and Girls)	Actual No. of Boys Boarder	Actual No. of Girls Boarder	Actual No. of Boarders (Boys and Girls)	Deficiencies (Sanctioned Seat -Actual Boarders boys)	Excess (Sanctioned Seat -Actual Boarders Girls)
Balasore	3	-	4	4	-	430	430	-	824	824	0	394
Kandhamal	5	4	11	15	730	1140	1870	536	986	1522	193	-148
Khordha	2	2	2	4	280	210	490	273	204	477	7	-6
Koraput	6	8	10	18	1080	1050	2130	923	1049	1972	157	-6
Mayurbhanj	5	7	6	13	950	750	1700	933	733	1666	13	-16
Sundargarh	6	5	7	12	550	910	1460	527	850	1377	22	-60
Grand Total	27	26	40	66	3590	4490	8080	3192	4646	7838	392	158

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table: 3.13. Distribution of Teachers According to their Age and Caste

Districts	Age Group				Caste				
	18 to 35	36 to 45	46 to 60	Grand Total	SC	ST	OBC	General	Grand Total
Balasore	4 (26.67)	5 (33.33)	6 (40.00)	15 (100.00)	3 (20.00)	3 (20.00)	6 (40.00)	3 (20.00)	15 (100.00)
Kandhamal	6 (16.67)	17 (47.22)	13 (36.11)	36 (100.00)	5 (13.89)	5 (13.89)	13 (36.11)	13 (36.11)	36 (100.00)
Khordha	4 (33.33)	3 (25.00)	5 (41.67)	12 (100.00)	0 (0.00)	1 (8.33)	4 (33.33)	7 (58.33)	12 (100.00)
Koraput	12 (37.50)	10 (31.25)	10 (31.25)	32 (100.00)	4 (12.50)	6 (18.75)	7 (21.88)	15 (46.88)	32 (100.00)
Mayurbhanj	24 (48.98)	14 (28.57)	11 (22.45)	49 (100.00)	7 (14.29)	11 (22.45)	17 (34.69)	14 (28.57)	49 (100.00)
Sundergarh	6 (30.00)	**8** (40.00)	7 (30.00)	20 (100.00)	5 (25.00)	4 (20.00)	9 (45.00)	2 10.00	20 (100.00)
Grand Total	56 (34.15)	56 (34.15)	52 (31.7)	164 (100.00)	24 (14.63)	30 (18.29)	56 (34.15)	54 (32.93)	164 (100.00)

Field Survey-2018-19

N.B. Figures in parenthesis refer to percentage

Table: 3.15. Post wise type of Teachers

District	HM	T.G.T (Sc.)	T.G.T (Arts)	M.C.T	Classical (Sanskrit)	P.E.T	Classical (Hindi)	S.S	G.S.S	Grand Total
Balasore	2	2	2	4	1	1	-	2	-	15
Kandhamal	4	-	2	19	1	1	1	9	-	36
Khordha	2	-	-	7	-	1	-	2	-	12
Koraput	6	2	5	9	1	1	-	8	-	32
Mayurbhanj	5	4	6	14	1	3	1	13	2	49
Sundargarh	4	2	3	6	1	1	1	2	-	20
Grand Total	23 (85.18)	10 (16.4)	18 (10.97)	59 (35.97)	5 (3.05)	8 (4.87)	3 (1.82)	36 (21.95)	2 (1.22)	164 (100.0)

Field Survey-2018-19

Table: 3.17. Salary of teachers (in Thousand Rupees)

Districts	Contractual				Regular				Grand Total
	1 to 5	5 to 10	10 to 20	Total	20 to 40	40 to 60	60 and Above	Total	
Balasore	(0.00)	3 (100.00)	(0.00)	3 (100.00)	5 (41.67)	6 (50.00)	1 (8.33)	12 (100.00)	15

Districts	Contractual				Regular				Grand Total
	1 to 5	5 to 10	10 to 20	Total	20 to 40	40 to 60	60 and Above	Total	
Kandhamal	2 (15.38)	10 (76.92)	1 (7.69)	13 (100.00)	18 (66.67)	5 (18.52)	4 (14.81)	27 (100.00)	36
Khordha	2 (33.33)	3 (50.00)	1 (16.67)	6 (100.00)	3 (50.00)	3 (50.00)	0 (0.00)	6 (100.00)	12
Koraput	1 (8.33)	11 (91.67)	(0.00)	12 (100.00)	7 (35.00)	11 (55.00)	2 (10.00)	20 (100.00)	32
Mayurbhanj	2 (9.52)	18 (85.71)	1 (4.76)	21 (100.00)	19 (67.86)	8 (28.57)	1 (3.57)	28 (100.00)	49
Sundargarh	1 (14.29)	4 (57.14)	2 (28.57)	7 (100.00)	5 (38.46)	7 (53.85)	1 (7.69)	13 (100.00)	20
Grand Total	8 (12.90)	49 (79.03)	5 (8.06)	62 (100.00)	57 (53.77)	40 (37.74)	9 (8.49)	106 (100.00)	164

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 3.19. Age and caste of Non Teaching Staff

Districts	Age			Caste				Grand Total
	21 to 35	36 to 45	46 to 60	SC	ST	OBC	General	
Balasore	7 (53.85)	5 (38.46)	1 (7.69)	1 (7.69)	7 (53.85)	1 (7.69)	4 (30.77)	13 (100.00)
Kandhamal	9 (25.71)	14 (40.00)	12 (34.29)	7 (20.00)	19 (54.29)	7 (20.00)	2 (5.71)	35 (100.00)
Khordha	(0.00)	8 (72.73)	3 (27.27)	1 (9.09)	7 (63.64)	3 (27.27)	(0.00)	11 (100.00)
Koraput	9 (37.50)	11 (45.83)	4 (16.67)	3 (12.50)	15 (62.50)	2 (8.33)	4 (16.67)	24 (100.00)
Mayurbhanja	12 (38.71)	14 (45.16)	5 (16.13)	4 (12.90)	20 (64.52)	4 (12.90)	3 (9.68)	31 (100.00)
Sundergarh	8 (34.78)	12 (52.17)	3 (13.04)	3 (13.04)	12 (52.17)	6 (26.09)	2 (8.70)	23 (100.00)
Grand Total	45 (32.85)	64 (46.72)	28 (20.44)	19 (13.87)	80 (58.39)	23 (16.79)	15 (10.95)	137 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.3.21.Position wise type of Non-Teaching staff

Districts	ANM	CCA	Clerical	LWW	Matron	Peon	Watchman	Grand Total
Balasore		1	7		1	4		13
Kandhamal	3	20	1	4	6	1		35
Khordha	-		5		3	2	1	11
Koraput	2	18		1	1		2	24
Mayurbhanj	1	19	1		6	3	1	31

Districts	ANM	CCA	Clerical	LWW	Matron	Peon	Watchman	Grand Total
Sundargarh	-	14	1	3	4	1		23
Grand Total	7	83	3	12	23	6	3	137

Field Survey-2018-19

Table.3.22.Salary of Non Teaching Staff (in Thousand rupees)

District	Regular			Contractual			Grand Total
	10 to 20	20 and Above	Total	5 to 10	10 to 20	Total	
Balasore	(0.00)	(0.00)	0 (0.00)	13 (100.00)	(0.00)	13 (100.00)	13
Kandhamal	(0.00)	2 (100.00)	2 (100.00)	28 (84.85)	5 (15.15)	33 (100.00)	35
Khordha	(0.00)	1 (100.00)	1 (100.00)	10 (100.00)	(0.00)	10 (100.00)	11
Koraput	1 (0.00)	(0.00)	1 (100.00)	22 (95.65)	1 (4.35)	23 (100.00)	24
Mayurbhanj	3 (100.00)	(0.00)	3 (100.00)	27 (96.43)	1 (3.57)	28 (100.00)	31
Sundargarh	5 (100.00)	(0.00)	0 (0.00)	18 (78.26)	5 (21.74)	23 (100.00)	23
Grand Total	4 (57.14)	3 (42.86)	7 (100.00)	118 (90.77)	12 (9.23)	130 (100.00)	137

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.1. Physical Infrastructure and Basic Service facilities Available in the sample schools

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No of Schools visited	3	5	2	6	5	6	27
Physical proximity of School to human habitation (with in 1 KM)	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Boundary Wall fully securing the school building from all sides	(0.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	3 (50.00)	18 (66.67)
Separate functional toilet for girls in school	3 (100.00)	3 (60.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	22 (81.48)
Availability of Drinking water	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
facilities							
Gate at entry point	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Locking facilities for doors and windows	3 (100.00)	4 (80.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	26 (96.30)
Provision of 24 hour security guard	1 (33.33)	1 20.00	(0.00)	2 (33.33)	(0.00)	(0.00)	4 14.81
Availability of Electricity	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Availability of Telephone	3 (100.00)	3 (60.00)	(0.00)	4 (66.67)	5 (100.00)	5 (100.00)	20 (74.07)
Availability of Display Help line Numbers	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Availability of complaint box	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.2. Availability of Health Facilities

Districts	Regular Health Check-up of students	First Aid Box	Vaccination and Immunization	Iron/Folic Acid tablets/de-worm tablets provided	Total School
Balasore	3 (100.00)	2 (66.67)	3 (100.00)	3 (100.00)	3 (100.00)
Kandhamal	5 (100.00)	5 (100.00)	4 (80.00)	4 (80.00)	5 (100.00)
Khordha	1 (50.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
Koraput	6 (100.00)	6 (100.00)	6 (100.00)	6 (100.00)	6 (100.00)
Mayurbhanj	5 (100.00)	5 (100.00)	5 (100.00)	5 (100.00)	5 (100.00)
Sundargarh	5 (83.33)	6 (100.00)	6 (100.00)	6 (100.00)	6 (100.00)
Grand Total	25 (92.59)	26 (96.30)	26 (96.30)	26 (96.30)	27 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.3. School Infrastructure

Districts	Office of the Headmaster	Teachers' Common Room	Students Common Room	Open Pendal /Prayer Hall	Play Ground	Separate Toilet for teachers	Garden	Library	Science lab	Computer Lab

Districts	Office of the Headmaster	Teachers' Common Room	Students Common Room	Open Pendal /Prayer Hall	Play Ground	Separate Toilet for teachers	Garden	Library	Science lab	Computer Lab
Balasore	2 (66.67)	2 (66.67)	2 (66.67)	1 (33.33)	1 (33.33)	3 (100.00)	2 (66.67)	1 (33.33)	(0.00)	1 (33.33)
Kandhamal	4 (80.00)	1 (20.00)	1 (20.00)	2 (40.00)	1 (20.00)	1 (20.00)	5 (100.00)	5 (100.00)	1 (20.00)	1 (20.00)
Khordha	2 (100.00)	(0.00)	1 (50.00)	1 (50.00)	1 (50.00)	2 (100.00)	1 (50.00)	(0.00)	(0.00)	(0.00)
Koraput	4 (66.67)	1 (16.67)	(0.00)	(0.00)	4 (66.67)	1 (16.67)	6 (100.00)	6 (100.00)	(0.00)	5 (83.33)
Mayurbhanj	5 (100.00)	4 (80.00)	1 (20.00)	1 (20.00)	1 (20.00)	2 (40.00)	5 (100.00)	5 (100.00)	(0.00)	1 (20.00)
Sundargarh	6 (100.00)	3 (50.00)	(0.00)	3 (50.00)	4 (66.67)	2 (33.33)	5 (83.33)	5 (83.33)	(0.00)	2 (33.33)
Grand Total	23 (85.19)	11 (40.74)	5 (18.52)	8 (29.63)	12 (44.44)	11 (40.74)	24 (88.89)	22 (81.48)	1 (3.70)	10 (37.04)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.7.Vocational Training

Districts	Craft education	%	Gardening	%	Tailoring	%
Balasore	0	0.00	0	0.00	0	0.00
Kandhamal	0	0.00	2	40.00	0	0.00
Khordha	0	0.00	0	0.00	0	0.00
Koraput	0	0.00	1	16.67	1	16.67
Mayurbhanj	0	0.00	2	40.00	0	0.00
Sundargarh	1	16.67	2	33.33	0	0.00
Grand Total	1	3.70	7	25.93	1	3.70

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.8.1:Co-curricular Activities

Co-curricular Activities	Balasore	Kandhamal	Khordha	Koraput	Sundargarh	Mayurbhanj	Grand Total
Dancing	3 (100.00)	4 (80.00)	2 (100.00)	4 (67.67)	4 (80.00)	4 (66.67)	21 (77.78)
Debate/ Eloquence	2 (66.67)	5 (100.00)	2 (100.00)	4 (67.67)	4 (80.00)	3 (50.00)	20 (74.07)
Drama	0 (0.00)	1 (20.00)	2 (100.00)	1 (16.67)	1 (20.00)	2 (33.33)	7 (25.93)
Drawing	3 (100.00)	4 (80.00)	2 (100.00)	4 (67.67)	5 (100.00)	5 (83.33)	23 (85.19)
G.K. / Quiz	3 (100.00)	4 (80.00)	2 (100.00)	4 (67.67)	5 (100.00)	3 (50.00)	21 (77.78)

Co-curricular Activities	Balasore	Kandhamal	Khordha	Koraput	Sundargarh	Mayurbhanj	Grand Total
Handicraft	0 (0.00)	1 (20.00)	1 (50.00)	0 (0.00)	0 (0.00)	1 (16.67)	3 (11.11)
Painting	2 (66.67)	4 (80.00)	2 (100.00)	4 (67.67)	4 (80.00)	3 (50.00)	19 (70.37)
Science Exhibition	2 (66.67)	2 (40.00)	2 (100.00)	2 (33.33)	5 (100.00)	3 (50.00)	16 (59.26)
Singing	2 (66.67)	5 (100.00)	2 (100.00)	3 (50.00)	5 (100.00)	5 (83.33)	22 (81.48)
Writing Skill	3 (100.00)	3 (60.00)	2 (100.00)	3 (50.00)	4 (80.00)	3 (50.00)	18 (66.67)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.4.8.2: Extra Co-curricular Activities

Extra Co-curricular Activities	Balasore	Kandhamal	Khordha	Koraput	Sundargarh	Mayurbhanj	Grand Total
Athletics	1 (33.33)	2 (40.00)	2 (100.00)	4 (66.67)	5 (100.00)	3 (50.00)	17 (62.96)
Badminton	0 (0.00)	4 (80.00)	1 (50.00)	1 (16.67)	3 (60.00)	2 (33.33)	11 (40.74)
Basketball	0 (0.00)	2 (40.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (7.41)
Football	0 (0.00)	2 (40.00)	2 (100.00)	2 (33.33)	5 (100.00)	3 (50.00)	14 (51.85)
Handball	0 (0.00)	1 (20.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (3.70)
Kabbadi	1 (33.33)	2 (40.00)	1 (50.00)	3 (50.00)	4 (80.00)	2 (33.33)	13 (48.15)
Karate	0 (0.00)	1 (20.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (3.70)
Kho-Kho	0 (0.00)	2 (40.00)	0 (0.00)	2 (33.33)	2 (40.00)	2 (33.33)	8 (29.63)
Volleyball	1 (33.33)	3 (60.00)	2 (100.00)	3 (50.00)	4 (80.00)	2 (33.33)	15 (55.56)
Skipping	2 (66.67)	4 (80.00)	1 (50.00)	3 (50.00)	5 (100.00)	2 (33.33)	17 (62.96)
Sports Competition	1 (33.33)	0 (0.00)	1 (50.00)	4 (66.67)	5 (100.00)	3 (50.00)	14 (51.85)
Important days observations	0 (0.00)	2 (40.00)	1 (50.00)	3 (50.00)	3 (60.00)	4 (66.67)	13 (48.15)
NSS/Social service	1 (33.33)	0 (0.00)	0 (0.00)	2 (33.33)	1 (10.00)	0 (0.00)	4 (14.81)
Scout/Guide	1 (33.33)	1 (20.00)	0 (0.00)	1 (16.67)	1 (10.00)	1 (16.67)	5 (18.52)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 4.11.: Availability of Records and registers

Name of Records and Registers	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No. of Schools	3	5	2	6	5	6	27
Acutance register	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)

Name of Records and Registers	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Ama Vidyalaya Resolution book	(0.00)	1 (20.00)	(0.00)	1 (16.67)	3 (60.00)	1 (16.67)	6 (22.22)
Complain Box	1 (33.33)	(0.00)	1 (50.00)	0 (0.00)	(0.00)	(0.00)	2 (7.41)
Consumption register	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)
Main cash book	3 (100.00)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	5 (83.33)	25 (92.59)
Medicine Distribution	1 (33.33)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (3.70)
Mess cash book	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)
Notice book	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)
Order Book	1 (33.33)	(0.00)	(0.00)	0 (0.00)	0 (0.00)	(0.00)	1 (3.70)
P.T.A cash book	1 (33.33)	3 (60.00)	1 (50.00)	3 (50.00)	1 (20.00)	2 (33.33)	11 (40.74)
P.T.A Resolution book	3 (100.00)	3 (60.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	22 (81.48)
Pocket-money register	3 (100.00)	0 (0.00)	0 (0.00)	2 (33.33)	3 (60.00)	1 (16.67)	9 (33.33)
R.M.G cash book	1 (33.33)	3 (60.00)	1 (50.00)	3 (50.00)	2 (20.00)	3 (50.00)	13 (48.15)
Resolution book	2 (66.67)	3 (60.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	21 (77.78)
S.I.G cash book	1 (33.33)	1 (20.00)	1 (50.00)	5 (83.33)	2 (20.00)	3 (50.00)	13 (48.15)
S.M.C cash book	2 (66.67)	5 (100.00)	2 (100.00)	3 (50.00)	4 (80.00)	3 (50.00)	19 (70.37)
S.M.C Resolution book	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)
Safety and security register book	0 (0.00)	3 (60.00)	(0.00)	3 (50.00)	2 (20.00)	2	10 (37.04)
Student attendance register	3 (100.0)	5 (100.00)	2 (100.00)	6 (100.0)	5 (100.00)	6 (100.0)	27 (100.0)

Name of Records and Registers	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Subsidiary Cash book	2 (66.67)	1 (20.00)	1 (50.00)	4 (66.67)	5 (100.00)	4 (66.67)	17 (62.96)
Teacher attendance register	3 (100.0)	5 (100.00)	2 ((100.0)	6 (100.0)	5 (100.00)	6 (100.0)	22 (100.0)
Visitor register	3 (100.00)	4 (80.00)	2 (100.00)	5 (83.33)	4 (80.00)	5 (83.33)	23 (85.19)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 4.12.2: Average No of visits to the sample schools by officials

Districts	Collector	Sub-Collector	PA / ITDA	CI	DI	DWO	ADWO	WEO	Dept. Officers	Average No. of visits
Balasore	1	1	2	1	0	2	1	10	1	19
Kandhamal	1	1	2	3	0	3	2	12	1	25
Khordha	0	0	0	1	0	4	0	6	0	11
Koraput	0	0	2	2	3	2	1	8	2	20
Mayurbhanj	3	2	4	1	0	2	2	9	1	24
Sundargarh	0	0	3	1	1	1	1	7	4	18
Grand Total	5	4	13	9	4	14	7	52	9	117

Field Survey-2018-19

Table.4.13.1 Availability of Infrastructure in hostels provided to the boarders

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No of Hostels	3 (100.0)	5 (100.0)	2 (100.0)	6 (100.0)	5 (100.0)	6 (100.0)	27 (100.0)
Cot (single)	3 (100.0)	5 (100.0)	2 (100.0)	6 (100.0)	5 (100.0)	6 (100.0)	27 (100.0)
Mosquito Net	2 (66.67)	5 (100.0)	2 (100.0)	5 (83.33)	5 (100.0)	6 (100.0)	25 (92.59)
Bed Sheet	1 (33.33)	2 (20.00)	1 (50.00)	6 (100.0)	4 (80.00)	6 (100.0)	20 (74.07)
Gadi	3 (100.0)	2 (20.00)	2 (100.0)	5 (83.33)	4 (80.00)	6 (100.0)	22 (81.48)
Blanket	3 (100.0)	5 (100.0)	1 (50.00)	6 (100.0)	5 (100.00)	6 (100.0)	26 (96.30)

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Sataranji	1 (33.33)	2 (20.00)	2 (100.0)	5 (83.33)	4 (80.00)	6 (100.0)	20 (74.07)
Towel	2 (66.67)	2 (20.00)	2 (100.0)	5 (83.33)	3 (60.00)	6 (100.0)	20 (74.07)
Steel Trey	3 (100.0)	3 (30.00)	2 (100.0)	6 (100.0)	5 (100.0)	5 (83.33)	24 (88.89)
Glass	3 (100.0)	3 (30.00)	2 (100.0)	6 (100.0)	4 (80.00)	6 (100.0)	24 (88.89)
Sanitary pads for girls	3 (100.0)	4 (80.00)	2 (100.0)	6 (100.0)	4 (80.00)	5 (83.33)	24 (88.89)
Oil ,soaps, etc	3 (100.0)	4 (80.00)	2 (100.0)	6 (100.0)	5 (100.0)	5 (83.33)	25 (92.59)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 4.13.2.Availability of Basic Amenities

Basic Amenities Available	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Availabilities of Electricity	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Availability of Alternate source of lighting	0	5 (100.00)	1 (50.00)	6 (100.00)	5 (100.00)	4 (66.67)	21 (77.78)
Well-lighted ventilated and insect free rooms with appropriate space for each student available	2 (66.67)	4 (80.00)	2 (100.00)	5 (83.33)	5 (100.00)	5 (83.33)	23 (85.19)
Availability of Telephone	2 (66.67)	4 (80.00)	0	3 (50.00)	5 (100.00)	3 (50.00)	17 (62.96)
Appropriate numbers of toilets available in the girls' hostel (preferable in the ratio 1: 10)	1 (33.33)	5 (100.00)	2 (100.00)	3 (50.00)	5 (100.00)	4 (66.67)	20 (74.07)
Appropriate numbers of toilets available in the boys' hostel (preferable in the ratio 1: 10)	1 (33.33)	3 (60.00)	2 (100.00)	3 (50.00)	3 (60.00)	2 (33.33)	14 (51.85)
Availability of Sick room in the hostel	2 (66.67)	2 (20.00)	1 (50.00)	4 (66.67)	1 (20.00)	2 (33.33)	12 (44.44)
Bathing facilities within the hostel premise	3 (100.00)	5 (100.00)	2 (100.00)	4 (66.67)	5 (100.00)	5 (83.33)	24 (88.89)

Basic Amenities Available	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
Availability of Safe Drinking water facilities (Tube well/regular water supply)- Functional /non-Functional	1 (33.33)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	25 (92.59)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 4.17. Rules of Ashram School

Rules of Ashram School	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No. of Hostels	3	5	2	6	5	6	27
Food menu chart prepared and displayed at a prominent place	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
Food menu chart followed strictly	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
First-Aid box in place and maintained regularly with no outdated medicines.	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)
A list of emergency contact numbers,(like fire police, hospitals etc.)prepared and displayed in a prominent place	1 (33.33)	4 (80.00)	2 (100.00)	4 (66.67)	5 (100.00)	5 (83.33)	21 (77.78)
Mapping of nearby hospitals for emergency purpose done.	3 (100.00)	2 (40.00)	2 (100.00)	4 (66.67)	4 (80.00)	6 (100.00)	21 (77.78)
A register having the phone number of parents / guardian & local guardian prepared	3 (100.00)	3 (60.00)	1 (100.00)	6 (100.00)	4 ((80.00)	6 (100.00)	23 (85.19)
Teachers given the responsibility of hostel warden on rotational basis	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	5 (100.00)	5 (83.33)	24 (88.89)
Mess requirement and stock register prepared and	3 (100.00)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	27 (100.00)

Rules of Ashram School	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
maintained							
In girls hostel lady teacher invariably given the responsibility	2 (66.67)	5 (100.00)	(0.00)	6 (100.00)	5 (100.00)	6 (100.00)	24 (88.89)
CCAs staying in the hostel	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	5 (83.33)	24 (88.89)
Accommodation for CCA	1 (33.33)	2 (40.00)	2 (100.00)	2 (33.33)	1 (20.00)	3 (50.00)	11 (40.74)
Hostel time-table prepared, displayed at a prominent place and followed strictly.	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	4 (80.00)	6 (100.00)	24 (88.89)
Accommodation for hostel Matron/in-charge available	1 (33.33)	3 (60.00)	2 (100.00)	1 (16.67)	3 (60.00)	2 (33.33)	12 (44.44)
Hostel time-table prepared, displayed at a prominent place and followed strictly.	2 (66.67)	5 (100.00)	2 (100.00)	5 (83.33)	4 (80.00)	6 (100.00)	24 (88.89)
Mess management committee with the participation of children formed and working properly	3 (100.00)	4 (80.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	25 (92.59)
Hostel sanitation committee formed and working properly	3 (100.00)	4 (80.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	25 (92.59)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table. 4.18. Records and register

Records and Register	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
No. of Hostels	3	5	2	6	5	6	27
Cash Book	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	26 (96.30)
Stock and expenditure of Food Articles	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	26 (96.30)
Meal Attendance register and guard file of bills and vouchers	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	26 (96.30)
Mess committee meeting	2 (66.67)	4 (80.00)	2 (100.00)	5 (83.33)	3 (60.00)	6 (100.00)	22 (81.48)

Records and Register	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Grand Total
proceedings							
Inspection note book	2 (66.67)	4 (80.00)	1 (50.00)	5 (83.33)	5 (100.00)	6 (100.00)	23 (85.19)
Minutes of purchase committee	2 (66.67)	4 (80.00)	1 (50.00)	4 (66.67)	3 (60.00)	6 (100.00)	20 (74.07)
Out-going and in-coming of boarders	2 (66.67)	4 (80.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	25 (92.59)
Register for issues of sanitary pads	2 (66.67)	5 (100.00)	2 (100.00)	6 (100.00)	3 (60.00)	6 (100.00)	24 (88.89)
Log book of Treatment of ailing boarders	2 (66.67)	4 (80.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	25 (92.59)
Pre-Matric scholarship register	1 (33.33)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	5 (83.33)	24 (88.89)
Purchase Register	1 (33.33)	4 (80.00)	2 (100.00)	3 (50.00)	3 (60.00)	6 (100.00)	19 (70.37)
Subsidiary cash book	1 (33.33)	5 (100.00)	2 (100.00)	6 (100.00)	4 (80.00)	6 (100.00)	24 (88.89)
Distribution of mosquito net	1 (33.33)	5 (100.00)	2 (100.00)	6 (100.00)	5 (100.00)	6 (100.00)	25 (92.59)
LSE register	(0.00)	4 (80.00)	2 (100.00)	4 (66.67)	3 (60.00)	6 (100.00)	19 (70.37)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.1.Distribution of parents according to their age and caste

Districts	Age Group				Caste				
	24 to 35	36 to 45	46 to 60	Grand Total	ST	SC	OBC	General	Total
Balasore	8 (53.33)	6 (40.00)	1 (6.67)	15 (100.00)	15 (100.00)	(0.00)	(0.00)	(0.00)	15 (100.00)
Kandhamal	10 (40.00)	8 (32.00)	7 (28.00)	25 (100.00)	21 (84.00)	4 (16.00)	(0.00)	(0.00)	25 (100.00)
Khordha	7 (70.00)	1 (10.00)	2 (20.00)	10 (100.00)	6 (60.00)	(0.00)	4 (40.00)	(0.00)	10 (100.00)
Koraput	10 (40.00)	8 (32.00)	7 (28.00)	25 (100.00)	14 (56.00)	7 (28.00)	4 (16.00)	(0.00)	25 (100.00)
Mayurbhanj	10 (40.00)	12 (48.00)	3 (12.00)	25 (100.00)	22 (88.00)	1 (4.00)	2 (8.00)	(0.00)	25 (100.00)
Sundargarh	6 (24.00)	14 (56.00)	5 (20.00)	25 (100.00)	15 (60.00)	2 (8.00)	5 (20.00)	3 (12.00)	25 (100.00)
Grand Total	51 (40.80)	49 (39.20)	25 (20.00)	125 (100.00)	93 (74.40)	14 (11.20)	15 (12.00)	3 (2.40)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.2.1 Educational qualification of the father

Districts	Illiterate	Just literate	Primary	ME	HSC	Intermediate	Graduation	Total
Balasore	1 (6.67)	3 (20.00)	4 (26.67)	6 (40.00)	1 (6.67)	(0.00)	(0.00)	15 (100.00)
Kandhamal	(0.00)	4 (16.00)	8 (32.00)	7 (28.00)	6 (24.00)	(0.00)	(0.00)	25 (100.00)
Khordha	(0.00)	2 (20.00)	3 (30.00)	3 (30.00)	1 (10.00)	1 (10.00)	(0.00)	10 (100.00)
Koraput	3 (12.00)	7 (28.00)	4 (16.00)	5 (20.00)	5 (20.00)	1 (4.00)	(0.00)	25 (100.00)
Mayurbhanj	1 (4.00)	3 (12.00)	6 (24.00)	5 (20.00)	8 (32.00)	1 (4.00)	1 (4.00)	25 (100.00)
Sundargarh	2 (8.00)	3 (12.00)	6 (24.00)	4 (16.00)	6 (24.00)	4 (16.00)	(0.00)	25 (100.00)
Grand Total	7 (5.60)	22 (17.60)	31 (24.80)	30 (24.00)	27 (21.60)	7 (5.60)	1 (0.80)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.2.2. Educational qualification of the Mother

Districts	Illiterate	Just literate	Primary	ME	HSC	Graduation	Total
Balasore	3 (20.00)	3 (20.00)	8 (53.33)	(0.00)	1 (6.67)	(0.00)	15 (100.00)
Kandhamal	5 (20.00)	10 (40.00)	4 (16.00)	2 (8.00)	4 (16.00)	(0.00)	25 (100.00)
Khordha	3 (30.00)	4 (40.00)	2 (20.00)	1 (10.00)	(0.00)	(0.00)	10 (100.00)
Koraput	9 (36.00)	7 (28.00)	5 (20.00)	2 (8.00)	2 (8.00)	(0.00)	25 (100.00)
Mayurbhanj	(0.00)	9 (36.00)	6 (24.00)	5 (20.00)	5 (20.00)	(0.00)	25 (100.00)
Sundargarh	2 (8.00)	6 (24.00)	4 (16.00)	3 (12.00)	8 (32.00)	2 (8.00)	25 (100.00)
Grand Total	22 (17.60)	39 (31.20)	29 (23.20)	13 (10.40)	20 (16.00)	2 (1.60)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.3.Dwelling Condition

Districts	Ownership of house				House Type			
	Own	Rented	Adjusted	Grand Total	Pucca	Semi Pucca	Kutcha	Total
Balasore	15 (100.00)	0 (0.00)	0 (0.00)	15 (100.00)	4 (26.67)	6 (40.00)	5 (33.33)	15 (100.00)
Kandhamal	23 (92.00)	1 (4.00)	1 (4.00)	25 (100.00)	7 (28.00)	15 (60.00)	3 (12.00)	25 (100.00)
Khordha	8 (80.00)	1 (10.00)	1 (10.00)	10 (100.00)	2 (20.00)	4 (40.00)	4 (40.00)	10 (100.00)
Koraput	24 (96.00)	1 (4.00)	(0.00)	25 (100.00)	7 (28.00)	12 (48.00)	6 (24.00)	25 (100.00)
Mayurbhanj	25 (100.00)	(0.00)	(0.00)	25 (100.00)	5 (20.00)	14 (56.00)	6 (24.00)	25 (100.00)
Sundargarh	24 (96.00)	0 (0.00)	1 (4.00)	25 (100.00)	5 (20.00)	16 (64.00)	4 (16.00)	25 (100.00)
Grand Total	119 (95.20)	3 (2.40)	3 (2.40)	125 (100.00)	30 (24.00)	67 (53.60)	28 (22.40)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.6.Annual Income of the parents

Districts	Less than-60,000	60,000-1, 00,000	1, 00000-1, 50,000	1,50,000 –above	Total
Balasore	10 (66.67)	5 (33.33)	(0.00)	(0.00)	15 (100.00)
Kandhamal	8 (32.00)	15 (60.00)	2 (8.00)	(0.00)	25 (100.00)
Khordha	6 (60.00)	4 (40.00)	(0.00)	(0.00)	10 (100.00)
Koraput	14 (56.00)	11 (44.00)	(0.00)	(0.00)	25 (100.00)
Mayurbhanj	9 (36.00)	15 (60.00)	(0.00)	1 (4.00)	25 (100.00)
Sundargarh	9 (36.00)	12 (48.00)	2 (8.00)	2 (8.00)	25 (100.00)
Grand Total	56 (44.80)	62 (49.60)	4 (3.20)	3 (2.40)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.7. Profile of the sample students

Districts	Caste				Age			
	SC	ST	Others	Grand Total	6 to 10	11 to 15	15 and Above	Grand Total
Balasore	6 (20.00)	22 (73.33)	2 (6.67)	30 (100.00)	5 (16.67)	24 (80.00)	1 (3.33)	30 (100.00)
Kandhamal	9 (18.00)	41 (82.00)	(0.00)	50 (100.00)	5 (10.00)	43 (86.00)	2 (4.00)	50 (100.00)
Khordha	6 (30.00)	14 (70.00)	(0.00)	20 (100.00)	4 (20.00)	15 (75.00)	1 (5.00)	20 (100.00)
Koraput	8 (13.33)	52 (86.67)	(0.00)	60 (100.00)	5 (8.33)	46 (76.67)	9 (15.00)	60 (100.00)

Districts	Caste				Age			
	SC	ST	Others	Grand Total	6 to 10	11 to 15	15 and Above	Grand Total
Mayurbhanj	1 (2.00)	49 (98.00)	(0.00)	50 (100.00)	8 (16.00)	39 (78.00)	3 (6.00)	50 (100.00)
Sundargarh	13 (21.67)	47 (78.33)	(0.00)	60 (100.00)	13 (21.67)	47 (78.33)	(0.00)	60 (100.00)
Grand Total	43 (15.93)	225 (83.33)	2 (0.74)	270 (100.00)	40 (14.81)	214 (79.26)	16 (5.93)	270 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.8. Reasons of absenteeism

Districts	Agriculture Seasons	Fairs and festivals	Sickness of the family members	Just after vacations	Monetary problem	Others	Total
Balasore	1 (4.00)	0 (0.00)	19 (76.00)	2 (8.00)	0 (0.00)	3 (12.00)	25 (100.00)
Kandhamal	6 (13.64)	2 (4.55)	14 (31.82)	18 (40.91)	4 (9.09)	0 (0.00)	44 (100.00)
Khordha	0 (0.00)	5 (41.67)	5 (41.67)	1 (8.33)	1 (8.33)	0 (0.00)	12 (100.00)
Koraput	2 (3.33)	6 (10.00)	19 (31.67)	5 (8.33)	11 (18.33)	17 (28.33)	60 (100.00)
Mayurbhanj	3 (8.33)	2 (5.56)	23 (63.89)	3 (8.33)	2 (5.56)	3 (8.33)	36 (100.00)
Sundargarh	1 (1.85)	19 (35.19)	7 (12.96)	22 (40.74)	3 (5.56)	2 (3.70)	54 (100.00)
Grand Total	13 (5.63)	34 (14.72)	87 (37.66)	51 (22.08)	21 (9.09)	25 (10.82)	231 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.9.1. Food pattern of Boarders

Districts	Meals			Tiffin		Quantity of food (Sufficient)
	Twice	Once	Total	Once	Twice	
Balasore	14 (46.67)	16 (53.33)	30 (100.00)	13 (43.33)	17 (56.67)	30 (100.00)
Kandhamal	19 (38.00)	31 (62.00)	50 (100.00)	50 (100.00)	0 (0.00)	50 (100.00)
Khordha	6 (30.00)	14 (70.00)	20 (100.00)	(0.00)	20 (100.00)	20 (100.00)
Koraput	35 (58.33)	25 (41.67)	60 (100.00)	60 (100.00)	0 (0.00)	60 (100.00)
Mayurbhanj	24 (48.00)	26 (52.00)	50 (100.00)	10 (20.00)	40 (80.00)	50 (100.00)
Sundargarh	50 (83.33)	10 (16.67)	60 (100.00)	31 (51.67)	29 (48.33)	60 (100.00)
Grand Total	148 (54.81)	122 (45.19)	270 (100.00)	164 (60.74)	106 (39.26)	270 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table. 5.9.2. Provision of Non- Veg items

Districts	Provision of Non-Veg items					Quality		
	Once in a week	Twice in a week	Once in a forth night	Monthly once	Total	Good	Not Good	Total
Balasore	2 (6.67)	20 (66.67)	2 (6.67)	6 (20.00)	30 (100.00)	28 (93.33)	2 (6.67)	30 (100.00)
Kandhamal	22 (44.00)	28 (56.00)	(0.00)	(0.00)	50 (100.00)	50 (100.00)	(0.00)	50 (100.00)
Khordha	1 (5.00)	17 (85.00)	1 (5.00)	1 (5.00)	20 (100.00)	18 (100.00)	2 (10.00)	20 (100.00)
Koraput	26 (43.33)	27 (45.00)	7 (11.67)	(0.00)	60 (100.00)	55 (100.00)	5 (8.33)	60 (100.00)
Mayurbhanj	(0.00)	28 (56.00)	6 (12.00)	16 (32.00)	50 (100.00)	50 (100.00)	(0.00)	50 (100.00)
Sundargarh	28 (46.67)	31 (51.67)	(0.00)	1 (1.67)	60 (100.00)	60 (100.00)	(0.00)	60 (100.00)
Grand Total	79 (29.26)	151 (55.93)	16 (5.93)	24 (8.89)	270 (100.00)	261 (96.67)	9 (3.33)	270 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.11. Perception of Boarders about Physical Environment

Physical Environments	Gradation	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
Class room	Good	27 (90.00)	41 (82.00)	11 (55.00)	46 (76.67)	48 (96.0)	54 (90.00)	227 (84.07)
	Average	3 (10.00)	8 (16.00)	9 (45.00)	12 (20.00)	1 (2.00)	6 (10.00)	39 (14.44)
	Poor		1 (2.00)	(0.00)	2 (3.33)	1 (2.00)	(0.00)	4 (1.48)
Hostel room	Good	28 (93.33)	43 (86.00)	15 (75.00)	43 (71.67)	45 (90.00)	52 (86.67)	226 (83.70)
	Average	2 (6.67)	7 (14.00)	5 (25.00)	16 (26.67)	2 (4.00)	5 (8.33)	37 (13.70)
	Poor	(0.00)	(0.00)	(0.00)	1 (1.67)	3 (6.00)	3 (5.00)	7 (2.59)
School environment	Good	19 (63.33)	37 (74.00)	6 (30.00)	28 (46.67)	41 (82.00)	55 (91.67)	186 (68.89)
	Average	10 (33.33)	13 (26.00)	12 (60.00)	25 (41.67)	9 (18.00)	5 (8.33)	74 (27.41)
	Poor	1 (3.33)	(0.00)	2 (10.00)	7 (11.67)	(0.00)	(0.00)	10 (3.70)
School Garden	Good	9 (30.00)	39 (78.00)	7 (35.00)	26 (43.33)	43 (86.00)	39 (65.00)	163 (60.37)
	Average	6 (20.00)	10 (20.00)	4 (20.00)	22 (36.67)	7 (14.00)	8 (13.33)	57 (21.11)
	Poor	15 (50.00)	1 (2.00)	9 (45.00)	12 (20.00)	(0.00)	13 (21.67)	50 (18.52)
Kitchen	Good	18 (60.00)	47 (94.00)	14 (70.00)	32 (53.33)	47 (94.00)	56 (93.33)	214 (79.26)

Physical Environments	Gradation	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
	Average	10 (33.33)	2 (4.00)	3 (15.00)	17 (28.33)	2 (4.00)	3 (5.00)	37 (13.70)
	Poor	2 (6.67)	1 (2.00)	3 (15.00)	11 (18.33)	1 (2.00)	1 (1.67)	19 (7.04)
Dining hall	Good	12 (40.00)	37 (74.00)	3 (15.00)	45 (75.00)	34 (68.00)	41 (68.33)	172 (63.70)
	Average	3 (10.00)	2 (4.00)	1 (5.00)	12 (20.00)	6 (12.00)	7 (11.67)	31 (11.48)
	Poor	15 (50.00)	11 (22.00)	16 (80.00)	3 (5.00)	10 (20.00)	12 (20.00)	67 (24.81)
Playground	Good	6 (20.00)	21 (42.00)	2 (10.00)	32 (53.33)	26 (52.00)	43 (71.67)	130 (48.15)
	Average	5 (16.67)	4 (8.00)	3 (15.00)	12 (20.00)	12 (24.00)	5 (8.33)	41 (15.19)
	Poor	19 (63.33)	25 (50.00)	15 (75.00)	16 (26.67)	12 (24.00)	12 (20.00)	99 (36.67)
Total Boarders		30	50	20	60	50	60	270

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.12. Perception of Boarders on Teaching Learning Related Issues

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
No of Students view	30	50	20	60	50	60	270
Use of wall activities and black board	28 (93.33)	44 (88.00)	17 (85.00)	57 (95.00)	47 (94.00)	59 (98.33)	252 (93.33)
Class room during teaching	30 (100.00)	48 (96.00)	20 (100.00)	55 (91.67)	48 (96.00)	60 (100.00)	261 (96.67)
Group activities are done in class room	13 (43.33)	20 (40.00)	8 (40.00)	28 (46.67)	28 (56.00)	39 (65.00)	136 (50.37)
Teacher uses Teaching Learning Materials (TLM) in class	28 (93.33)	46 (92.00)	19 (95.00)	58 (96.67)	48 (96.00)	60 (100.00)	259 (95.93)
Classes are held as per time table	30 (100.00)	50 (100.00)	20 (100.00)	52 (86.67)	48 (96.00)	60 (100.00)	261 (96.67)
Teachers are accessible beyond school/class time	29 (96.67)	49 (98.00)	19 (7.63)	50 (83.33)	43 (86.00)	59 (98.33)	249 (92.22)
Teachers assign any project work	12 (40.00)	35 (70.00)	12 (7.5)	38 (63.33)	24 (48.00)	39 (65.00)	160 (59.26)
Allowed to ask question in class	30 (100.00)	50 (100.00)	20 (100.00)	56 (93.33)	48 (96.00)	60 (100.00)	265 (98.15)
Having progress card	9 (30.00)	19 (38.00)	10 (50.00)	15 (25.00)	24 (48.00)	28 (46.67)	105 (38.89)

Districts	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
Notes are corrected by teachers regularly	29 (96.67)	48 (96.00)	19 (95.00)	55 (91.67)	43 (86.00)	59 (98.33)	253 (93.70)
Library in your school	10 (33.33)	30 (60.00)	7 (35.00)	38 (63.33)	37 (74.00)	24 (40.00)	146 (54.07)
Use library books in your school	10 (33.33)	30 (60.00)	7 (35.00)	38 (63.33)	37 (74.00)	24 (40.00)	146 (54.07)
Doubt clearing classes done	22 (73.33)	21 (42.00)	19 (95.00)	42 (70.00)	35 (70.00)	53 (88.33)	192 (71.11)
Having text books in all subjects	24 (80.00)	48 (96.00)	17 (85.00)	49 (81.67)	47 (94.00)	60 (100.00)	246 (91.11)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table.5.14. Perception about future planning

Job Type	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
Total Student Boarder	30 (100.0)	50 (100.0)	20 (100.0)	60 (100.0)	50 (100.0)	60 (100.0)	270 (100.0)
Army	0 (0.00)	0 (0.00)	1 (5.26)	2 (4.26)	1 (2.22)	2 (3.77)	6 (2.59)
Bank PO	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.89)	1 (0.43)
Doctor	7 (26.92)	8 (19.05)	8 (42.11)	9 (19.15)	16 (35.56)	9 (16.98)	57 (24.57)
Engineer	1 (3.85)	1 (2.38)	0 (0.00)	2 (4.26)	1 (2.22)	2 (3.77)	7 (3.02)
Farmer	0 (0.00)	1 (2.38)	0 (0.00)	0 (0.00)	1 (2.22)	1 (1.89)	3 (1.29)
Govt. Service	0 (0.00)	4 (9.52)	0 (0.00)	0 (0.00)	3 (6.67)	0 (0.00)	7 (3.02)
IAS	2 (7.69)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.89)	3 (1.29)
Pilot	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.89)	1 (0.43)
Police	3 (11.54)	3 (7.14)	1 (5.26)	5 (10.64)	3 (6.67)	12 (22.64)	27 (11.64)
Software Engineer	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.22)	0 (0.00)	1 (0.43)
Sports player	0 (0.00)	0 (0.00)	1 (5.26)	0(0.00)	1 (2.22)	0 (0.00)	2 (0.86)
Teacher	7 (26.92)	23 (54.76)	6 (31.58)	28 (59.57)	14 (31.11)	13 (24.53)	91 (39.22)

Job Type	Balasore	Kandhamal	Khordha	Koraput	Mayurbhanj	Sundargarh	Total
ANM	5 (19.23)	2 (4.76)	1 (5.26)	1 (2.13)	4 (8.89)	11 (20.75)	24 (10.34)
Art	1 (3.85)	0 (0.00)	1 (5.26)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.86)
Grand Total	26	42	19	47	45	53	232

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.15. Reasons for joining children in Ashram school (Multiple Answers by parents)

Districts	Residential education facility	Teaching is good	No school in our village	Brother and sister are reading in this school	Nearest	Others	Total
Balasore	14 (60.87)	7 (30.43)	0 (0.0)	1 (4.35)	1 (4.35)	0 (0.0	23 (100.00)
Kandhamal	12 (34.29)	6 (17.14)	0 (0.0	0 (0.0	17 (48.57)	0 (0.0	35 (100.00)
Khordha	6 (54.55)	2 (18.18)	1 (9.09)	0 (0.0	2 (18.18)	0 (0.0	11 (100.00)
Koraput	14 (50.00)	4 (14.29)	0 (0.0	0 (0.0	6 (21.43)	4 (14.29)	28 (100.00)
Mayurbhanj	16 (45.71)	6 (17.14)	1 (2.86)	1 (2.86)	11 (31.43)	0 (0.0	35 (100.00)
Sundargarh	6 (14.63)	15 (36.59)	0 (0.0	0 (0.0	19 (46.34)	1 (2.44)	41 (100.00)
Grand Total	68 (40.00)	40 (23.53)	2 (1.18)	2 (1.18)	53 (31.18)	5 (2.94)	170 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.16. Purpose of educating children (Multiple Answers)

Districts	To be smart	Better understanding	Over all development	Better livelihood	Total
Balasore	0	3 (12.00)	12 (48.00)	10 (40.00)	25 (100.00)
Kandhamal	0	22 (44.90)	20 (40.82)	7 (14.29)	49 (100.00)
Khordha	4 (28.57)	4 (28.57)	2 (14.29)	4 (28.57)	14 (100.00)
Koraput	1 (2.63)	22 (57.89)	2 (5.26)	13 (34.21)	38 (100.00)
Mayurbhanj	1 (2.08)	15 (31.25)	21 (43.75)	11 (22.92)	48 (100.00)
Sundargarh	1	15	12	14	42

Districts	To be smart	Better understanding	Over all development	Better livelihood	Total
	(2.38)	(35.71)	(28.57)	(33.33)	(100.00)
Grand Total	7 (3.24)	81 (37.50)	69 (31.94)	59 (27.31)	216 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.18. Expectation of the parents for the future studies of the children

Districts	Up to HSC level	Up to graduation level	Up to Post-graduation level	Technical Education	Upto maximum level the child can read	Total
Balasore	3 (20.00)	1 (6.67)	0	1 (6.67)	10 (66.67)	15 (100.00)
Kandhamal	19 (76.00)	0	0	0	6 (24.00)	25 (100.00)
Khordha	5 (50.00)	0	1 (10.00)	2 (20.00)	2 (20.00)	10 (100.00)
Koraput	16 (64.00)	4 (16.00)	0	0	5 (20.00)	25 (100.00)
Mayurbhanj	6 (24.00)	1 (4.00)	1 (4.00)	0	17 (68.00)	25 (100.00)
Sundargarh	4 (16.00)	2 (8.00)	1 (4.00)	1 (4.00)	17 (68.00)	25 (100.00)
Grand Total	53 (42.40)	8 (6.40)	3 (2.40)	4 (3.20)	57 (45.60)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.19. Perception regarding functioning of Ashram school & Hostel

Districts	Good	Satisfactory	Very good	Excellent	Total
Balasore	1 (6.67)	11 (73.33)	3 (20.00)	0	15 (100.00)
Kandhamal	21 (84.00)	1 (4.00)	3 (12.00)	0	25 (100.00)
Khordha	4 (40.00)	4 (40.00)	2 (20.00)	0	10 (100.00)
Koraput	14 (56.00)	2 (8.00)	9 (36.00)	0	25 (100.00)
Mayurbhanj	10 (40.00)	8 (32.00)	3 (12.00)	4 (16.00)	25 (100.00)
Sundargarh	9 (36.00)	3 (12.00)	13 (52.00)	0	25 (100.00)
Grand Total	59 (47.20)	29 (23.20)	33 (26.40)	4 (3.20)	125 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.20. Profile of PRI members

Districts	PRI members Interviewed	Age group				Sex		Caste		
		18 to 35	36 to 45	46 to 60	61 and above	Male	Female	OBC	SC	ST
Balasore	7	4 (57.14)	3 (42.86)	(0.00)	(0.00)	3 (42.86)	4 (57.1)	3 (42.8)	1 (14.2)	3 (42.86)

Districts	PRI members Interviewed	Age group				Sex		Caste		
		18 to 35	36 to 45	46 to 60	61 and above	Male	Female	OBC	SC	ST
						)	4)	6)	9)	)
Kandhamal	7	3 (42.86)	3 (42.86)	1 (14.29)	(0.00)	5 (71.43)	2 (28.57)	(0.00)	2 (28.57)	5 (71.43)
Khordha	3	1 (33.33)	2 (66.67)	(0.00)	(0.00)	3 (100.00)	(0.00)	2 (66.67)	1 (33.33)	(0.00)
Koraput	11	7 (63.64)	3 (27.27)	1 (9.09)	(0.00)	8 (72.73)	3 (27.27)	2 (18.18)	2 (18.18)	7 (63.64)
Mayurbhanj	5	4 (80.00)	1 (20.00)	(0.00)	(0.00)	4 (80.00)	1 (20.00)	(0.00)	(0.00)	5 (100.00)
Sundargarh	8	2 (25.00)	2 (25.00)	3 (37.50)	1 (12.50)	4 (50.00)	4 (50.00)	5 (62.50)	(0.00)	3 (37.50)
Grand Total	**41**	**21 (51.22)**	**14 (34.15)**	**5 (12.20)**	**1 (2.44)**	**27 (65.85)**	**14 (34.15)**	**12 (29.27)**	**6 (14.63)**	**23 (56.10)**

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.21. Frequency of Visit

Districts	Weekly	Monthly	Quarterly	Half Yearly	Total
Balasore	0 (0.00)	4 (57.14)	3 (42.86)	0 (0.00)	7 (100.00)
Kandhamal	2 (28.57)	4 (57.14)	1 (14.29)	0 (0.00)	7 (100.00)
Khordha	0 (0.00)	1 (33.33)	2 (66.67)	0 (0.00)	3 (100.00)
Koraput	3 (27.27)	5 (45.45)	2 (18.18)	1 (9.09)	11 (100.00)
Mayurbhanj	3 (60.00)	2 (40.00)	0 (0.00)	0 (0.00)	5 (100.00)
Sundargarh	3 (37.50)	4 (50.00)	1 (12.50)	0 (0.00)	8 (100.00)
Grand Total	11 (26.83)	20 (48.78)	9 (21.95)	1 (2.44)	41 (100.00)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table 5.22. Perception regarding functioning of Ashram school & Hostel

Districts	Good	Satisfactory	Very Good	Excellent	Total
Balasore	4 (57.14)	3 (42.86)	(0.00)	(0.00)	7 (100.0)
Kandhamal	4 (57.14)	3 (42.86)	(0.00)	(33.33)	7 (100.0)
Khordha	(0.00)	2 (66.67)	(0.00)	1 (0.00)	3 (100.0)

Districts	Good	Satisfactory	Very Good	Excellent	Total
Koraput	3 (27.27)	5 (45.45)	3 (27.27)	(0.00)	11 (100.0)
Mayurbhanj	3 (60.00)	2 (40.00)	(0.00)	(0.00)	5 (100.0)
Sundargarh	2 (25.00)	(0.00)	6 (75.00)	(0.00)	8 (100.0)
Grand Total	16 (39.02)	15 (36.59)	9 (21.95)	1 (2.44)	41 (100.0)

Field Survey-2018-19
N.B. Figures in parenthesis refer to percentage

Table. 6.8: Schools on the basis of degree of performance

District	Low Performing	Average Performing	Good Performing	Best Performing	Total schools
Balasore	1	1	0	1	3
Kandhamal	0	1	2	2	5
Khordha	0	2	0	0	2
Koraput	1	2	2	1	6
Mayurbhanj	1	1	2	1	5
Sundargarh	1	1	4	0	6
Grand Total	4	8	10	5	27

Source: Scoring Evaluation Report-2018-19

District	Low Performing	Average Performing	Good Performing	Best Performing	Total
Balasore	33.33	33.33	0.00	33.33	100.00
Kandhamal	0.00	20.00	40.00	40.00	100.00
Khordha	0.00	100.00	0.00	0.00	100.00
Koraput	16.67	33.33	33.33	16.67	100.00
Mayurbhanj	20.00	20.00	40.00	20.00	100.00
Sundargarh	16.67	16.67	66.67	0.00	100.00
Grand	14.81	29.63	37.03	18.52	100.00

Annexure -0.1

(Schedule-1)

School Schedule

A. Respondent Details

Nameof the Respondent	
Name of the Head Master and Contact No. / Email ID	
Designation of the Respondent if himself / herself if not the HM	
Contact no of the Respondent	
Address (Short)	

B. Basic Information of Schools

1. Name of the School:
2. Name of the District: 2.1. Name of the Block:
3. Name of the village/GP:
4. Year of Establishment:
5. Type of Ashram School: Elementary/ HS / GHS:
6. Class Range:
7. Distance from district HQ:
8. Distance from Block HQ:
9. Total No. of Staff:
10. No. of Teaching staff:
11. No. of Non-Teaching staff:
12. Total No. of students………………Day Scholars………………………Boarders……………

13.1. No of Students (Boarders):

Class	ST		SC		Total	
	Boys	Girls	Boys	Girls	Boys	Girls

Total						

13.2. No of Students (Day Scholars):

Class	ST		SC		Others		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

13.3.   No of students (Total):

Class	ST		SC		Others		Grand-Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

14. No. of classes:

15. No. of Class rooms:

16. What selection method do you adopt for admission of students and boarders?

Caste basis -1, Merit -2, Distant of village from the school -3.

First come first basis- 4, Political pressure-5, Any other (specify)-6

C. **Teaching Staff Position**

Sl.NO	Designation	Sanction posts	Number in position			No. of Vacancies since when
			Male	**Female**	**Total**	
1	H.M					
2	T.G.T(Sc.)					
3	T.G.T (Arts)					
5	M.C.T					
6	Classical(Sanskrit)					
7	Classical(Hindi)					
8	P.E.T					
9	S.S					
10	G.S.S					
11	Others					

D. **Non-Teaching Staff Position**

Sl.NO	Designation	Sanction posts	Number in position			No. of Vacancies since when
			Male	**Female**	**Total**	
1	Ministerial staff (clerical)					
2	Peon					
3	Watchman					
4	Lady Watch and Ward					
5	Matron					
6	CCA					
7	ANM					
8	Any other (specify)					
9						
10						

E. Profile of Teaching Staff

Sl. NO	Name & Designation	Education Qualification	Age	Sex	Caste	Length of Experience	Salary Per month	Type of service	Received in service training	Received tribal language training
1	H.M									
2	Asst.Teacher,T.G.T(Sc)									
3	Asst. Teacher T.G.T(Arts)									
4	Asst.Teacher M.C.T									
5	Asst.Teacher, Classical(Sanskrit)									
6	Asst.Teacher Classical(Hindi)									
7	Asst.Teacher S.S									
8	Asst.Teacher G.S.S									
9	P.E.T									
10	Others									
11										
12										

Codes: Sex;- **Male-1, Female-2,** Caste;- **SC-1, ST-2, OBC-3, General-4, Others-5** Type of service;- **Regular-1, Contractual-2** Received in-Service training;- **Yes-1, No-2 Received tribal language training**

E. **Profile of Non-Teaching Staff**

Sl.NO	Name & Designation	Education Qualification	Age	Sex	Caste	Length of Experience	Salary Per month	Type of service	Whether taken in service training
1	Ministerial Staff (clerical)								
2	Peon								
3	Watchman								
4	Lady Watch and Ward								
5	Matron								
6	CCA								
7	CCA								
8	CCA								
9	ANM								
10	Any other								

Codes: Sex;- **Male-1, Female-2,** Caste;- **SC-1, ST-2, OBC-3, General-4, Others-5** Type of service;- **Regular-1, Contractual-2** Received in-Service training;- **Yes-1, No-2**

G. **Year wise Enrolment and Drop out of students**

Class	Year wise Enrolment of Students									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
Total										
Class	Year wise Drop out of Students									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
Total										

H. Infrastructure Facilities

Sl.No	School Infrastructure Facilities / Basic Amenities/ safety and security Measures undertaken	Status	Remarks
Basic Requirements			
1.	Physical proximity of School to human habitation (in kms)		
2.	Boundary Wall fully securing the school building from all sides (Yes-1,Partially-2,No-3)		Requirements-
3.	Separate functional toilet for girls in school (Yes-1,No-2)		
4.	Availability of Drinking water facilities (Yes-1,No-2)		No of Points- requirements-
5.	Gate at entry point (Yes-1,No-2)		
6.	Locking facilities for doors and windows (Yes-1,Partially-2,No-3)		No of dysfunctional doors and windows-
7.	Provision of 24 hour security guard(Yes-1,No-2)		Person taking in-charge-
8.	Availabilities of Electricity(Yes-1,No-2)		Alternative source:
9.	Availability of Telephone(Yes-1,No-2)		Functional or dysfunctional
10.	Display of Help line Numbers(Yes-1,No-2)		No-
11.	Availability of complaint box(Yes-1,No-2)		
12.	Any other(specify)		
Health Facilities Available			
13.	Regular Health Check-up of students-(Yes-1,No-2)		Monthly-1, Quarterly-2, Half-Yearly-3, Yearly-4, Not at all-7,Any other-8
14.	First aid Box-(Yes-1,No-2)		
15.	Vaccination and immunisation--(Yes-1,No-2)		
16.	Iron/Folic Acid tablets/de-worm tablets provided--(Yes-1,No-2)		
School Infrastructure			
17.	Office of the Headmaster (HM)- (Yes-1,No-2)		
18.	Teachers' Common Room-(Yes-1,No-2)		
19.	Students Common Room-(Yes-1,No-2)		
20.	Open Pendal /Prayer Hall-(Yes-1,No-2)		

21.	Play Ground-(Yes-1,No-2) -(Yes-1,No-2)		
22.	Separate Toilet for teachers-(Yes-1,No-2)		
23.	Garden-(Yes-1,No-2)		
24.	Library-(Yes-1,No-2)		
25.	Science lab-(Yes-1,No-2)		
26.	Computer Lab-(Yes-1,No-2)		
27.	Any other (specify)		
28.			
Class room Conditions			
29.	Provision for adequate light-(Yes-1,No-2)		
30.	Sufficient class rooms-(Yes-1,No-2)		
31.	Proper sitting arrangements-(Yes-1,No-2)		
32.	Sufficient space for students in the class-(Yes-1,No-2)		
33.	Black board facilities-(Yes-1,No-2)		
34.	Adequacy of chalk and duster-(Yes-1,No-2)		
35.	Charts/Maps/paintings in class rooms-(Yes-1,No-2)		
36.	Display of Notice Board-(Yes-1,No-2)		
37.	Any other(specify)		
N.B. Physical verification to be done by the Researchers			

I. Source wise Receipt and Expenditure of sample Ashram Schools (2015-18)

Sl.No	Allotments under different Heads	Year wise Receipt in Rupees			Year wise Expenditure in Rupees			Total in Rupees	
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	Total Receipts	Total Expenditure
1	Construction								
2	School Imp Grant								
3	Teaching and Learning Materials								
4	SSA Grant								

5	Ramsa Grant								
6	Uniform								
7	Construction of Ramps								
8	Library and Education Kits								
9	Repair and Maintenance								
10	Display board								
11	Misc								
12	Any other(specify)								
Total									

J. Teaching Method

Writing Exercise-1, Reading Text books-2, both reading and writing-3, Writing on Black board-4, Ask bright students to teach-5, Game method-6, Story-telling-7, Any other-8 (specify)

K. Teaching Learning Materials (Teaching Aid)

Supply of Books-1, Reading and writing materials-2, display board-3, Black board-4, Computer power point-5, Any other-6

L. What innovative/good practices are undertaken in your school?

Sl.No	Activities	Status	Remarks
1	Yoga- Yes-1, No-2,		
2	Vocational Training- Yes-1, No-2,		
3	Wall Magazine/ Painting by Students - Yes-1, No-2,		
4	Sports Talent Search initiative Yes-1, No-2		
5	Evaluation of Teacher by Students- Yes-1, No-2,		
6	Community Cleaning/ Plantation- Yes-1, No-2		
7	Health Camp - Yes-1, No-2,		
8	Life Skills Education- Yes-1, No-2,		
9	Any other (specify)		
10			

M. Which of the following vocational training is undertaken in your school:

Craft education-1, Poultry Rearing-2, Cropping Pattern and Horticulture-3
Cattle Rearing-4, Gardening-5, Tailoring-6, Carpentry-7 Any other-8

N. Information about Stipend and Scholarships etc:

Scholarship for ST scholars	Boys...................	girls...................
Scholarship for SC scholars	boys...................	girls...................
Scholarship for Other scholars	boys...................	girls...................

O. Co-curricular and Extra Curricular Activities of School:

Sl.No	Co-Curricular Activities	Status	Participation in Nos				
			State	district	Block	Inter school	Total
1.	Drawing- Yes-1, No-2,						
2.	Singing- Yes-1, No-2,						
3.	Sewing/ Knitting- Yes-1, No-2,						
4.	Handicraft- Yes-1, No-2,						
5.	Cooking Competitions- Yes-1, No-2,						
6.	Dancing- Yes-1, No-2,						
7.	Painting- Yes-1, No-2,						
8.	Instrumental music-						

	Yes-1, No-2,							
9.	Debate/ Eloquence-Yes-1, No-2,							
10.	Writing Skill- Yes-1, No-2,							
11.	G.K. / Quiz- Yes-1, No-2,							
12.	Science Exhibition-Yes-1, No-2,							
13.	Drama- Yes-1, No-2,							
Extra-Curricular Activities								
14.	Football-(Yes-1,No-2)							
15.	Volleyball-(Yes-1,No-2)							
16.	Basketball-(Yes-1,No-2)							
17.	Kho-Kho-(Yes-1,No-2)							
18.	Badminton-(Yes-1,No-2)							
19.	Kabbadi(Yes-1,No-2)							
20.	Skipping-(Yes-1,No-2)							
21.	Athletics-(Yes-1,No-2)							
22.	Karate-(Yes-1,No-2)							
23.	Archery-(Yes-1,No-2)							
24.	Handball-(Yes-1,No-2)							
25.	NCC-(Yes-1,No-2)							
26.	Scout/Guide-(Yes-1,No-2)							
27.	NSS/Social service-(Yes-1,No-2)							
28.	Sports Competition-(Yes-1,No-2)							
29.	Name the Important observations /celebrations in the school							
30.	Any other-(Yes-1,No-2)							

P. What records and documents are maintained by your school?

Sl.No	The records you maintain and up-to-date for your school -	Available-1 Not available-2	Maintained properly-1	Not-maintained properly -2
1.	Main cash book-			
2.	Subsidiary Cash book-			
3.	Mess cash book-			
4.	P.T.A cash book-			
5.	S.M.C cash book-			
6.	R.M.G cash book-			

7.	S.I.G cash book-			
8.	Teacher attendance register-			
9.	Student attendance register-			
10.	Notice book-			
11.	Resolution book-			
12.	S.M.C Resolution book-			
13.	P.T.A Resolution book-			
14.	Safety and security register book-			
15.	Ama Vidyalaya Resolution book-			
16.	Visitor register-			
17.	Consumption register-			
18.	Pocket-money register-			
19.	Acutance register-			
20.				
21.				

O. 1. No. of PTA meetings held during last year:

2. Average No of parents attended in each meeting:

3. Whether you have any mishap occurred in you school (within last 3 years):

Type of Mishaps	Year & number	Reason & Initiative	Remarks
Death			
Illness			
Sexual Abuse			
Accident			
Any other			

P. Monitoring, Supervision and Inspection (During 2018)

Sl.No	Supervising Officers	No. of times visited	Remarks
1	Collector		
2	Sub-Collector		
3	PA / ITDA		
4	CI		
5	DI		
6	DWO		
7	Deptt officers		
8	WEO		
9	Any other		

10			

Q. What gaps/deficiencies do you find in functioning of your school?

1.

2.

3.

4.

5.

R. Suggestions for effective functioning of the school.

1.

2.

3.

4.

5.

Name of the Research Asst and Date of Interview	
Observation of the Researchers	

(Schedule-2)
Hostel Schedule

A. **General Information Schedule for Hostels**
1. Name of the School:
2. No. of hostels: boys………. Girls……….
3. Hostels with sanctioned seats for boys
4. Hostels with sanctioned seats for girls
5. Actual No. of Boarders-   Boys   Girls
6. Teachers residing inside the school campus-No………
7. Teachers residing outside the school campus- No……….   Distance……..

B. **Hostel Infrastructure (provided to the boarders)**

Sl.No	Facilities	Available-1/ Not-Avalable-2	No.	Remarks
1	Cot(single)			
	Cot(double decor)			
	Cot(total)			
2	Mosquito Net			
3	Bed sheet			
4	Gadi			
5	Blanket			
6	Sataranji			
7	Towel			
8	Steel Tray			
9	Glass			
10	Sanitary pads for girls			
11	Oil ,soaps, etc			
12	Any other			

C. Infrastructure Facilities available in Hostels-

Infrastructure Facilities/Safety and Security indicators	Available -1,Not Available -2	Remarks
Basic Requirements of boarders		
1. Hostel located within the school campus		
2. Boundary Wall fully securing the girls' hostel building from all sides		
3. Separate hostel for girls		
4. Locking facilities for doors and windows		
5. Availabilities of Electricity		
6. Availability of Alternate source of lighting		
7. Well-lighted ventilated and insect free rooms with appropriate space for each student available		
8. Availability of Telephone		
9. Appropriate numbers of toilets available in the girls' hostel (preferable in the ratio 1: 10)		
10. Appropriate numbers of toilets available in the boys' hostel (preferable in the ratio 1: 10)		
11. Availability of Sick room in the hostel		
12. Bathing facilities within the hostel premise		
13. Availability of Safe Drinking water facilities (Tube well/regular water supply)- Functional /non-Functional		
Hostel Infrastructure and maintenance of records		
14. Hostel kitchen available and maintained properly		
15. Hostel kitchen garden available and maintained properly		
16. Dining hall available and maintained neat and clean		
17. Sitting space/facility available for children in dining hall		
18. Availability of Overhead tank or any other water source		

19.	Drainage system available and working properly		
20.	LPG connection with smokeless Chula		
21.	Incinerator for safe disposal of napkins available		
22.	Fire safety equipments available		
23.	Dustbins available in the hostel		
24.	Boys and Girls toilets maintained neat and clean		
25.	Food menu chart prepared and displayed at a prominent place		
26.	Food menu chart followed strictly		
27.	First-Aid box in place and maintained regularly with no outdated medicines.		
28.	A list of emergency contact numbers,(like fire police, hospitals etc.)prepared and displayed in a prominent place		
29.	Mapping of nearby hospitals for emergency purpose done.		
30.	A register having the phone number of parents / guardian & local guardian prepared		
31.	Mess requirement and stock register prepared and maintained		
32.	Teachers given the responsibility of hostel warden on rotational basis		
33.	In girls hostel lady teacher invariably given the responsibility		
34.	CCAs staying in the hostel		
35.	Accommodation for CCA		
36.	Accommodation for hostel Matron/in-charge available		
37.	Hostel time-table prepared, displayed at a prominent place and followed strictly.		
38.	Mess management committee with the participation of children formed and working properly		
39.	Hostel sanitation committee formed and working properly		

40.	Hostel cash book maintained properly		
41.	Record of Pre- Matric Scholarship prepared and maintained properly		
Safety and Security of students			
42.	Students incoming and outgoing register properly		
43.	Regular Visit of health personnel to the hostel		
44.	PRI/PTA/SMC members visiting the girls hostel		
45.	Frequency of Parent contact at least once in a Qtr		
46.	A phone with easy access of children available		
47.	Escorting of girl students for outdoor activities		
48.	Sick register prepared and maintained		
49.	Record of hostel visitors maintained properly		
50.	Fixed timing for entry of visitors		
51.	Life skill training to hostel inmates		
52.	Display of safety & security guidelines		
53.	Visit by the govt. officials at least once in a month		
54.			

Issues	**Suggestions by monitoring officials**

D. Registers maintained by the school hostels

Sl.No	Registers	Available-1, Not Available-2	Remarks
1	Cash Book		
2	Stock and expenditure of Food Articles		
5	Meal Attendance register and guard file of bills and vouchers		
6	Mess committee meeting proceedings		
7	Inspection note book		
8	Minutes of purchase committee		
9	Out-going and in-coming of boarders		
10	Register for issues of sanitary pads		
11	Log book of Treatment of ailing boarders		
12	Purchase Register		
13	Pree-Matric scholarship register		
14	Toilettes (oil, soap etc) distribution register		
15	Subsidiary cash book		
16	Distribution of mosquito net		
17	LSE register attendance		

E. Gaps/Deficiencies in functioning of Ashram School hostels.
F. Suggestions for effective functioning of Ashram School hostels.

(Schedule-3)
Students/Boarders Schedule

A. Personal Information

1. Name of the school:
2. Name of the student :
3. Sex: Male-1, Female-2
4. Age:
5. Caste :   SC-1, ST-2, OBC-3, GENERAL-4, OTHERS-5
6. Sub-caste-
7. Class:
8. In which class did you join in the Ashram School?
9. Home dist.:
10. Distance from home:
11. Views of students on supply of food at hostel:
     Food quantity: Sufficient-1, Insufficient-2
     Food quality: Good-1, Not good-2
12. No. of meals provided: Twice-1, Thrice-2
13. No. of tiffins: One-1, Two-2
14. No. of non-veg items: Once in a week-1, Twice in a week-2,Once in a forthnight-3, None-4
15. Reasons of absenteeism :
     Agriculture Seasons-1, Fairs and festivals-2, Sickness of the family members-3,
     Just after vacations-4, any other-5,
16. Duration of such absence: Average- days, Minimum- days Maximum-……., days
17. What articles are being provided to you by school?
     Uniform- No. of sets…….
     Study material including books, geometry box, pen and pencil- No. of sets…….
     Sports equipments   - No. of sets…….
     Daily requirements like oil, cosmetics, soap etc- No. of sets…….
     Sanitary pads ……
     Any other …….
18. **Perception of Boarders about Accommodation in Ashram School:**
     Living room is sufficient in hostel: Yes-1, No-2
     Toilet is sufficient in hostel for all Students: Yes-1, No-2
     Bathing complex (place) is sufficient: Yes-1, No-2
     Emergency light in hostel: Yes-1, No-2
     Dining Hall/space available in hostel   Yes-1, No-2
     Water is sufficient in hostel   Yes-1, No-2
19. Students' Perception on Physical Environments in Schools:
          Class room: Good-1, Average-2, Poor-3
          Hostel room: Good-1, Average-2, Poor-3
          School environment: Good-1, Average-2, Poor-3

School Garden: Good-1, Average-2, Poor-3
Kitchen: Good-1, Average-2, Poor-3
Dining hall: Good-1, Average-2, Poor-3
Playground: Good-1, Average-2, Poor-3

20. Students' Perception on Teaching Learning Related Issues:

Use of wall activities and black board in:	Yes-1, No-2
Class room during teaching:	Yes-1, No-2
Group activities are done in class room:	Yes-1, No-2
Teacher uses Teaching Learning Materials (TLM) in class:	Yes-1, No-2
Classes are held as per time table:	Yes-1, No-2
Teachers are accessible beyond school/class time:	Yes-1, No-2
Teachers assign any project work:	Yes-1, No-2
Allowed to ask question in class:	Yes-1, No-2
Your notes are corrected by teachers regularly:	Yes-1, No-2
Do you have progress card:	Yes-1, No-2
Library in your school:	Yes-1, No-2
If yes, do you use library books in your school:	Yes-1, No-2
Whether you have text books in all subjects:	Yes-1, No-2
Whether doubt clearing classes done	Yes-1, No-2

21. Understanding of language of teaching/ Language Difficulties:

During teaching in class room	Yes-1, No-2
Interaction with the students	Yes-1, No-2
Reading of books and writing	Yes-1, No-2
Answer during examination	Yes-1, No-2
Any other	

22. What you want to be in future. (Perception of student about the future planning)

Service: Specify
Business: Specify
Farm activity: Specify
No idea:
Any other: specify

23. Do you like your school? Yes-1, No-2

If Yes, Why-

If No, Why-

24. What more facilities do you need for better education?

(Schedule- 4)

Parents Schedule

F. Respondent's Information

Name of the school	
Name of the Respondent (Parents)	
Name of the Head of the household	
Relation to the head	
Contact no of the Respondent	
Relation to the boarder	
Address (Short)	
Distance from the school in KMs	

B. Socio-Economic Profile of the parents

1. Age:

2. Caste: SC-1, ST-2, OBC-3, General - 4, Others-5

3. Sub-Caste:

4. Educational qualification of the father:-

 Illiterate -1, Just literate -2, Primary-3, ME-4, HSC-5, Intermediate- 6, Graduation- 7

5. Educational qualification of the Mother:-

 Illiterate -1, Just literate -2, Primary-3, ME-4, HSC-5, Intermediate- 6, Graduation- 7

6. Occupational status of the parents –

Cultivation-1, Agriculture Labour-2, Wage Labour-3, Business-4, service-5, Household work-6, Any other-7

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7. Annual Income of the parents –

Less than-60,000 -**1**, 60,000-1, 00,000-**2**, 1, 00000-1, 50,000-**3**, 1,50,000 –above -**4**

8. Ownership of house: Own-1, Rented-2, Adjusted -3

9. Type of house: Pucca-1, Semi pucca-2, Kutcha-3

10. Possession of Land; Yes-1, No-2

11. If Yes-Type of Land holdings:

Marginal holdings: Size 1 hectare or less **-1**
Small holdings: Size 1 to 2 hectares **-2**
Semi-medium holdings: Size 2 to 4 hectares **-3**
Medium holdings: Size 4 to 10 hectares **-4**
Large holdings: Size above 10 hectares **-5**

12. Reasons for joining children in Ashram school:

Residential education facility -1, Teaching is good -2, No school in our village -3,

Brother and sister are reading in this school -4, Any other -5

13. Purpose of educating children:

To be smart-1, Better understanding-2, Over all development-3, Defend rights-4,

To become bold-5, Better livelihood-6, Any other-7

14. Motivating factors to join in Ashram Schools:

Reservation Policy-1, Provision of meals-2, Uniform/text books-3, Parents Incentives-4, Employment opportunity-5, Enhance social status-6, Improve Self estimation-7, Any other-8

15. Expectation of the parents for the future studies of the children:

Up to primary level-1, Up to HSC level-3, Up to college level-3, Up to graduation level-4,

Up to Post-graduation level-5, Technical Education -6

16. How many times do you visit your child to hostel?

Monthly-1, Quarterly-2, Half -yearly-3, Yearly-4, Any other-5

17. When is the last PTA meeting held?

18. Whether you have attended PTA meeting: Yes-1, No-2

19. If yes, what was the agenda?

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20. Whether your suggestion/input being accepted by school authority? If yes what is that?

21. Perception regarding functioning of Ashram school & Hostel:

Good-1, Satisfactory-2, Very good-3, excellent-4, Bad-5, Worse-6, any other-7

22. What Gaps/Deficiencies do you find in functioning of Ashram school?

1.

2.

3.

4.

23. Give your suggestions for effective functioning of Ashram schools & Hostels:

1.

2.

3.

4.

Name of the Research Asst and Date of Interview	
Observation of the Researchers	

(Schedule- 5)

PRI Schedule

B. Personal Information

20. Name of the PRI member with Designation and contact No

21. Address

22. Sex: Male-1, Female-2
23. Age:
24. Caste :   SC-1, ST-2, OBC-3, GENERAL-4, OTHERS-5
25. Are you a member of SMC/PTA/VEC? If yes- on what following matters, are you involved?

       School management committee-1

       PTA meeting-2

       Monthly meeting-3

       Annual sports-4

       Annual Function-5

       Welcome meeting-6

       Prize distribution-7

       Festive connection-8

       National day Celebration-9

       School Visiting and Hostel visiting-10

       Interaction with boarder-11

       Interaction with teachers-12

26. How frequently do you monitor the schools?
27. Whether your suggestion/input being accepted by school authority? If yes, what is that?

9. How many times do you visit school and hostel?

Monthly-1, Quarterly-2, Half -yearly-3, Yearly-4, Any other-5

10. Perception regarding functioning of Ashram school & Hostel:

Good-1, Satisfactory-2, Very good-3, excellent-4, Bad-5, Worse-6, any other-7

11. What Gaps/Deficiencies do you find in functioning of Ashram school?

1.

2.

3.

4.

12. Give your suggestions for effective functioning of Ashram schools & Hostels:

1.

2.

3.

4.

Name of the Research Asst and Date of Interview	
Observation of the Researchers	