

# ***Impact of Urban Education Complex in promoting education among the Tribals in Odisha***



***Prepared By***

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## **Preface**

**T**he innovative approach of the Government of Odisha for expanding educational horizons of SC and ST categories is reflected in the scheme of Anwasha.

Anwasha scheme for the SC/ST students is the scheme by Orissa Government under which free education is provided to SC & ST students. Under the scheme government will bear all the expenses of the student like school fees, books, uniform, stationary and hostel. There will be reservation for both category students in the class. As of now there will be 70% reservation for Scheduled Tribe (ST) students and 30% for Scheduled Caste (SC) students along with boys and girls in the ratio of 50:50. Admission is done on lottery basis which is selected by the authority of the organization. With the scheme government's aim is at providing free education and bring more awareness among the Adivasi students in Orissa and ultimately bring development in the state. Government plans to enroll 50,000 SC/ST students in phase one. Each student will get Rs. 25,000 for school fees which does not include hostel expenditure. Every year 5000 students will be allowed to enroll for the standard 1 class and from there the journey of education starts

### **Benefits of Anwasha Scheme for SC/ST Students:**

**Free education:** The scheme provides free education to the students of SC & ST categories

**Free hostels:** Under the scheme the government constructed separate hostels for these students and they are provided free accommodation

**Aims to enroll 50,000 students:** With these many numbers of students, there will be huge population from these categories who will get access to education

**Free counselor:** The scheme will assign a counselor to help students with their studies, which will be again free of cost

**Other expenses by government:** The state government will bear all the expenses like uniforms, book and other stationary

**Eligibility for Anwasha Scheme for SC/ST Students** (1) Student must be from Odisha State and (2) Student must be from SC & ST category

## **Impact of Urban Education Complex in promoting education among the tribals in Odisha**

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Our realization is that Anwasha is one of the noble attempts to expand educational horizons of ST and SC students who in near future will feel equal to the educational opportunities of urban students.

The parents, community leaders and civil organizations have high appreciation for the scheme. The present report will throw light about style of operational procedure of Anwasha scheme to help in restructuring its contents to achieve desired goal.



Prof. (Dr.) A. B. Ota  
Commissioner Cum Director  
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## **Acknowledgement**

The study “**Impact of Urban Education Complex in promoting education among the tribals in Odisha**” is of complex nature involving multiple disciplines of social science. In completing the assignment we have received guidance, encouragement and technical input from Professor Dr. A.B. Ota Director of SCSTRTI and RDC of Central Zone of Odisha. We express our gratitude for sympathetic attitude of Dr. Ota who has shown deep interest to complete the study in time. Dr. Ota is lifelong researcher of tribal communities of Odisha. His inspiration, encouragement helped us to complete work in time.

We also record the co-operation of Mr. Trilochon Sahoo and Smt. Sanghamitra Das and Smt. Arati Mall for carrying out the project and completion in time.

The co-operation of Research Associate, Research Assistant and Data Analyst has been point of encouragement to complete work in time.

We are grateful to the Authority of SCSTRTI of Odisha.

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## **Abbreviation**

|                |   |
|----------------|---|
| <b>CCA</b>     | Cook cum Attendant  |
| <b>CL</b>      | Class Teacher   |
| <b>DWO</b>     | Development Welfare Office  |
| <b>DW</b>      | Drinking Water  |
| <b>LBT</b>     | Learning Behavioural Trait  |
| <b>RD</b>      | Rural Development   |
| <b>SC</b>      | Scheduled Caste   |
| <b>ST</b>      | Scheduled Tribe   |
| <b>SCSTRTI</b> | Scheduled caste and Scheduled Tribe Research and Training Institute |
| <b>TLM</b>     | Teaching Learning Material  |

## CONTENTS

| Contents   | Page No.     |
|--|--------------|
| <i>Preface</i>   | <i>I</i>     |
| <i>Acknowledgement</i>   | <i>Iii</i>   |
| <i>Research Team</i>   | <i>Iv</i>    |
| <i>Executive Summary</i>                                       | <i>Xviii</i> |
| <b>CHAPTER I</b><br><b>INTRODUCTION</b>                        | <b>1</b>     |
| <b>CHAPTER II</b><br><b>REVIEW OF LITERATURE</b>               | <b>14</b>    |
| <b>CHAPTER III</b><br><b>RESEARCH METHODOLOGY</b>              | <b>38</b>    |
| <b>CHAPTER IV</b><br><b>STUDY FINDINGS</b>                     | <b>51</b>    |
| <b>CHAPTER V</b><br><b>COMPOSITE ANALYSIS</b>                  | <b>243</b>   |
| <b>CHAPTER VI</b><br><b>SUMMARY CONCLUSION AND WAY FORWARD</b> | <b>272</b>   |
| <b>REFERENCES</b>  | <b>282</b>   |
| <b>ANNEXURES</b>   | <b>283</b>   |

## **LIST OF TABLES**

| <b>Sl. No.</b> | <b>Name of the Table</b>   | <b>Page No.</b> |
|----------------|--|-----------------|
| 1.             | Table 1.1 Development Indicators   | 2               |
| 2.             | Table 1.2 Literacy rate of Tribal population from 1961 to 2011, India                  | 3               |
| 3.             | Table 2.1 Comparative literacy rates for ST and Total population (%)                   | 15              |
| 4.             | Table 2.2 States having literacy rate less than country's average for ST (Census 2011) | 16              |
| 5.             | Table 2.3 Percentage Enrolment of ST students to all categories                        | 17              |
| 6.             | Table 2.4 GER for STs at the Elementary stage (I- VIII) from 1990-91 to 2010- 11       | 17              |
| 7.             | Table 2.5 Dropout rates (Percentage)   | 18              |
| 8.             | Table 2.6 Gender Parity Index  | 19              |
| 9.             | Table 2.7 SC POPULATION ODISHA (Sample District)                                       | 26              |
| 10.            | Table 2.8 ST POPULATION, ODISHA (Sample district)                                      | 26              |
| 11.            | Table 2.9 Literacy rate of SC and ST of survey districts (2011)                        | 31              |
| 12.            | Table 2.10 Schools by Management (Govt. Schools)                                       | 34              |
| 13.            | Table 2.11 Enrolment by age group  | 34              |
| 14.            | Table 2.12 Civil Infrastructure in Elementary Govt. Schools (2015-16)                  | 34              |
| 15.            | Table 2.13 Elementary Enrolment Trend  | 35              |
| 16.            | Table 2.14 Share of Girl Students  | 35              |
| 17.            | Table 2.15 Teachers in Govt. School  | 35              |
| 18.            | Table 2.16 Gross Enrolment Ratio and Net Enrolment Ratio (2015-16)                     | 35              |
| 19.            | Table 2.17 Drop out at Primary School level  | 35              |
| 20.            | Table 3.1 The District and Anwasha student intake for the year 2015-16 &2016-17        | 39              |
| 21.            | Table 3.2 Application received and final selection of Anwasha students                 | 40              |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|     |  |    |
|-----|--|----|
| 22. | Table 3.3 Selection of student sample  | 40 |
| 23. | Table 3.4 Names of the Schools selected as sample                                | 41 |
| 24. | Table 3.5 Hostels selected for survey  | 41 |
| 25. | Table 3.6 District wise Sampling of students (Standard I and II)                 | 42 |
| 26. | Table 3.7 Sampling of stake holders  | 43 |
| 27. | Table No 3.8 Stake holders and variables of measurement                          | 46 |
| 28. | Table 3.9 District, school, strength of total students and Anwasha students      | 48 |
| 29. | Table 3.10 Students Sample Drawn   | 49 |
| 30. | Table 4.1.1 Admission of students under Anwasha Program                          | 52 |
| 31. | Table 4.1.2 Sample study - Balangir District                                     | 52 |
| 32. | Table 4.1.3 Particulars of Sample Schools  | 53 |
| 33. | Table 4.1.4 Availability of Infrastructure                                       | 53 |
| 34. | Table 4.1.5 Availability of Teaching Aids  | 54 |
| 35. | Table 4.1.6 Status of teaching staffs  | 55 |
| 36. | Table 4.1.7 Personal Profile of teachers   | 55 |
| 37. | Table 4.1.8 School Environment and use of facilities                             | 57 |
| 38. | Table 4.1.9 Reaction about understanding language, subject and response in class | 58 |
| 39. | Table 4.1.10 Attributes of learning behavior of Anwasha students                 | 58 |
| 40. | Table 4.1.11 Problem Solving Mechanism   | 59 |
| 41. | Table 4.1.12 Comparison of test scores of Anwasha and other students (Mark in %) | 60 |
| 42. | Table 4.1.13 Learning Behavioral traits of Anwasha students                      | 61 |
| 43. | Table 4.1.14 Information about hostel  | 63 |
| 44. | Table 4.1.15 Problems Need Attention   | 64 |
| 45. | Table 4.1.16 Socio-Personal Information  | 65 |
| 46. | Table 4.1.17 Sources of information and influence about Anwasha program          | 67 |
| 47. | Table 4.1.18 Major attraction for Anwasha Program                                | 67 |
| 48. | Table 4.1.19 Changes with Anwasha students as observed by the parents            | 68 |
| 49. | Table 4.1.20 Personal Information of community leader                            | 69 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|     |   |     |
|-----|---|-----|
| 50. | Table 4.1.21 Awareness of ANWESHA Program   | 70  |
| 51. | Table 4.1.22 Impact of scheme on education attainment of SC and ST students               | 70  |
| 52. | Table 4.2.1 Admission of Students under Anwasha program                                   | 73  |
| 53. | Table 4.2.2 Sample of the study - Ganjam District   | 74  |
| 54. | Table 4.2.3 Particulars of Sample Schools   | 74  |
| 55. | Table 4.2.4 Availability of Infrastructure  | 75  |
| 56. | Table 4.2.5 Availability of Teaching Aids   | 76  |
| 57. | Table 4.2.6 Status of teaching Staffs   | 77  |
| 58. | Table 4.2.7 Personal profile of teachers  | 78  |
| 59. | Table 4.2.8 School environment and use of facilities                                      | 78  |
| 60. | Table 4.2.9 Opinion about understanding language, subject and response in class           | 80  |
| 61. | Table 4.2.10 Attributes of learning behavior of Anwasha students as rated by the teachers | 80  |
| 62. | Table 4.2.11 Academic problem Solving Mechanism   | 82  |
| 63. | Table 4.2.12 Test score of Anwasha students (Mark in %)                                   | 83  |
| 64. | Table 4.2.13 Learning behavioural traits of Anwasha students                              | 84  |
| 65. | Table 4.2.14 Information about hostel   | 87  |
| 66. | Table 4.2.15 Problems Need Attention  | 89  |
| 67. | Table 4.2.16 Socio-Personal information   | 91  |
| 68. | Table 4.2.17 Sources of Information and influence about Anwasha program                   | 92  |
| 69. | Table 4.2.18 Major attraction for Anwasha Program   | 93  |
| 70. | Table 4.2.19 Changes with Anwasha Students as observed by the parents                     | 93  |
| 71. | Table 4.2.20 Personal Information of Community Leaders                                    | 95  |
| 72. | Table 4.2.21 Awareness of ANWESHA Program   | 95  |
| 73. | Table 4.2.22 Impact of Scheme on educational attainment of SC and ST students             | 97  |
| 74. | Table 4.3.1 Admission of students under Anwasha Program                                   | 101 |
| 75. | Table 4.3.2 Sample study - Kandhamal District   | 101 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |  |     |
|------|--|-----|
| 76.  | Table 4.3.3 Particulars of Sample School   | 102 |
| 77.  | Table 4.3.4 Availability of Infrastructure                                       | 103 |
| 78.  | Table 4.3.5 Availability of Teaching Aids  | 104 |
| 79.  | Table 4.3.6 Status of teaching staff   | 104 |
| 80.  | Table 4.3.7 Personal profile of teachers   | 105 |
| 81.  | Table 4.3.8 School environment and use of facilities                             | 105 |
| 82.  | Table 4.3.9 Reaction about Understanding language, subject and response in class | 107 |
| 83.  | Table 4.3.10 Attributes of learning behavior of Anwasha students                 | 108 |
| 84.  | Table 4.3.11 Problem solving Mechanism   | 109 |
| 85.  | Table 4.3.12 Test scores of Anwasha students                                     | 109 |
| 86.  | Table 4.3.13 Learning Behavioral Traits of Anwasha students                      | 111 |
| 87.  | Table 4.3.14 Information about hostel  | 114 |
| 88.  | Table 4.3.15 Problems Need Attention   | 115 |
| 89.  | Table 4.3.16 Socio-Personal information  | 117 |
| 90.  | Table 4.3.17 Sources of Information and influence about Anwasha Program          | 118 |
| 91.  | Table 4.3.18 Major Attraction for Anwasha Program                                | 119 |
| 92.  | Table 4.3.19 Changes with Anwasha students as observed by the parents            | 119 |
| 93.  | Table 4.3.20 Personal Information of Community Leaders                           | 120 |
| 94.  | Table 4.3.21 Awareness of ANWESHA Program  | 121 |
| 95.  | Table 4.3.22 Impact of scheme on education of SC and ST students                 | 121 |
| 96.  | Table 4.4.1 Admission of students under Anwasha Program                          | 125 |
| 97.  | Table 4.4.2 Sample study - Keonjhar District                                     | 125 |
| 98.  | Table 4.4.3 Particulars of Sample School   | 126 |
| 99.  | Table 4.4.4 Availability of Infrastructure                                       | 126 |
| 100. | Table 4.4.5 Availability of Teaching Aids  | 128 |
| 101. | Table 4.4.6 Status of teaching staff   | 128 |
| 102. | Table 4.4.7 Personal profile of teachers   | 129 |
| 103. | Table 4.4.8 School environment and use of facilities                             | 130 |
| 104. | Table 4.4.9 Reaction about Understanding language, subject and response          | 131 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |   |     |
|------|---|-----|
|      | in class  |     |
| 105. | Table 4.4.10 Attributes of learning behavior as rated by the teachers               | 132 |
| 106. | Table 4.4.11 Academic problem solving Mechanism                                     | 133 |
| 107. | Table 4.4.12 Test Performance of Anwasha students                                   | 133 |
| 108. | Table 4.4.13 Learning Behavioral Traits of Anwasha students                         | 135 |
| 109. | Table 4.4.14 Information about hostel   | 138 |
| 110. | Table 4.4.15 Problems and solution  | 139 |
| 111. | Table 4.4.16 Socio-Personal information   | 141 |
| 112. | Table 4.4.17 Sources of Information and influence about Anwasha program             | 142 |
| 113. | Table 4.4.18 Major Attraction for Anwasha Program                                   | 143 |
| 114. | Table 4.4.19 Changes with Students as observed by the parents                       | 144 |
| 115. | Table 4.4.20 Personal Information of Community Leaders                              | 144 |
| 116. | Table 4.4.21 Awareness of Anwasha Program   | 145 |
| 117. | Table 4.4.22 Impact of Anwasha scheme on education attainment of SC and ST students | 146 |
| 118. | Table 4.5.1 Admission of students under Anwasha                                     | 150 |
| 119. | Table 4.5.2 Sample study - Keonjhar District  | 150 |
| 120. | Table 4.5.3 Particulars of Sample Schools   | 151 |
| 121. | Table 4.5.4 Availability of Infrastructure  | 151 |
| 122. | Table 4.5.5 Availability of Teaching Aids   | 152 |
| 123. | Table 4.5.6 Status of teaching staff  | 153 |
| 124. | Table 4.5.7 Personal Profile of teachers  | 154 |
| 125. | Table 4.5.8 School environment and use of facilities                                | 155 |
| 126. | Table 4.5.9 Reaction about understanding language, subject and response in class    | 156 |
| 127. | Table 4.5.10 Attributes of learning behaviour of Anwasha students                   | 156 |
| 128. | Table 4.5.11 Academic Problem solving mechanism                                     | 157 |
| 129. | Table 4.5.12 Test scores of Anwasha students (Mark in %)                            | 158 |
| 130. | Table 4.5.13 Learning Behavioral Traits of Anwasha students                         | 159 |
| 131. | Table 4.5.14 Information about hostel   | 162 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |  |     |
|------|--|-----|
| 132. | Table 4.5.15 Problems Need Attention   | 164 |
| 133. | Table 4.5.16 Socio-Personal Information  | 165 |
| 134. | Table 4.5.17 Sources of Information and influence about Anwasha program                    | 167 |
| 135. | Table 4.5.18 Major Attraction for Anwasha Program  | 167 |
| 136. | Table 4.5.19 Changes with Anwasha students as observed by parents                          | 168 |
| 137. | Table 4.5.20 Personal Information of Community leaders                                     | 168 |
| 138. | Table 4.5.21 Awareness of Anwasha Program  | 169 |
| 139. | Table 4.5.22 Impact of scheme on education attainment of SC and ST students                | 170 |
| 140. | Table 4.6.1 Admission of students under Anwasha program                                    | 174 |
| 141. | Table 4.6.2 Sample study - Mayurbhanj District   | 174 |
| 142. | Table 4.6.3 Particulars of Sample Schools  | 175 |
| 143. | Table 4.6.4 Availability of Infrastructure   | 175 |
| 144. | Table 4.6.5 Availability of Teaching Aids  | 176 |
| 145. | Table 4.6.6 Status of teaching staffs  | 177 |
| 146. | Table 4.6.7 Personal Profile of the teachers   | 178 |
| 147. | Table 4.6.8 School environment and use of facilities                                       | 179 |
| 148. | Table 4.6.9 Opinion about understanding language, subject and response in class            | 180 |
| 149. | Table 4.6.10 Attributes of learning behaviour of Anwasha students as rated by the teachers | 180 |
| 150. | Table 4.6.11 Academic problem solving mechanism  | 181 |
| 151. | Table 4.6.12 Test marks of Anwasha students (Mark in %)                                    | 181 |
| 152. | Table 4.6.13 Learning Behavioral traits of Anwasha students                                | 183 |
| 153. | Table 4.6.14 Information about hostel  | 185 |
| 154. | Table 4.6.15 Problems Need Attention   | 187 |
| 155. | Table 4.6.16 Socio-Personal information  | 189 |
| 156. | Table 4.6.17 Sources of information and influence about Anwasha program                    | 190 |
| 157. | Table 4.6.18 Major attraction for Anwasha program  | 190 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |  |     |
|------|--|-----|
| 158. | Table 4.6.19 Changes with Anwasha students as observed by parents                          | 191 |
| 159. | Table 4.6.20 Personal Information of community leaders                                     | 192 |
| 160. | Table 4.6.21 Awareness of Anwasha Program  | 193 |
| 161. | Table 4.6.22 Impact of scheme on education attainment of SC and ST students                | 193 |
| 162. | Table 4.7.1 Admission of students under Anwasha program                                    | 196 |
| 163. | Table 4.7.2 Sample study - Rayagada District   | 197 |
| 164. | Table 4.7.3 Particulars of Sample School   | 197 |
| 165. | Table 4.7.4 Availability of Infrastructure   | 198 |
| 166. | Table 4.7.5 Availability of Teaching Aids  | 199 |
| 167. | Table 4.7.6 Status of teaching staffs  | 200 |
| 168. | Table 4.7.7 Personal Profile of teachers   | 201 |
| 169. | Table 4.7.8 School environment and use of facilities                                       | 202 |
| 170. | Table 4.7.9 Reaction about understanding language, subject and response in class           | 203 |
| 171. | Table 4.7.10 Attributes of learning behaviour of Anwasha students as rated by the teachers | 203 |
| 172. | Table 4.7.11 Problem solving mechanism   | 204 |
| 173. | Table 4.7.12 Test marks of Anwasha students  | 205 |
| 174. | Table 4.7.13 Learning Behavioral traits of Anwasha students                                | 206 |
| 175. | Table 4.7.14 Information about hostel  | 209 |
| 176. | Table 4.7.15 Problems Need Attention   | 210 |
| 177. | Table 4.7.16 Socio-Personal information  | 212 |
| 178. | Table 4.7.17 Sources of information and influence about Anwasha program                    | 213 |
| 179. | Table 4.7.18 Major attraction for Anwasha program  | 214 |
| 180. | Table 4.7.19 Changes with students as observed by the parents                              | 214 |
| 181. | Table 4.7.20 Personal Information of community leaders                                     | 216 |
| 182. | Table 4.7.21 Awareness of Anwasha Program  | 216 |
| 183. | Table 4.7.22 Impact of scheme on education attainment of SC and ST students                | 217 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |  |     |
|------|--|-----|
| 184. | Table 4.8.1 Admission of students under Anwasha Program                                    | 220 |
| 185. | Table 4.8.2 Sample study-Sundargarh District   | 220 |
| 186. | Table 4.8.3 Particulars of Sample Schools  | 221 |
| 187. | Table 4.8.4 Availability of Infrastructure   | 221 |
| 188. | Table 4.8.5 Availability of Teaching Aids  | 222 |
| 189. | Table 4.8.6 Status of teaching staffs  | 223 |
| 190. | Table 4.8.7 Personal Profile of teachers   | 224 |
| 191. | Table 4.8.8 School environment and use of facilities                                       | 225 |
| 192. | Table 4.8.9 Understanding language, subject and response in class                          | 226 |
| 193. | Table 4.8.10 Attributes of learning behaviour of Anwasha students as rated by the teachers | 226 |
| 194. | Table 4.8.11 Academic problem solving mechanism  | 227 |
| 195. | Table 4.8.12 Test performance of Anwasha students (% mark)                                 | 227 |
| 196. | Table 4.8.13 Learning Behavioral traits of Anwasha students                                | 229 |
| 197. | Table 4.8.14 Information about hostel  | 232 |
| 198. | Table 4.8.15 Problems Need Attention   | 233 |
| 199. | Table 4.8.16 Personal Information  | 235 |
| 200. | Table 4.8.17 Sources of information and influence about Anwasha program                    | 236 |
| 201. | Table 4.8.18 Major attraction for Anwasha program  | 237 |
| 202. | Table 4.8.19 Changes with Anwasha students as observed by the parents                      | 237 |
| 203. | Table 4.8.20 Personal Information of Community Leaders                                     | 238 |
| 204. | Table 4.8.21 Awareness of Anwasha Program  | 239 |
| 205. | Table 4.8.22 Impact of Scheme on educational attainment of SC and ST students              | 240 |
| 206. | Table 5.1 Categories of Sample of the study  | 243 |
| 207. | Table 5.2 Intake of Anwasha students in survey districts                                   | 244 |
| 208. | Table 5.3 Status of survey Schools   | 244 |
| 209. | Table 5.4 Status of infrastructure in survey schools                                       | 245 |
| 210. | Table 5.5 Item wise status of teaching aids  | 246 |
| 211. | Table 5.6 Status of Teaching Staff   | 246 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

---

|      |  |     |
|------|--|-----|
| 212. | Table 5.7 General observations of Principals                                       | 247 |
| 213. | Table 5.8 Personal Profile of teachers   | 247 |
| 214. | Table 5.9 School Environment and use of facilities                                 | 248 |
| 215. | Table 5.10 Reaction about understanding of language, subject and response in class | 248 |
| 216. | Table 5.11 Attributes of learning behavior of Anwasha students                     | 249 |
| 217. | Table 5.12 Results of Performance test   | 250 |
| 218. | Table 5.13 Learning behavior of Anwasha students as estimated by the investigators | 252 |
| 219. | Table 5.14 Comparison of estimated score on learning behavior                      | 253 |
| 220. | Table 5.15 Status of hostel  | 254 |
| 221. | Table 5.16 Hostel, health, hygiene and food  | 255 |
| 222. | Table 5.17 Socio-Personal variables  | 256 |
| 223. | Table 5.18 Family and Occupation   | 256 |
| 224. | Table 5.19 Source of information and influence about Anwasha scheme                | 257 |
| 225. | Table 5.20 Attraction for Anwasha scheme   | 257 |
| 226. | Table 5.21 Component of changes as expressed by parents                            | 258 |
| 227. | Table 5.22 Socio-Economic Profile  | 259 |
| 228. | Table 5.23 Awareness of Community leaders  | 260 |
| 229. | Table 5.24 Component wise impact of Anwasha programme                              | 261 |
| 230. | Table 5.25 Composition of District Level Committee                                 | 263 |



## **LIST OF MAPS**

| <b>Sl. No.</b> | <b>Maps</b>                                | <b>Page No.</b> |
|----------------|--|-----------------|
| 1.             | Map: 3.10 Map of the Districts under study | 47              |

## LIST OF ANNEXURES

| Annexures  | Page No.   |
|--|------------|
| <b>Annexure I</b><br>Interview schedule for Principal                      | <b>284</b> |
| <b>Annexure II</b><br>Interview schedule for Teacher                       | <b>286</b> |
| <b>Annexure III</b><br>Interview schedule for Student                      | <b>291</b> |
| <b>Annexure IV</b><br>Interview schedule for Hostel Superintendent         | <b>293</b> |
| <b>Annexure V</b><br>Interview schedule for Parents                        | <b>295</b> |
| <b>Annexure VI</b><br>Interview schedule for Community Leaders             | <b>299</b> |
| <b>Annexure VII</b><br>Interview schedule for DWOs                         | <b>302</b> |
| <b>Annexure VIII</b><br>Brief note on survey schools                       | <b>305</b> |
| <b>Annexure IX</b><br>Name and address of Schools and hostels under Survey | <b>329</b> |

## EXECUTIVE SUMMARY

1. **T**he present innovative approach of the state Govt., **Urban educational programme for providing quality education for ST and SC students popularly known as Anwasha** is one of the noble and fruitful attempts for tribal education. The initiation of program in the year 2015 - 2016 has opened a new chapter in educational domain of ST and SC population.
2. The programme is operating in 17 districts of the state namely Ganjam, Malkangiri, Koraput, Nawarangpur, Rayagada, Gajapati, Kandhamal, Kalahandi, Balangir, Nuapada, Mayurbhanj, Sundargarh, Keonjhar, Sambalpur, Baragarh, Deogarh and Angul. The annual intake of students is 5000 with free of tuition and boarding charges. As per report so far a total of 8513 students have been admitted out of which 5805 were admitted during 2016-17 and 2708 during 2015-16. The total public schools in 17 districts participated in the program is 115.
3. The objective of the scheme is to provide education to ST and SC children from remote rural areas in best of the public schools and take benefit of the quality education and facilities provided by public schools. Another aim of the project is to enable shaping of the inherent talent of the selected students and exposed them to spirit of competitiveness and excellence.
4. The present study “Impact of urban education complex in promoting education among the tribes of Odisha” was undertaken in eight districts of the state covering 24 schools with the sample of 752 comprising of principals, teachers, students, hostel superintendent, parent, community leaders and DWO of the respective districts.
5. The students are admitted in standard-I without going through LKG and UKG as in case of urban students.
6. The intake of Anwasha students in 24 sample schools for the year 2015-16 and 2016-17 was 1864. The teacher strength of the sample schools is reported to be 633 and Anwasha students to the tune of 1864 in all the survey districts.
7. The study reveals that the schools are well equipped with infrastructure, teaching aids and teaching staff. The strength of male teacher is reported to be 186 and female teachers 448 with a teacher student ratio of 1:29.

8. The opinion pools from principal is that the Anwasha students lack in learning capacity where as they are at par with urban students in games and discipline
9. The teachers of the sample schools are young, graduates with adequate teaching experience of 6-8 years and have undergone training to the extent of 33.33% and special training up to 37.49%.
10. The environment of sample school is up to standard in matter of sitting space, library, toilet, drinking water and common facilities.
11. The opinion of the teachers about understanding of Anwasha students about language, subject and response in the class reveal that out of them, 25% are average, 60.42%, below average and 14.58%, above average.
12. Over 14 attributes of learning behaviour, the gap between other students and Anwasha students was found to be 26.85% and highest being in case of understanding of subject, clarification of doubts and approach to teachers on academic problem.
13. On performance test, the students have been able to secure 78.97% in average. It is a sign of good result.
14. The teachers have suggested a number of methods to improve teaching like, adopting writing and reading skill, smart class, strict attendance and monthly parent meet. For better infrastructure their suggestions include strengthening of library, story book, game material and computer lab. For exploration of inherent talent suggestions include continuous competition, awarding of prizes and organizing of group activities. For competitive spirit, competitions, G.K. test, Yoga are some of the good suggestions.
15. The rating of learning behaviour of students by teachers is in agreement with that of our investigators and our investigators. It implies that learning behaviour of Anwasha students have been correctly assessed as reflected in findings.
16. The hostel accommodation, distance from the schools, owing of building, strength of boarders, employees, transport facilities and accommodation are at the level of satisfaction. All the hostels are equipped with required furniture. The problems in hostel are identified in the matter of in food, health, regular health check up, hostel coaching and cleaning of uniform dress.

17. The parent sample (N=96) belong to SC and ST community middle age category have primary to high school education and depend on farming for living. Their family size is within four with one earning member per family.
18. The parents mentioned that the major sources of information for Anwasha programme were friends relatives, school teachers, block and DWO office. The influence of informal local sources motivated them to admit their children under Anwasha programme.
19. Free and quality educations are the major incentives of the scheme to attract tribal parents to admit their children in Anwasha programme.
20. The parents observe changes with the children over 10 different aspects and overall percentage of change estimated to be about 60.66% and highest being on dress followed by smartness, knowledge and interest for study.
21. The community leaders under study (N=96) come from better socio-economic status of tribal communities. The level of awareness of community leader about the programme is about 36%.
22. The community leaders very much realize the impact of the programme. The impact is estimated to be 66% over 10 important components of the programme and the highest being on free and quality education and increase in outlook.
23. The DWOs of eight districts interviewed are strong supporters of scheme which they feel will bring significant changes in educational opportunities of the tribal communities. The steps followed in selection process of students are, advertisement, contact of local Ashram School, verification of birth, caste and residential prove and lottery system to reach the desired number.
24. The criteria of selection includes age up to 7 years, remote areas, PVTG group, BPL card, proportion of SC and ST (30:70) and boys girls 50:50. In case of short fall the cooperation of Ashram School is taken into consideration as per findings of the study.
25. The District Level Committee for Anwasha constituted for the purpose with Collector as chairman, DWO as Member Secretary with other four members operate smoothly but the meetings hardly ensure full participation of the members.
26. The drawback of the system is BPL card which has lost its relevance at present owing to significant changes, frequent visit of parents to take students home, absence of pre education like LKG and UKG which are essentially required to be at par with urban

- students and late admission. However, the funds provided for students to cover their boarding and lodging (Rs 750 per boy and 800 per girls per month) is inadequate.
27. The DWOs of respective districts are faced with number of problems in implementation of programme. The problem centers around hostel, quality of food, washer man and laundry, tutor, transport of day scholars and posting of ANM.
  28. The suggestions for improvement of program as revealed by the DWO are, health certificate at the time of admission, use of socio-economic score instead of BPL card, pre-education like LKG, appointment of good tutor, increase in budget, undertaking by parents not to take children home frequently and synchronizing admission of Anwasha students with urban students. The parents, community leaders and teachers should have joint meeting under DWO for monitoring of programmes from time to time. However, the appointment of male security staff instead of female was also one of the suggestions.
  29. The emerging issues in relation to implementation of Anwasha program are, process of selection of students, academic performance at public school, hostel life and parental co-operation. The study observed that need for change/modification in selection process of students, performance level at public school, hostel management and co-operation of parents.

**10 Major Constraints/Deficiencies**

1. Lack of pre education at the time of admission
2. BPL cards are not relevant at present
3. Want of health certificate of candidate before admission
4. Non-synchronizing admission of Anwasha students with that of urban students
5. Lack of appointment of efficient hostel tutors
6. Lack of joint meeting of stakeholders twice a year
7. Inadequate funding
8. Lottery system over look genuine candidates
9. Absence of Quota system to cover PVTG, differently disables and displaced families
10. Absence of SC/ST friendly attitude among the principals and teachers at schools.

# **CHAPTER I**

## **INTRODUCTION**



## **CHAPTER I**

### **INTRODUCTION**

Odisha is situated on the coast along the Bay of Bengal. Odisha came into existence in April 1, 1936 as separate state. In 1950, Odisha became a constituent state of India

#### **1.1. S.T and S.C of Odisha:**

Of all the states of India, Orissa has the largest number of tribes, as many as 62 in terms of percentage they constitute an impressive 22 percent (2011) of the total population of the state. These tribes mainly inhabit the Eastern Ghats hill range, which runs in the north-south direction. More than half of their population is concerned in three districts of Koraput (undivided), Sundargarh and Mayurbhanj. Tribal economy is subsistence oriented.

The ST and SC population constitute about 39.9% of the state's population. ST represents 22.85% while SC 17.13% (census 2011). Out of 635 tribes of India, 62 are found in Odisha and 13 Particularly Vulnerable Tribal groups (PVTG) There are 93 SC communities in the state. The tribal range from nomadic food gatherers and hunters to skilled and settled farmers. Tribal speak as many as 74 dialects. Odisha has third largest concentration of tribal population in the country. The state represents 9.20% of the total population of the country. They reside over 44.7% of the state geographical area covering 118 blocks out of 314 blocks of the state.

Nine districts having 45% or more ST population as per 2011 census are, Malkangiri, Mayurbhanj, Rayagada, Nabarangpur, Kandhamal, Gajapati, Sundargarh, Koraput and Keonjhar. As per 2011 census, there were 2.33 crore ST households in Odisha out of which 2.01 crore (86.3%) were in rural areas. Out of 2.33 crore households 53.1% were liveable condition and 32.7% house roofs were handmade tiles.

The SC population of Odisha increases from 27.65 lakh (15.76%) in 1961 to 71.88 lakhs (17%) in 2011. During 2011 The SC population constitute 17.3% of the total population of the state against 16.6% at all India level. The state ranked 11<sup>th</sup> among all states and UTs sharing 3.6% of the total SC population of India. The districts with high concentration SC are, Ganjam, Cuttack, Balasore and Jajpur. The developmental Indicators of ST and SC are given below.

**Table 1.1 Development Indicators**

| <b>Highlights</b>        | <b>STs</b> | <b>SCs</b> |
|--------------------------|------------|------------|
| 1. Number                | 62         | 93         |
| 2. Population            | 95,90,756  | 71,88,463  |
| (i) Male                 | 47,27,732  | 36,17,808  |
| (ii) Female              | 48,63,024  | 35,70,655  |
| 3. TSP area (Sq. Km)     | 69,613,80  | -          |
| 4. PVTGs                 | 13         | -          |
| 5. ITDAs                 | 22         | -          |
| 6. TSP blocks            | 119        | -          |
| 7. Micro projects        | 17         | -          |
| 8. MADAs                 | 48         | -          |
| 9. Clusters              | 14         | -          |
| <b>Demography (2011)</b> |            |            |
| 1. Kondh                 | 16,27,486  | -          |
| 2. Santal                | 8,94,764   | -          |
| 3. Gond                  | 8,88,581   | -          |
| 4. Kolha                 | 6,25,009   | -          |
| 5. Munda                 | 5,58,691   | -          |
| 6. Saora                 | 5,34,751   | -          |
| 7. Shabar lodha          | 5,16,402   | -          |
| <b>Major SCs</b>         |            |            |
| 1. Pana                  | 12,05,099  | -          |
| 2. Dhibara               | 9,95,062   | -          |
| 3. Dom                   | 7,06,232   | -          |
| 4. Ganda                 | 6,53,950   | -          |
| 5. Dhoba                 | 6,44,738   | -          |
| 6. Kandara               | 5,29,717   | -          |
| 7. Bauri                 | 5,23,127   | -          |

(Source: Tribes in Odisha: At a glance, SCSTTRI, 2015)

### **1.2. Literacy Rate (LR) of ST Population:**

Education as a means of advancement of capacity, well-being and opportunity is uncontested, and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred, and stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to a lack of interest and parental motivation, inability to understand the medium of instruction (i.e. state language), teacher absenteeism and attitude, opportunity cost of time spent in school (particularly for girls), large seasonal

migration etc. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health to attitudes of non-tribal populations.

The literacy rate of tribal population is comparatively low. Efforts are made to increase their literacy rate through different programs. A comparative picture is cited to have ideas about educational status of the tribal population.

Literacy rate (LR) is defined as percentage of literates among the population aged seven years and above. Although literacy levels of STs have improved, the gap in literacy levels, both for tribal men and women, has not declined significantly. In fact the gap increased between 1971 to 1991, falling thereafter, to a little above the 1971 level.

**Table 1.2 Literacy rate of Tribal population from 1961 to 2011, India**

| <b>Category/Census Year</b> | <b>1961</b>  | <b>1971</b>  | <b>1981</b>  | <b>1991</b>  | <b>2001</b>  | <b>2011</b>  |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Total Population            | 28.3         | 34.45        | 43.57        | 52.21        | 64.84        | 72.99        |
| Scheduled Tribes            | 8.53         | 11.30        | 16.35        | 29.60        | 47.10        | 58.96        |
| <b>Gap</b>                  | <b>19.77</b> | <b>18.15</b> | <b>19.88</b> | <b>22.61</b> | <b>18.28</b> | <b>14.03</b> |

### **1.3. Enrolment:**

Though India's education system over the past few decades has made significant progress, the literacy of the Scheduled Tribes and other marginalized groups has been a matter of concern even after so many years of independence. This is despite the fact that the largest proportion of centrally sponsored programmes for tribal development is related to the single sector of education. Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. The gross enrolment is observed to be highest in case of class I–V and lowest in case of Class XI-XII

### **1.4. Drop-out rates:**

Quite clearly, the reasons for high dropout of ST children after class VIII and then again after class X have to be addressed if their educational status is to be enhanced to enable them to take advantage of the overall growth of the economy. The dropout rate was reported to be 35.6% of ST in Class I-V and it is as much as 70.9% taking Class I-X.

### **1.5. Tribal Education, Odisha:**

As stated by hon'ble Chief Minister Sri Navin Patnaik, to increase the intake capacity of tribal schools, the state government has decided to upgrade ashram schools to high schools and high schools to higher secondary schools by 2018-19 academic sessions. According to his statement,

"Education is the only medium to bridge the gap of inequality. The upgradation of schools will benefit around 1,200 to 1,500 tribal students in availing higher secondary education," He reported that at present 8,000 tribal children from interior districts are studying in different private English-medium schools in various cities and district headquarters under the Anwasha scheme. There are a total 1,760 schools under the department of which 21 ashram schools will be upgraded to high schools and 65 high schools will have Plus III classes.

As many as 250 hostels to accommodate children studying in elite schools will be set up under Anwasha scheme. At present, around 1,000 tribal students pursuing higher education are staying in two hostels in Bhubaneswar; three more hostels will be set up in Rourkela, Sambalpur and Berhampur soon.

Over 2,000 tribal students from across the state took part in a three-day children's festival where they showcased their talents and learned different skills. A number of workshops were conducted like 'best from the waste', child reporting, terracotta and pottery, magic show, puppet show, storytelling, photography, dance and music.

#### **(a) Education of Scheduled Tribe & Scheduled Caste Children:**

The RTE Act 2009 has defined children belonging to disadvantaged group and children belonging to weaker sections as follows

“Disadvantaged groups are defined as those that belong to the “Scheduled Castes, the Scheduled Tribes, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor as may be specified by the appropriate Government.”

**(b) Education for the Disadvantaged in SSA:**

One of the prime objectives of the Sarva Shiksha Abhiyan (SSA) is to achieve the target of Universalisation of Elementary Education (UEE). The goal of UEE has been facilitated by the Indian constitution (86th Amendment Act) making free and compulsory elementary education a fundamental right for all children in the age group of 6-14 years. This has given a new direction to the education of certain special groups of children such as Scheduled Caste, Scheduled Tribe and Other Backward Classes. Inclusion of these special categories of children is very important for achieving the objective of UEE. SSA ensures that every child irrespective of any discrimination is provided meaningful and quality education. Keeping this holistic aspect in mind, SSA has adopted a zero rejection policy, which means no child, should be deprived of the right to education and should be taught in an environment which is best suited to his/her needs.

**(c) Scheduled Castes Scenario:**

- (i) Scheduled Castes constitute 17.13% of the State population (Census 2011)
- (ii) There are 95 SC communities
- (iii) In our State 13 Special Component Plan districts
- (iv) Literacy rate of SC is 69.02 (Total), 79.21 (Male) and 58.76 (Female) (as per Census 2011)

**(d) Tribal Scenario of Odisha:**

- (i) Tribals constitute 22.8% of the state population (Census 2011)
- (ii) 62 tribes in the State including 13 primitive tribes.
- (iii) There are 17 tribal dominated districts and 118 tribal Sub Plan (TSP) Blocks
- (iv) There are 173 Educationally Backward Blocks (EBB)
- (v) 22 officially recognized tribal languages
- (vi) 8 districts have more than 50% tribal population in their respective total population.
- (v) Literacy rate of ST's is 52.24 (Total), 63.7 (Male) and 41.2 (Female) (as per Census 2011)

Considering the diversities among the disadvantaged communities, high illiteracy, and educational inequality and to address the above mentioned issues, SSA Odisha had planned to cover the whole state with specific interventions to ensure equitable quality education for children belonging to the SC and ST communities.

**(e) Interventions under Sarba Sikhya Abhijan (SSA) for the Development of ST, SC Education:**

Education is the only human development indicator that has strong linkages with quality of life, eradication of poverty and economic growth. Special schemes pertaining to school education of SC & ST children currently include:

- (i) Free supply of textbooks at elementary stages of school education.
- (ii) Free uniforms to All children in govt. schools.
- (iii) Free education at all levels.
- (iv) Girls and boys hostels for SC & ST students and lodging facilities in hostels of backward classes including SC & ST.
- (v) Mid-day-Meal Scheme.
- (vi) Srujan (Child-Centered Activities)
- (vii) Mother Tongue Based Multilingual Education Programme.

In spite of considerable quantitative progress, exclusion remains a depressing feature of the educational scenario of SC & ST children. Odisha emphasised ST and SC education as a major focus to address the issues and challenges of disadvantaged groups. The major challenges addressed through ST and SC interventions of the state are,

- (i) Low literacy among ST and SC,
- (ii) Poor community involvement in the SSA programme particularly in tribal dominated areas,
- (iii) Lack of culturally responsive schools for tribal children,
- (iv) Teachers' inability to address the linguistic and culturally diverse classrooms,
- (v) Less contribution of BRCC/ CRCC and DIETS/DRCs towards contextual issues (related to children's learning especially in linguistic minority areas),
- (vi) Difference in ambience of schools of rural and urban areas, Difference in home environment and school environment,
- (vii) Poor profile of the children of disadvantaged group,
- (viii) Lack of Resource Materials in tribal Language,
- (ix) Migration of Poor & Distressed Community affected by Urbanization and Industrialization,

- (x) Absence of culturally appropriate and child friendly atmosphere both inside and outside the classroom,
- (xi) Lack of facilities in tribal areas to provide a suitable atmosphere for acquiring skills which are need of the present time like computer skills & vocational skills,

It has been realized at different levels of the administrators and planners that separate attention is essentially required to promote tribal education in state. The reasons are,

- (i) Tribal social structure is different and different ethnic groups have different structural problems,
- (ii) The life cycle is different than non-tribal
- (iii) The tribes are dispersed in large area for which their accessibility becomes quite difficult.
- (iv) The tribes encompasses all the four language families. Many small groups speaking diverse languages and dialects and being unwritten it is difficult to plan education for them.
- (v) Parental educational inputs are not there, since generations to generations have not been within folders of education.
- (vi) In the absence of ST teachers their education faces with problem because of their own language.

Because of these reasons difficulties arise to have uniform educational program for which separate specific attention is require.

### **1.6. New Initiative:**

Being alert to the causes of ST and SC and their improvement, the state Government is constantly in search of means and ways to bring change in their living condition. Quality Education is one of such attempts to infuse socio-economic changes to join in the main stream of development.

The importance of education as one of the most powerful means of bringing about sustainable changes of the Schedules Tribes cannot be over-emphasized. The State Government, over the years, has put considerable efforts to augment the physical access to schools, especially in the tribal and difficult to reach regions.. Due to such sustained efforts, enrolment has recorded substantial increase across the educational levels while dropout rates have reduced

significantly. The State Government in the ST and SC Department (SSD) mainly focuses in improving residential education to ST students so as to reduce the rate of drop outs through a vast net work of 1670 schools with more than 4000 hostels covering 4.0 lakh student boarders. Apart from this, the department also provides scholarship to around 17 lakh ST and SC students undergoing pre-metric and post metric education.

There are many ST and SC parents who aspire to get their children educated in the best school in the state but are deprived due to poor condition and unaffordable cost to education. To fulfil the aspirations of ST and SC communities, the State Government has initiated a new approach, ' **Urban Education Programme Scheme for Providing Quality Education for ST and SC students in partnership with Urban Educational Institutions**'. Such a programme is an innovation in the field of Tribal Education of the state. The programme is popularly called as ANVESHYA. Under ANVESHYA programme it is envisaged that every year 5000 ST/SC children will be admitted to Class I and will be provided with quality education till completion of Class XII in different public schools located in urban areas of the state.

#### **1.7. Partnership with Urban Educational Institutions:**

The state government has collaborated with private and centrally aided educational institutions in different districts of the state. The program is implemented in 17 districts. These are, Ganjam, Malkangiri, Koraput, Nabarangpur, Rayagada, Gajapati, Kandhamal, Kalahandi, Bolangir, Nuapada, Mayurbhanj, Sundargarh, Sambalpur, Deogarh, Baragarh and Angul.

#### **1.8. Programme Objectives:**

The programme is based on two major objectives.

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



The components of the scheme spell out that sponsoring (a) ST/SC students to the best of schools in the district/Head quarters/urban canters in the district and providing hostel facilities to the students wherever needed.

About 5000 students of ST and Sc would be admitted annual with ratio of 70:30 including both girls and boys. The admission will be into standard I into schools located in the district and outside. The students admitted from different parts of the students are provided residential facilities in the urban hostel complexes and lodging and boarding of the boarder students are taken care by the State Government. All expenses towards their education in the partnership schools are born by the Government. The Government is providing Rs25000 per student per year to meet all these expenses.

The SC/ST students sponsored under ANVESHHA are admitted beyond the 25% seats reserve3d for disadvantaged students under RTE Act.

#### **1.9. Selection of students for admission:**

The State Government has laid down guidelines for selection of students for the programme which include,

- (i) Seats for admission into Class I will be apportioned of ST 70% and SC 30% and within each category 50% girls and 50% boys.
- (ii) The BPL category of ST and SC students can avail the scheme
- (iii) Advertisement will be made by District Welfare Officer for inviting application from interested eligible students. The advertisement will mention the name of the school and number of available seats. The interested students will apply in a prescribed application form available with district Welfare Officer.
- (iv) Applications received from the students will be processed as per minimum eligibility criteria. The students will be selected by the District Level committee through lottery system.
- (v) The number of students to be admitted to various urban schools will be decided by the District Level Committee based on intake capacity of each school and availability of infrastructure, qualified teachers, student-teacher ratio and other vital considerations.
- (vi) Each year 5000 students of ST and ST would be admitted in the selected programme districts.

Launched in 2015-16 ANVESHYA has already benefitted over 200ST/SC children and in next five years 25,000 ST/SC students are targeted.

**1.10. Residential facility for students under the Scheme:**

Residential facilities are to be provided to the selected students for free lodging and boarding. The accommodation, food, health care are provided to the students in the hostels.

**1.11. Need of the present Study:**

The scheme is in operation from the year 2015-16 and 2016-17. By the time two years of experience has been gained about management of the scheme. It is expected that there may be some lacuna or constraints in implementation of the programme. It is necessary to know the knowledge gain of ST and SC students in comparison to urban based students so that weakness could be removed to come closer to the aims of the project. There is need for examining the process of selection, use of infrastructure, residential facilities availed by the students, progress in education, social distance between urban and admitted ST and SC students etc. The problems detected at early stage would help to redesign the scheme so that aim of the schemes would be fulfilled. While programme is in nascent stage and shaping up to deliver its intended objects, it is appropriate time to access the initial inroads made by the programme in promoting education among the tribal families of the state along with the implementation challenges faced so far so that necessary modifications can be made for achieving the success under the programme. Keeping these considerations in view the project was conceptualized.

**1.12. Specific objectives of the study:**

The scheme, ‘Urban Education Programme Scheme for Providing Quality Education for ST and SC students in partnership with Urban Educational Institutions’, has been analyzed based on the following specific objectives.

1. To present detail picture of tribal educational programme of Odisha.
2. To study the procedure of selection of ST and SC students adopted for the program and to analyze it’s appropriateness to meet the requirements of the scheme.
3. To ascertain extent of acclimatization of SC and ST students to the new environment of Urban Educational complex and find out gaps if any.

4. To find out the availability of infrastructures of the sampled schools like, teaching staff, school environment, materials of instructions, physical facilities etc. as contained in guidelines.
5. To determine academic performance of Anwasha SC and ST students compared to Non-Anwasha students in terms of reading, writing, speaking, subjects and marks secured in examinations as per course prescription.
6. To examine the residential life of SC and ST students in terms of food, health, sanitation, time spending, learning of manner and taking care of self and other related activities to find out deficiency if any.
7. To study the opinions of District Welfare Officers, parents, community leaders regarding the operation of the scheme and to suggest improvement if any
8. To make recommendation for improvement of the scheme to meet its core objectives.

**1.13. Scope of the study:**

The scope of the study includes examination of program documents, guidelines, operational pattern of the scheme, field level survey covering the stakeholders and collection of views regarding impact of the program. The scope of scope would look into the reaction of the community leaders about the creation of educational opportunities for tribal children to explore their inherent talents and feeling of being equal with urban children in availing quality education in public schools.

**1.14. Limitations of the study:**

1. The study is undertaken in eight districts out of 17 programme districts. The study may not cover all 62 tribes of the state as all tribes are not present the selected districts.
2. The survey is based on opinions expressed by the sample respondents. The participant observation over a period of one semester could enable to record the learning activities of SC and ST students.
3. We have included SC and ST students of rural areas who are basically different from urban students in the matter of parental influence, living environment, and exposure to modern amenities of living.
4. The findings of the study is based on the expression of SC and ST students reading in Standard II and I who are yet to gain experience in all school activities.

The study would reveal the strength, weakness, opportunity and possible threat for the scheme. The detail analysis of field findings are presented in chapters like, Introduction, Review, methodology, findings and conclusion with way forward.

**Organization of Chapters:**

The report contains the following chapters.

1. Introduction
2. Review of Literature
3. Research Methodology
4. Study Findings
  - (i) District Balangir
  - (ii) District Ganjam
  - (iii) District Kandhamal
  - (iv) District Keonjhar
  - (v) District Koraput
  - (vi) District Mayurbhanj
  - (vii) District Raygada
  - (viii) District Sundargarh
5. Composit Analysis of schools
- 6 Summary Conclusion and Wayforward
  - (i) References
  - (ii) Appendices

## **CHAPTER II**

# **REVIEW OF LITERATURE**

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. STATUS AND EDUCATIONAL PROBLEMS OF TRIBAL POPULATION IN INDIA:**

The Indian Constitution identifies for special consideration certain ethnic minority groups, traditionally referred to as tribes or tribal, as Scheduled Tribes (STs) who constitute around 8 per cent of the total population of the country. There are 573 STs living in different part of the country. Most of the tribal communities have their own languages different from the language spoken in the state where they are located. There are more than 270 such languages. The tribal languages in India belong to all major language families among which the Austric, the Dravidian, Tibet-Chinese, and Indo European families are the dominant ones. One of the distinguishing features of STs is that the majority of them live in scattered habitations located in interior, remote, and inaccessible hilly and forest areas of the country. Nearly 22 per cent of tribal habitations have less than 100 population and more than 40 per cent have 100 to less than 300 people, while others have less than 500 people. Though tribals constitute only 8 per cent of Indian population, they constitute a majority in several states and union territories and sizeable population in others. In particular, they constitute an overwhelming majority in Mizoram (94.75 per cent), Lakshadweep (93.15 per cent), Nagaland (87.70 per cent), and Meghalaya (85.53 per cent). However, the states of Madhya Pradesh, Orissa, Bihar, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh, and West Bengal account for 83 per cent of the total tribal population, even though non-tribals constitute the majority in these states.

Education can act as a powerful tool for reducing poverty and unemployment, improving health and nutritional standards, and achieving a sustained human development-led growth (World Bank, 2004). In recent years sustained and high levels of economic growth provide a unique opportunity and momentum for faster social sector development (Sen, 2007). Investing in education plays a key role in meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development (Sen, 2007). Professor Amartya Sen (2007) recently emphasized education as an important parameter for any inclusive growth in an economy. The policies have to focus on inclusive rather than divisive growth strategies. Education also prevails in illiterate societies, where it is imparted orally and by mass behaviour. Modern education can play the

role of “*Catalyst*” in bringing sea changes in the sphere of social, political, economic fields. One of the important reasons for failure of development activities in the society by various developmental agendas is the prevalence of acute illiteracy and ignorance, combined with superstitions among the rural masses (Malyadri, 1990). Hence to ward off economic backwardness, social deprivation spreading of education is regarded as one of the most effective and forward-looking instruments.

Indian Constitution assigns special status to the Scheduled Tribes (STs). Traditionally referred to as adivasis, vanbasis, tribes, STs constitute about 8% of the Indian population. There are 573 Scheduled Tribes living in different parts of the country, having their own languages different from the one mostly spoken in the State where they live. There are more than 270 such languages in India. Realizing that Scheduled Tribes are one of the most deprived and marginalized groups with respect to education, a host of programs and measures were initiated ever since the Independence. Elementary education is a priority area in the Tribal sub-plans from the 5th Five Year Plan. Education of ST children is considered important, not only because of the Constitutional obligation but also as a crucial input for total development of tribal communities.

## **2.2. Education for Tribal Population:**

For socio-economic development of individual, community and society, education plays an important role. This has been the experience throughout the globe. The relationship between education and development is very strong and inseparable. This is holds good in case of tribal development.

The literacy rate is defined as percentage of literates among the population aged seven years and above. Although sincere attempts have been made, the gap in literacy rate has not declined significantly among the men and women of tribal population. A look at the literacy rates of tribal population from 2061 to 2011 will give insight about their literacy status.

**Table 2.1 Comparative literacy rates for ST and Total population (%)**

| <b>Category/Census year</b> | <b>1961</b>  | <b>1971</b>  | <b>1981</b>  | <b>1991</b>  | <b>2001</b>  | <b>2011</b>  |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Total population            | 28.3         | 34.45        | 43.57        | 52.21        | 64.84        | 72.99        |
| Schedules Tribes            | 8.33         | 11.30        | 16.35        | 29.60        | 47.10        | 58.96        |
| <b>Gap</b>                  | <b>19.77</b> | <b>18.15</b> | <b>19.88</b> | <b>22.61</b> | <b>18.28</b> | <b>14.03</b> |

(Source Census 2011)

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

In India, the Literacy Rate (LR) increased from 8.53 percent in 1961 to 58.96 percent in 2011 for STs while the corresponding increase of the total population was from 28.30 percent in 1961 to 72.99 percent in 2011.

LR increased by 11.86 percentage points from 2001 to 2011 for STs and 8.15 percentage points for total population during the same period. LR has however, all along been lower both for males and females STs as compared to SCs and Total Population. Male - female gap in literacy rate decreased from 24.41 percentage points in 2001 to 19.18 percentage points in 2011 for STs and for the total population, it declined from 21.59 percentage points in 2001 to 16.25 percentage points in 2011. For SCs, this gap decreased from 24.74 in 2001 to 18.71 in 2011. The states having literacy level less than country's average is presented below.

**Table 2.2 States having literacy rate less than country's average for ST (Census 2011)**

| Sl. No | State/UT       | Literacy rate |
|--------|----------------|---------------|
| 1.     | INDIA          | 58.96         |
| 2.     | Andhra Pradesh | 49.2          |
| 3.     | Madhya Pradesh | 50.6          |
| 4.     | J&K            | 50.6          |
| 5.     | Bihar          | 51.1          |
| 6.     | Odisha         | 52.2          |
| 7.     | Rajasthan      | 52.8          |
| 8.     | Tamil Nadu     | 54.3          |
| 9.     | Utter Pradesh  | 55.7          |
| 10.    | Jharkhand      | 57.1          |
| 11.    | West Bengal    | 57.9          |

*(Source: Statistics of School Education 2010-2011)*

It can be seen across India, out of 152 districts with more than 25% ST population 28 districts have ST literacy below 50% and 9 districts have female ST literacy rate below 30%.

### 2.3. Enrolment:

Enrolment is the prime objective of education programme of state and central Govt. at present. It is more show in case of tribal population. The centrally sponsored programmes of tribal education emphasize education over all development indicators. Currently Sarva Sikhya Abhiyan is very much popular in the country which aims at universal population in terms of access, retention, social category and gender specific.



**Table 2.3 Percentage Enrolment of ST students to all categories**

| Year      | Primary | Upper Primary | Secondary |
|-----------|---------|---------------|-----------|
| 1995-96   | 8.8     | 6.1           | 4.9       |
| 1996-97   | 9.2     | 6.3           | 4.9       |
| 1998-99   | 9.6     | 6.7           | 5.1       |
| 1999-2000 | 9.4     | 6.9           | 5.0       |
| 2000-2001 | 9.7     | 7.2           | 5.4       |
| 2002-2003 | 9.7     | 6.9           | 5.4       |
| 2003-2004 | 9.8     | 7.5           | 5.6       |
| 2004-2005 | 10.5    | 8.1           | 5.6       |
| 2005-2006 | 10.6    | 8.5           | 5.7       |
| 2006-2007 | 10.8    | 8.5           | 6.1       |
| 2007-2008 | 10.8    | 8.2           | 6.3       |
| 2009-2010 | 11.2    | 8.6           | 6.3       |
| 2010-2011 | 11.0    | 8.7           | 6.4       |

*(Source: Statistics of School Education 2010-2011)*

Enrolment by stages of the Primary (IV), Middle/ Upper Primary (VI-VIII) and Secondary/ Sr. Secondary (IX-XII) of School Education for All Categories, SCs & STs at different time points from years 1980 to 2011.

As can be seen from the table above, some improvement in the percentage enrolment of ST students to all categories has been made in 2010-11 since 95- 96, at the Primary, Upper Primary and Secondary level.

#### **2.4. Gross Enrolment Ratio (GER):**

Gross Enrolment Ratio (GER) for any stage (Different Classes) is defined as percentage of the enrolment in that stage to the estimated child population in the respective age group. The GER for STs at the Elementary stage (I- VIII) from 1990-91 to 2010- 11. The data in the Table shows that the GER for STs in the elementary stage has improved considerably from 1990-91 to 2010- 11.

**Table 2.4 GER for STs at the Elementary stage (I- VIII) from 1990-91 to 2010- 11**

| Classes                           | ST    | All category |
|-----------------------------------|-------|--------------|
| Classes I – V (6 - 10 Years)      | 137   | 116          |
| Classes VI - VIII (11 - 13 Years) | 88.9  | 85.5         |
| Classes I - VIII (6 - 13 Years)   | 119.7 | 104.3        |
| Classes IX - X (14 - 15 Years)    | 53.3  | 65           |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                                  |       |      |
|----------------------------------|-------|------|
| Classes I - X (6 - 15 Years)     | 106.8 | 96.2 |
| Classes XI - XII (16 - 17 Years) | 28.8  | 39.3 |
| Classes IX - XII (14 - 17 Years) | 41.5  | 52.1 |
| Classes I - XII (6 - 17 Years)   | 94.8  | 86.5 |

(Source: Statistics of School Education 2010-2011)

At 119.7, the GER (Gross Enrolment Ratio) for ST children at the elementary level (class I-VIII) compares favourably with the All India level (104.30), but it falls drastically at the secondary level (53.3) with a gap of almost 12 as compared to the All India level and the GER at the post matric level falls further to 28.8, 10.5 points lower than the All India level. Quite clearly, the reasons for high dropout of ST children after class VIII and then again after class X have to be addressed if their educational status is to be enhanced to enable them to take advantage of the overall growth of the economy. Moreover, the position of GER at the elementary level also varies considerably from State to State as well as across tribal groups and tribal areas within states, thus underscoring the need for differentiated, focused strategies to address the educational shortfall.

### 2.5. Dropout Rate:

Dropout Rate is the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enrol in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year. It is a critical indicator reflecting lack of educational development and inability of a given social group to complete a specific level of education.

**Table 2.5 Dropout rates (Percentage)**

| Class        | Boys |      | Girls |      | Total |      |
|--------------|------|------|-------|------|-------|------|
|              | ST   | All  | ST    | All  | ST    | ALL  |
| Class I-V    | 37.2 | 28.7 | 33.9  | 25.1 | 27    | 8.6  |
| Class I-VIII | 54.7 | 40.3 | 55.4  | 41   | 40.6  | 14.4 |
| Class I-X    | 70.6 | 50.4 | 71.3  | 47.9 | 49.3  | 21.6 |

(Source: Statistics of School Education 2010-2011)

Statistical Profile of Scheduled Tribes in India 2013 reveals that **Drop**-out rates for All India from class I to V fell steadily over the years from 42.6 in 1990-91 to 25.6 in the year 2007-08 and then a decline in 2009-10 (28.9) and 2010-11 (27). Similar decline in the dropout rates of ST population was observed from 1990-91 (62.5) to 2010-11 (35.6). However, at the all India

level, the dropout rates for both boys and girls have declined continuously since 1990-91 which shows a remarkable improvement in the quality of education for STs.

The overall picture of Drop-out rates for All India depicts that it has been steadily declining from 1990-91 to 2009-10 but a slight incline in 2010-11 for both boys and girls from class I to X. However, dropout rates are considerable lower in the Classes I - V than the higher classes (I to X). This indicates that the dropout rates are alarmingly higher in the higher classes. Among the girls, the dropout rate in 2010-11 was highest in the state of Odisha followed by Meghalaya and Jharkhand.

**2.6. Gender Parity Index (GPI):** The Gender Parity Index is a socio-economic index usually designed to measure the relative access to education of males and females. It is calculated as quotient of number of female by the number of males enrolled in a given stage of education like primary, secondary etc. The Gender Parity Index of STs is seen to be higher in classes I- V and lowest in classes XI-XII.

**Table 2.6 Gender Parity Index**

| <b>Classes</b>    | <b>ST</b> | <b>All category</b> |
|-------------------|-----------|---------------------|
| Classes I – V     | 1.00      | 1.01                |
| Classes VI - VIII | 0.96      | 0.95                |
| Classes I - VIII  | 0.99      | 0.99                |
| Classes IX -      | 0.86      | 0.88                |
| Classes I - X     | 0.97      | 0.97                |
| Classes XI - XII  | 0.76      | 0.86                |
| Classes IX - XII  | 0.82      | 0.87                |
| Classes I - XII   | 0.96      | 0.96                |

*(Source: Statistics of School Education 2010-2011)*

There is steady increase in gender parity for ST students at elementary level from 1990- 91 to 2010-11. The state wise profile of GPI for STs shows Daman Diu have the highest GPI in the primary classes while A&N islands has the highest GPI in the secondary classes. The lowest GPI is observed in Goa in primary classes with higher falling the category of upper primary and secondary classes.

### **2.7. Problems in Tribal Education:**

NCERT(1996) reported that marginal improvement is not sufficient to achieve educational parity in terms of levels of achievement between tribal and non-tribal students and it must be admitted that tribal students still have low achievement levels and fall a long way behind the expected levels. The tribal and non-tribal gap in achieving competency is very big, to say the least. This is a major concern and requires strategic intervention. The review on tribal education review clearly underlines that in spite of constitutional guarantees and persistent efforts, tribal communities continue to lag behind the general population in education. The reasons for this can be categorized as external, internal, and socio-economic and psychological. The external constraints are related to problems and difficulties at levels of policy, planning, implementation, and administration. Internal constraints refer to problems associated with the school system, content, curriculum, medium of instruction, pedagogy, academic supervision, monitoring, and teacher-related problems. The third set of problems relates to social, economic, and cultural background of tribal and psychological problems of first-generation learners.

#### **(1) External Constraints:**

The perspective adopted for educational development among tribal communities fails to adequately address the specific disadvantages characterizing tribal population. For instance, the population and distance norms formed by the government have not been beneficial to tribal locations because of their sparse population and sporadic residential patterns. Further, in formulating policies and programmes for tribal education it is essential to understand the complex realities of tribal life and the expectation of tribals from the system, and this has never been done either by the tribal welfare department or by the education department. Consequently, no worthwhile policy for tribal education has been formed. One of the major constraints of tribal education at planning level is the adoption of a dual system of administration. The tribal welfare department deals with tribal life and culture and administers development work at the local level, including education. But the tribal welfare department lacks expertise in educational planning and administration in general and academic supervision and monitoring in particular. On the other hand, the education department is the sole authority for planning of educational development at state level. It formulates implementation guidelines and instructions regarding curriculum, textbooks,

teacher recruitment, transfer policies, and so on. In this the department tends to formulate uniform policies for the entire state. The school calendar is a case in point, where vacations and holidays cater to the needs of the formal school set upon a non-tribal context, with little consideration for local context and tribal festivals. This lack of sensitivity to their problems and failure in understanding tribal social reality, coupled with faulty selection and appointment of teachers in tribal areas, have resulted in poor performance and teacher absenteeism in tribal schools. Under the system of dual administration, absence of coordination and complementarity as well as inadequate scope for reciprocal use of respective expertise and experiences between the two departments has invariably stunted educational development among tribals.

### **(2) Internal Constraints:**

The internal problems of tribal education refer to the quality of school provision, suitable teachers, relevance of content and curriculum, medium of instruction, pedagogy, and special supervision. A majority of schools in tribal areas are without basic infrastructure facilities. Normally, school buildings in tribal areas have thatched roofs, dilapidated walls, and non-plastered floors. Research evidence shows that a large number of tribal schools do not have teaching-learning materials, or even blackboards. In tribal areas the opening of a school is equated with the posting of a teacher and same is the case with 'ashram' schools. It is found that in most of ashram schools which are residential in nature, there is no space for the children to sleep. Consequently, the classroom turns into the dormitory and vice versa. Due to lack of minimum sanitary provisions, it is not uncommon to find that many children studying in ashram schools are afflicted with contagious diseases like scabies and diarrhoea, leading to high drop-out rates. Schools in tribal areas just function with bare minimum facilities.

### **(3) Contents of curriculum:**

Though the demand for changing the content and curriculum to suit the tribal context has been an old one, no serious effort has been made in this direction in any state, except for some sporadic pilot projects. The uniform structure and transaction of curriculum has put tribal children at a disadvantage. In respect of pedagogy, it has been found that the rigid systems of formal schooling, which emphasize discipline, routine norms, teacher-centred instruction, etc. have made the children wary of school. This goes against the culture of free interaction and absence of force as embedded in tribal ethos and culture prevalent at home.

This has led to sharp division between home and school leading to lack of interest among the children towards school, and research findings have shown this as a major factor behind no enrolment. Another area is the inherent fear of tribal children towards the teacher, and their inability to establish a communication link with the teacher and this is reflected in low attendance and high dropout rates. This could be tackled to a great extent by using the regional language as the medium of instruction. The Constitution of India allows the use of tribal dialect (mother tongue) as the medium of instruction in case the population of the said tribe is more than one lakh. But this has not been adopted on the grounds of feasibility and viability of introducing and sustaining such a change. In recent years, some efforts have been made for preparing primers in tribal dialects but again they have been nullified in the context of inter-tribal rivalry, hierarchy, etc, and also, being on a very small scale, are incapable of influencing mainstream practices.

#### **(4) Socio-economic and Cultural Constraints:**

In a broad sense, these socio-economic and cultural factors can be outlined as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school, etc. Studies on educational deprivation of tribal have inevitably linked it to their poor economic condition and poverty. The main occupation of tribals is agriculture, practised either through shifting cultivation or terrace cultivation where productivity remains very low. Consequently, children play an important role, contributing directly or indirectly to family income by participating in the family occupation and household works like cattle grazing and fuel and fodder collection, etc. Even though elementary education is deemed free and additional incentives are given to children, in practice, it is not free due to several reasons. First, the incentive schemes do not have full coverage, and thus, have limited value at community level. Second, many of the benefits do not reach the beneficiaries. Third, even though incentives like slates and uniforms are given, they are of poor quality and do not reach in time, thus nullifying the entire purpose. It should be noted that the impoverished economic status of tribal makes even the small amount of private expenditure involved in procuring writing material, clothing, etc a serious burden on the family. Under these circumstances, it is not surprising if education is not given priority. In an economy dominated by struggle for survival, options are limited. Since education does not provide any visible and immediate

benefit and trials do not see beyond their present state, the participation of tribal children in education also becomes limited. Another reason for low participation is the opportunity cost involved, as the majority of non-enrolled children are required to work in households or family occupations. Even if the economic contribution of children is indirect, they certainly facilitate the participation of parents in economic activity. In recent years the efforts of the government have been directed towards improving economic conditions of tribes by introducing various developmental programmes and schemes, mostly related to agriculture, horticulture, and cattle rearing, backed by subsidies and monetary adnoun-monetary inputs. A critical analysis of development Programmes and their effect on tribal households shows that till tribal households reach a threshold level of income and land size, the economic development programmes can come into conflict with other activities like education. In a way it can be said that these development programmes seem to be adversely affecting the education of tribal children (Sujatha 1994).

The problems of tribal education account for (i) medium of language (ii) location of the villages (iii) economic condition (iv) teacher related problem and (v) lack of proper monitoring.

## **2.8. STATUS AND PROBLEMS OF EDUCATIONAL OF TRIBAL POPULATION IN ODISHA:**

To increase the intake capacity of tribal schools, the state government has decided to upgrade ashram schools to high schools and high schools to higher secondary schools by 2018-19 academic sessions. "Education is the only medium to bridge the gap of inequality. The up gradation of schools will benefit around 1,200 to 1,500 tribal students in availing higher secondary education," said chief minister inaugurating the annual children's festival, Saragi Phul, for students of schools runs by ST and SC development department at the adivasi ground here on Tuesday.

The Chief Minister said at present 8,000 tribal children from interior districts are studying in different private English-medium schools in various cities and district headquarters under the Anwasha scheme. There are a total 1,760 schools under the department of which 21 ashram schools will be upgraded to high schools and 65 high schools will have Plus III classes.

As many as 250 hostels to accommodate children studying in elite schools will be set up under Anwasha scheme. At present, around 1,000 tribal students pursuing higher education are staying in two hostels in Bhubaneswar, three more hostels will be set up in Rourkela, Sambalpur and Berhampur soon, Naveen said.

Over 2,000 tribal students from across the state took part in a three-day children's festival where they showcased their talents and learned different skills. A number of workshops were conducted like 'best from the waste', child reporting, terracotta and pottery, magic show, puppet show, storytelling, photography, dance and music.

"The department is also planning to introduce vocational training programme for school dropouts to increase their employability. Things are in the planning stage now," said department secretary Surendra Kumar.

Children showcased many innovative and unique projects in a science exhibition held as a part of the Saragi Phul. "I eagerly wait for the whole year to come to Saragi Phul. We enjoy a lot here and get to learn many new things and make new friends. I personally love the storytelling session when we are asked to make illustration of a story and later it will be published," said Ashok Munda, a Class X student from Mayurbhanj district. Having understood the intention of the state Government, there is need to look into the ground reality of tribal education in Odisha.

Education among tribal is given highest priority for the simple reason that it is key to socioeconomic development of the tribal. Education enables them to perform their role to be useful citizen in democracy. Development of the state lies with the development of the backward people who are socio-economically disadvantaged and educationally backward in relation to total population. Education is the cornerstone of development.

In a country marked by a spaghetti bowl of languages, castes, religions and ideas; cementing indigenous values while embracing modernity, is a progressive phenomenon. Within the context of the education of marginalized communities such as tribes, a fine balance between these two ends of the spectrum is necessary to yield results that have an impact, are sustainable, and underpin a holistic education effort.



Education as a means of advancement of capacity, well-being and opportunity is uncontested, and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred, and stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to a lack of interest and parental motivation, inability to understand the medium of instruction (i.e. state language), teacher absenteeism and attitude, opportunity cost of time spent in school (particularly for girls), large seasonal migration etc. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health to attitudes of non-tribal populations.

### **2.9. Tribal Communities of Orissa:**

Orissa has always taken an important, distinct and colourful position on the national map by harbouring various culturally unique ethnic groups from time immemorial. In 1956 the President of India declared 62 different tribal communities in Orissa to be 'Scheduled Tribes' (STs), of whom 13 communities are considered Primitive Tribal Groups (PTGs), and were assigned special treatment. Almost 44.25 percent of the total land area in Orissa has been declared as Scheduled Area.<sup>2</sup> The major tribes of Orissa, in terms of their numerical strength, are the Kondh, Gond, Santhal, Saora, Bhuiyan, Paraja, Koya, Oraon, Gadaba, Juanga and Munda. There are also several smaller tribal communities living in the state. They are the Chenchus, Mankiridia Kharia, Baiga, Birhor and Ghara. Tribal communities such as the Santhal, Gond, Munda, Ho, Birhor, Koya, Lodha, Kondha, Bhumija, Kharia and Oraons cut across state boundaries and are found in the neighbouring states of Jharkhand, Chhattisgarh, Andhra Pradesh and West Bengal, while tribal communities like the Juanga, Bonda and Didaye are found in the region of their origin in the districts of Keonjhar and Malkangiri, respectively. These tribal communities can be classified on the basis of geophysical zones, geographical regions, ethno-language, and crude techno-economic development. They have rich social institutions, dwellings, natural habitats, folk dance, folk music, musical instruments, festivals and festive occasions, folk art and artefacts, a nature-based economy and life skills. In spite of the impact of outside forces on the socio-cultural processes, many tribal communities are trying to maintain their ethnic boundaries, reflected in various fronts of their life. These communities by and large possess certain common characteristics, like animism, use of crude technology, concentrated habitations, use of dialects, subsistence

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

economy, etc. and other characteristics that distinguish them from complex and hierarchical Societies. Despite the sincere and concerted efforts by the government the overall development of STs, they are still far behind in almost all standard parameters of development. They are not able to participate in the process of development as they are not aware of the most of programs and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. The demographic and literacy status of SC and ST category of eight districts (survey districts) Odisha is presented below.

**Table 2.7 SC POPULATION ODISHA (Sample District)**

| District   | Demography                |     |       |           |      | Literacy rate 2011 |       |        |       | Gross Enrolment 2013-14 (in 000') |     |               |     | Dropout-2013-14 (in %) |      |
|------------|---------------------------|-----|-------|-----------|------|--------------------|-------|--------|-------|-----------------------------------|-----|---------------|-----|------------------------|------|
|            | Population 2011 (in 000') |     |       | sex Ratio |      | Total              |       | Female |       | Classes I-V                       |     | Classes V-VII |     | Classes I-V            |      |
|            | Total                     | SCs | %     | Total     | SCs  | Total              | SCs   | Total  | SCs   | Total                             | SCs | Total         | SCs | Total                  | SCs  |
| Bolangir   | 1649                      | 295 | 17.88 | 987       | 987  | 64.72              | 63.42 | 53.5   | 52.52 | 179                               | 35  | 88            | 17  | 3.44                   | 0.36 |
| Ganjam     | 3529                      | 688 | 19.5  | 983       | 1012 | 71.09              | 59.62 | 61.13  | 47.22 | 328                               | 78  | 197           | 41  | 4.15                   | 0.69 |
| Kandhamal  | 733                       | 116 | 15.76 | 1037      | 1028 | 64.13              | 66.12 | 51.94  | 53.9  | 104                               | 21  | 45            | 10  | 5.62                   | 0.99 |
| Keonjhar   | 1802                      | 209 | 11.62 | 988       | 1000 | 68.24              | 73.77 | 58.28  | 63.76 | 208                               | 22  | 88            | 12  | 4.66                   | 4.64 |
| Koraput    | 1380                      | 197 | 14.25 | 1032      | 1031 | 49.21              | 52.64 | 38.55  | 41.05 | 181                               | 31  | 60            | 13  | 4.55                   | 2.46 |
| Mayurbhanj | 2520                      | 185 | 7.33  | 1006      | 1005 | 63.17              | 66.06 | 52.71  | 55.88 | 308                               | 22  | 129           | 11  | 1.82                   | 3.14 |
| Ravagada   | 968                       | 140 | 14.41 | 1051      | 1050 | 49.76              | 53.48 | 39.19  | 41.46 | 133                               | 20  | 43            | 9   | 3.17                   | 3.78 |
| Sundargarh | 2093                      | 192 | 9.16  | 973       | 987  | 73.34              | 70.92 | 65.48  | 62.03 | 204                               | 20  | 99            | 10  | 0.00                   | 6.97 |

**Table 2.8 ST POPULATION, ODISHA (Sample district)**

| District  | Demography                |     |       |     |           | Literacy rate 2011 |       |       |        | Gross Enrolment 2013-14 (in 000') |             |     |               | Dropout-2013-14 (in %) |             |      |               |      |
|-----------|---------------------------|-----|-------|-----|-----------|--------------------|-------|-------|--------|-----------------------------------|-------------|-----|---------------|------------------------|-------------|------|---------------|------|
|           | Population 2011 (in 000') |     |       |     | sex Ratio |                    | Total |       | Female |                                   | Classes I-V |     | Classes V-VII |                        | Classes I-V |      | Classes V-VII |      |
|           | Total                     | STs | %     | PTG | Total     | STs                | Total | STs   | Total  | STs                               | Total       | STs | Total         | STs                    | Total       | STs  | Total         | STs  |
| Bolangir  | 1649                      | 347 | 21.05 | -   | 987       | 1013               | 64.72 | 54.93 | 53.5   | 42.34                             | 179         | 45  | 88            | 20                     | 3.44        | 2.14 | 0.00          | 2.62 |
| Ganjam    | 3529                      | 119 | 3.37  | 4   | 983       | 1010               | 71.09 | 49.71 | 61.13  | 38.9                              | 328         | 20  | 197           | 8                      | 4.15        | 0.62 | 4.98          | 5.32 |
| Kandhamal | 733                       | 393 | 53.8  | 6   | 1037      | 1062               | 64.13 | 58.34 | 51.94  | 45.8                              | 104         | 63  | 45            | 25                     | 5.62        | 1.30 | 4.42          | 3.72 |
| Keonjhar  | 1802                      | 819 | 45.45 | 9   | 988       | 1017               | 68.24 | 53.44 | 58.28  | 41.6                              | 208         | 122 | 88            | 40                     | 4.66        | 0.74 | 0.37          | 2.05 |
| Koraput   | 1380                      | 698 | 50.5  | -   | 1032      | 1068               | 49.21 | 35.3  | 38.55  | 25.3                              | 181         | 108 | 60            | 29                     | 4.55        | 1.7  | 6.10          | 5.09 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                   |          |          |               |    |          |          |               |               |               |               |     |         |     |    |          |              |          |          |
|-------------------|----------|----------|---------------|----|----------|----------|---------------|---------------|---------------|---------------|-----|---------|-----|----|----------|--------------|----------|----------|
|                   |          |          | 6             |    |          |          | 1             | 6             | 5             | 7             |     |         |     |    |          | 2            |          |          |
| <b>Mayurbhanj</b> | 25<br>20 | 14<br>80 | 58<br>.7<br>2 | 5  | 10<br>06 | 10<br>25 | 63<br>.1<br>7 | 53<br>.1<br>1 | 52<br>.7<br>1 | 41<br>.3<br>6 | 308 | 21<br>9 | 129 | 77 | 1.<br>82 | 4.<br>5<br>9 | 0.<br>43 | 1.7<br>2 |
| <b>Rayagada</b>   | 96<br>8  | 54<br>2  | 55<br>.9<br>9 | 15 | 10<br>51 | 10<br>92 | 49<br>.7<br>6 | 36<br>.6<br>9 | 39<br>.1<br>9 | 26<br>.7<br>2 | 133 | 89      | 43  | 24 | 3.<br>17 | 6.<br>0<br>4 | 7.<br>02 | 8.2<br>2 |
| <b>Sundergarh</b> | 20<br>93 | 10<br>62 | 50<br>.7<br>5 | 4  | 97<br>3  | 10<br>16 | 73<br>.3<br>4 | 65<br>.0<br>8 | 65<br>.4<br>8 | 56<br>.3<br>9 | 204 | 12<br>4 | 99  | 57 | 0.<br>00 | 5.<br>8<br>9 | 1.<br>71 | 4.4<br>7 |

### 2.10. Educational Development of Scheduled Tribes in Odisha:

It is well documented that there is a positive impact of literacy and basic education on economic productivity of the recipients of education. Much empirical research on this topic from a handful of studies found that the number of years of schooling (mostly primary schooling) is closely related with income or job productivity. For example in the agriculture sector, studies have supported the notion that an additional year of primary schooling can directly affect wages and farm output. Studies also suggest that an additional years of schooling lead to economic returns that are greater than the cost of education itself (Haddad et.al, 1990). In view of the contribution of education in general and primary education in particular to the overall development of the recipients of education we have made an attempt to examine the educational achievement of the scheduled tribe population in the state of Odisha (a scheduled state). According to the provision of the Indian Constitution there are 62 communities listed as STs in Odisha. More than 80 percent of them live in designated scheduled areas. There are 13 sections of these tribes in the state identified as Primitive Tribes, who are very primitive in nature from the cultural and Tribal communities in Odisha, like their counterparts in other parts of India, live under a Subsistence economy. Agriculture is their main occupation and most of the tribes have subsidiary occupations such as collection of minor forest produce, forest labour and other Non-agricultural labour, primary government work, apart from the main occupations. There is considerable divergence, differentiations among various tribal groups in terms of rites, rituals and functions. Since Independence, there has been a growing realisation that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people in general and scheduled tribes in particular. The only way of accomplishing this change is through education. In this background the analysis of education of tribals in Odisha assumes great significance.

### **2.11. Initiatives to promote Tribal Education:**

Both Central Government and State Government have initiated a number of programs to promote tribal education in the state.

#### **(I) Centrally Sponsored Schemes**

- (i) Post Matric Scholarship for SC and STs
- (ii) Hostel for SC & ST girls
- (iii) Pre-Matric Scholarship for children of those engaged in unclean occupation
- (iv) Book Bank for SC&ST students
- (v) Coaching and Allied schemes
- (vi) National Overseas Scholarship
- (vii) Hostel for SC and ST boys
- (viii) Educational complex for low literacy pockets having less than 2 percentage
- (ix) Schemes for up gradation for merit to SC &ST students
- (x) Ashram School for TSP area
- (xi) Vocational training for STs

#### **(II) State Sector Schemes**

- (i) Pre Matric stipend to SC&ST students
- (ii) Supply of NT books, reading and writing materials, stationaries, equipments, uniform, sport materials
- (iii) Administration of Sevashram Primary schools
- (iv) Cash award for Sc and ST students and Educational Institutions of SC&ST
- (v) Provision for residential schools
- (vi) Relaxationulars for post matric and pre matric scholarship
  - (i) in age for entry into higher educational institutions
- (vii) Distribution of bicycles to ST girl students of scheduled area
- (viii) Computer Education Program in SSD Schools
- (ix) Free travel to appear interview and written n examination
- (x) Introduction of group wise course particulars to post matric and pre matric scholarship
- (xi) Book Bank
- (xii) Introduction of coaching allowances to the teachers engaged on contractual basis

- (xiii) Mid day meal
- (xiv) Text book in primary level have been revised
- (xv) Massive training for teachers
- (xvi) Continuous attitudinal training in child friendly methods
- (xvii) Reservation of seats in technical institutions
- (xviii) Adult Literacy centers
- (xix) Introduction of teaching in tribal language Dr. Ota and others in their diagnostic study found out Problems in Tribal Education in Odisha as follows.

As per finding of Ota, Mall & Das (2010) on a micro level study on performance of tribal students taking all stake holders reveal the following reasons for low performance of tribal students.

1. Inadequate teaching staff
2. Untimely supply of reading and writing materials
3. Improper supervision
4. Absence of competition
5. Lack of infrastructure
6. Low standard of students
7. Home sickness
8. Local festival
9. Lack of coaching
10. Economic condition of parent
11. Language Problem
12. Laxity of teachers
13. Administrative mismanagement
14. Non-competition of course
15. Absence of proper guidance and coaching
16. Non-visit by medical officer
17. Lack of awareness of parents
18. Lack of interest of students

### **2.12. Literacy rate:**

Literacy is considered as one of the crucial indicators of education. There is a significant difference between a literate and an illiterate person in respect of overall attitude of the concerned individuals. The overall literacy rate in Odisha has increased by about 15 percent, between 1991 and 2001 from 49.09 percent to 63.61 percent. This increase is roughly the same as for all-India and for states with comparable levels of literacy in 1991. However, as per the 2001 Census, Odisha still ranks 24th among 35 states/Union Territories. The state is slightly below the national literacy rate (65.38percent) in 2001 census in respect of overall literacy rate. The male literacy rate (75.85percent) of India is marginally higher than that of Odisha (73.34 percent) while the female literacy rate of India was 54.16 percent and that of Odisha was 50.5 percent. Across districts, as per 2001 census, the overall literacy rate is the highest in Khurda district at 80.19 percent (Non-Scheduled District) and lowest in Malkangiri District at 31.26 percent (Scheduled District). While male literacy rate is the highest (88.96 percent) in Jagatsinghpur district (non scheduled dist) and the lowest (41.21 percent) in Malkangiri district (scheduled dist), the female literacy rate is the highest (71.06 percent) in Khurda district (non-scheduled dist) and the lowest (21.02 percent) in Nabarangpur district (scheduled dist). Thus, the male, female and overall literacy rates are the lowest in the Scheduled Districts of the state while they are the highest in the non scheduled districts of the state.

### **2.13. Scheduled Tribe and Scheduled Caste literacy rate:**

Tribes in Odisha at a glance (2011) reveal that ST represents 22.85% of population and literacy rate up to 52.24% against state average of 72.87%. Enrollment during 2013 and 2014 in case of class I to class V is reported to be 32.73% and class VI to VIII 24.03%. The dropout rates during the period of class I to class V are 2.71% against state average of 1.97%. Likewise dropout rates of class VI to class VII is reported to be 3.63% against state average of 2.4%. It may be mentioned here that there are 62 tribes in the state and their average literacy rate is 52.24%. Out of which male literacy is 63.70% and female literacy 41.20%. According to census 2001 the literacy rate of tribes in Odisha was 37.37% out of which male literacy was 51.48% and female literacy 23.37% which reveal a good increasing trend in literacy rate.

Odisha houses 93 Schedule Caste with total population of 71, 88,463 (2011) out of which male account for 3617808 and female 3570655. The highest Schedule Caste population is found in Ganjam 9.57% followed by Cuttack 6.94%, Balasore 6.66% and Jajpur 6.03%. The SC population accounts for 17.13% of total population with literacy rate 69.02% (2011). The enrollment accounts for 19.20% of the state figure. The enrollment in class I to class V is 18.89% and class VI to VII is 18.86% (2013-14). The dropout rates during the period in class I to class V is 2.39% against state average of 1.97% and class VI to VII the dropout rates is 2.58% against 2.4% of the state. The literacy rate of SC is 70.92% against state literacy rate of 73.34%. The female literacy of SC is 62.03% against state female literacy rate of 64.04% during 2011.

**Table 2.9 Literacy rate of SC and ST of survey districts (2011)**

| Sl. No. | Districts     | ST           |              | SC           |              |
|---------|---------------|--------------|--------------|--------------|--------------|
|         |               | Male         | Female       | Male         | Female       |
| 1.      | Balangir      | 57.66        | 42.34        | 47.48        | 52.52        |
| 2.      | Ganjam        | 61.11        | 38.89        | 52.78        | 47.22        |
| 3.      | Kandhamal     | 54.42        | 45.58        | 46.10        | 53.90        |
| 4.      | Keonjhar      | 58.44        | 41.56        | 36.04        | 63.96        |
| 5.      | Koraput       | 74.63        | 25.37        | 58.95        | 41.05        |
| 6.      | Mayurbhanj    | 58.64        | 41.36        | 44.12        | 55.88        |
| 7.      | Rayagada      | 73.28        | 26.72        | 58.54        | 41.46        |
| 8.      | Sundargarh    | 43.61        | 56.39        | 37.97        | 62.03        |
|         | <b>Odisha</b> | <b>57.80</b> | <b>42.20</b> | <b>41.24</b> | <b>58.76</b> |

**2.14. Primary Education:**

Article 45 of the Indian Constitution requiring the state to provide within a period of 10 years from the commencement of the Constitution and the Supreme Court ruling in 1994 that ‘a child has a fundamental right (Article 21A states education as fundamental right) to free education up to age of 14 years’ clearly enjoin the state government about its responsibility in this connection.

**Status of elementary education in the State:**

In Odisha there are 35,928 Primary and 20,427 Upper Primary schools to provide education at elementary level. More 491 New Primary and 490 New Upper Primary schools opened under S.S.A. to provide schooling in unnerved areas.

- (1) 66 lakh children of 6–14 years age group are in-school, out of which 12 lakh are SC and 17 lakh are ST.
- (2) 1.87 lakh children of 6–14 years age group are out-of-school from which 0.3 lakh are from SC and 0.9 lakh are from ST community. Out of them 56,995 Children were admitted to regular existing & New Schools under Enrolment Drive in districts.

Further to improve access to Elementary Education and to achieve 100% enrolment, Government have relaxed the norm for opening of new Primary school.

In K.B.K. districts and Tribal Sub Plan areas new primary schools will be opened in habitations having at least 25 children in the 6–14 years age group provided there is no primary school within one KM of such habitations.

In all the districts the distance norm for opening of new primary and new upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc.

Besides Oriya Medium School there are 218 Minority and Mission Managed Primary Schools, wherein 599 teachers are receiving grant-in-aid from the Government.

Although 10 years of primary education is mandatory in Odisha, the literacy rate is only 73.5%, which is marginally behind of the national average of 74.04%. The government of India has undertaken steps to improve women's literacy in the tribal pockets in the state and elsewhere in India. Male literacy is 75.95% and female literacy is 50.97%. Among the districts, Malkangiri has the lowest literacy rate of 31.26%. Among the women, lowest literacy level is in Nabarangpur district, at 21.02%, and Malkangiri district at 21.28%. Khurda district which includes Bhubaneswar city, has the highest literacy of 80.19%. This district also has the highest female literacy of 71.06%. The high literacy figures of Khurda district is certainly influenced by the inclusion of the state capital in the statistics. Next to Khurda comes Jagatsinghpur district with 79.61% literates. The literacy level in Odisha at 63.61% is comparable with all-India average of 65.38%. However, there are considerable regional disparities between areas, and communities. Non-formal and adult literacy programs are run in various districts and are at different stages of implementation. Out of 30 districts, 9 are continuing total literacy campaign [TLC]. 10 districts are either continuing or awaiting approval of post literacy program [PLP]. 11 districts have completed PLP, and some of them have received sanction for Continuing Education Program. The State Government is



committed to the Universalisation of Elementary Education in the State with the aim of fulfilling the constitutional obligation with the assistance of Central Government.

**Features of Primary Education:** The state Government, Odisha has stipulated certain guidelines for running of primary schools as follows.

**(I) School Environment:**

1. Strong boundary wall, fence with kitchen garden.
2. RCC roof with long verandah and adequate classrooms available.
3. Sufficient air and light in the classroom
4. Toilets available and properly used and separate toilets for Girls
5. Hygienic drinking water.
6. Ramp and rail for CWSN
7. Cleanliness of school, classroom and awareness for personal cleanliness.

**(2) Curricular Programme:**

1. Classroom named
2. Ground level blackboard available and used.
3. Availability of TLM Corner, Activity Bank, Question Bank and Display Board.
3. Availability of Attendance Chart and filled up by children.
5. Availability of Attendance Chart and filled up by children.
6. Preparation of Discipline Rule and obeyed by all.
7. Availability of required TLM.
8. Evaluation of student's achievement regularly by teacher
9. Availability of Time Table in office and classroom.
10. Availability of "SAMADHAN", "SADHAN" and "SANJOG" and its proper use.
11. Maximum availability and use of teaching time as per RTE Act
12. Peer learning encouraged, seating arrangement as per activity and students ask question freely.
13. Availability of TLM Corner with low cost and no cost TLM
14. Indication of positive behaviour towards CWSN, Girls, SC & ST children.
15. Children take up and complete project work.
16. Co-curricular activity

**2.15. Few Facts about primary education of the state are presented below to reveal the present status:**

The primary education in the state is in the focus of the state Govt. A number of steps have been taken to improve education in quality and quantity. Followings are the information about primary education of the state to provide an insight into the subject.

**Table 2.10 Schools by Management (Govt. Schools)**

| <b>Sl. No.</b> | <b>School</b>                                | <b>Number</b> |
|----------------|--|---------------|
| 1.             | Primary I-V                                  | 34890         |
| 2.             | Primary with Upper Primary (I-VII)           | 16282         |
| 3.             | Upper Primary (VI-VII)                       | 2280          |
| 4.             | Pure Elementary School                       | 53252         |
| 5.             | Primary to Secondary ( VI –X)                | 1369          |
| 6.             | Upper Primary with secondary (VI-X)          | 3660          |
| 7.             | Primary to higher Secondary( I-XII)          | 5             |
| 8.             | Upper Primary with Higher Secondary (VI-XII) | 12            |
| 9.             | Elementary to Secondary Higher School        | 5946          |
| 10.            | Total Schools having Secondary Section       | 58298         |
| 11.            | Secondary Only (IX-X)                        | 138           |
| 12.            | All Schools                                  | 58498         |

(Source DISE, OPEPA 2015-16)

**Table 2.11 Enrolment by age group**

| <b>Sl. No.</b> | <b>Age group</b>             | <b>Enrolment Number</b> |
|----------------|------------------------------|-------------------------|
| 1.             | Less than 6 years            | 7614                    |
| 2.             | 6-11 years                   | 4481885                 |
| 3.             | 11-14 years                  | 2066633                 |
| 4.             | More than 14 years           | 1022577                 |
| 5.             | Total enrolment              | 7578709                 |
| 6.             | Enrolment between 8-14 years | 6548518                 |

(Source DISE, OPEPA 2015-16)

**Table 2.12 Civil Infrastructure in Elementary Govt. Schools (2015-16)**

| <b>Sl. No.</b> | <b>Civil Infrastructure</b> | <b>Number</b> |
|----------------|-----------------------------|---------------|
| 1.             | Govt Schools                | 53252         |
| 2.             | No Toilets                  |               |
| (i)            | Boys                        | 2827          |
| (ii)           | Girls                       | 946           |
| 3.             | No Drinking water           |               |
| (i)            | Primary                     | 30718         |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|      |                  |       |
|------|------------------|-------|
| (ii) | Upper primary    | 42184 |
| 4.   | Having Computers | 3720  |
| 5.   | No play ground   | 42060 |

(Source DISE, OPEPA 2015-16)

**Table 2.13 Elementary Enrolment Trend**

| Category | Class( I-VIII) | Primary( I-V) | Upper Primary( VI-VIII) |
|----------|----------------|---------------|-------------------------|
| All      | 6328084        | 4111050       | 2217034                 |
| Girl     | 3058382        | 1986903       | 1071479                 |
| SC       | 1193839        | 760201        | 4335548                 |
| ST       | 1098715        | 1340620       | 568095                  |

(Source DISE, OPEPA 2015-16)

**Table 2.14 Share of Girl Students**

| Sl. No. | School        | Share of girl students | SC students | ST Students |
|---------|---------------|------------------------|-------------|-------------|
| 1       | Elementary    | 48.33                  | 18.87       | 30.16       |
| 2       | Primary       | 48.33                  | 18.49       | 32.61       |
| 3       | Upper Primary | 48.33                  | 19.56       | 25.62       |

(Source DISE, OPEPA 2015-16)

**Table 2.15 Teachers in Govt. School**

| Sl. No. | School        | Number | % of Female Teachers |       |
|---------|---------------|--------|----------------------|-------|
|         |               |        | Category             | %     |
| 1       | Elementary    | 206013 | All                  | 46.30 |
| 2       | Primary       | 133541 | Govt. School         | 41.09 |
| 3       | Upper Primary | 72472  | Trained Teachers     | 93.57 |

(Source DISE, OPEPA 2015-16)

**Table 2.16 Gross Enrolment Ratio and Net Enrolment Ratio (2015-16)**

| Sl. No. | Gross Enrolment Ratio | Gross Enrolment Ratio | Net Enrolment Ratio | Pupil-Teacher Ratio(PTR) | Dropout Rate (%) |
|---------|-----------------------|-----------------------|---------------------|--------------------------|------------------|
| 1       | Primary               | 91.62                 | 90.23               | 24.97                    | 2.82             |
| 2       | Upper Primary         | 107.07                | 81.79               | 23.04                    | 3.87             |
| 3       | Elementary            | 96.50                 | 87.57               | 24.29                    | -                |

(Source DISE, OPEPA 2015-16)

**Table 2.17 Drop out at Primary School level**

| Category | Primary |       |       | Upper Primary |       |       |
|----------|---------|-------|-------|---------------|-------|-------|
|          | Boys    | Girls | Total | Boys          | Girls | Total |
| All      | 2.08    | 2.05  | 1.97  | 2.71          | 2.08  | 2.40  |
| SC       | 2.41    | 2.38  | 2.39  | 2.84          | 2.29  | 2.58  |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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|    |      |      |      |      |      |      |
|----|------|------|------|------|------|------|
| ST | 2.68 | 2.77 | 2.71 | 3.48 | 3.89 | 3.63 |
|----|------|------|------|------|------|------|

(Source DISE 2013-14)

### **2.16. Urban Education Program (ANWESHA):**

The above cited table reflects educational program of the state including tribal educational attainments. The state government has initiated a number of projects to facilitate educational opportunities out of which ANWESHA is one of the best. In 2015-16 the project was launched to enrol 5000 students each year in urban public schools along with free boarding to make ST and SST students at par with urban children to avail quality education. The intention of the State Government is to reduce gap between tribal students and urban based students in the sphere of education. At present the project is operating in 17 districts with intake of 8513 students. The objective being to provide opportunities to ST and SC children from rural areas to get education in best of the public schools and take benefit of the quality education and facilities provided by the public school. Further the scheme also aims to enable shaping the inherent talents of the selected students and expose them to the spirit of competitiveness and excellence. The project is implemented in the districts of Ganjam, Malkangiri, Koraput, Nabarangpur, Rayagada, Gajapati, Kandhamal, Kalahandi, Balangir, Nuapada, Mayurbhanj, Sundargarh, Keonjhar, Sambalpur, Baragarh, Deogarh and Angul. The annual expenditure per student is Rs 25,000. The present study is to evaluate the achievement of this education programme and suggest remedial measures.

## **CHAPTER III**

# **RESEARCH METHODOLOGY**

## **Chapter III**

### **RESEARCH METHODOLOGY**

#### **3.1. Present study and focus:**

The study on “**Impact of Urban Education Complex in promoting education among the tribals in Odisha**” was under taken in the state of Odisha with focus on the following aspects.

#### **Focus:**

1. To present detail picture of tribal educational programme of Odisha.
2. To study the procedure of selection of ST and SC students adopted for the program and to find out the deficiency if any.
3. To ascertain extent of acclimatization of ST and SC students into the new environment of Urban Educational complex and problems associated.
4. To find out the availability of infrastructures of the sampled schools like, teaching staff, school environment, materials of instructions, physical facilities etc. as required for quality teaching.
5. To determine academic performance of Anwasha ST and SC students compared to Non-Anwasha students and learning behavioural traits imbibed by the Anwasha students.
6. To examine the hostel life of ST and SC students under the programme in terms of food, health, hygiene, sanitation etc. that promote better academic performance
7. To study the opinions of all stake holders like, Principal, Teachers, Students, Hostel Superintendent, parents, community leaders and District Welfare Officers, regarding the operation of the scheme and suggestions for improvement.
8. To make recommendation for improvement of the scheme to meet its core objectives.

#### **3.2. Selection of the district:**

The scheme is operating in 17 districts of the state since 2015-16. The selection of 8 districts was considered as per intake of SC & ST students over to years i.e 2015-16 & 2016-17.

**Table 3.1 The District and Anwasha student intake for the year 2015-16 &2016-17**

| Sl. No | District                | Students for 2015-16 | Students for 2016-17 | Total       |
|--------|-------------------------|----------------------|----------------------|-------------|
| 1      | Angul                   | 51                   | 300                  | 351         |
| 2      | Baragarh                | 100                  | 293                  | 393         |
| 3      | Balangir                | 85                   | 353                  | 438 (-)     |
| 4      | Deogarh                 | 44                   | 50                   | 94          |
| 5      | Gajapati                | 91                   | 139                  | 230         |
| 6      | Ganjam                  | 114                  | 175                  | 289 (-)     |
| 7      | Kalahandi               | 34                   | 432                  | 466         |
| 8      | Kandhamal               | 41                   | 379                  | 420 (-)     |
| 9      | Keonjhar                | 34                   | 414                  | 448 (-)     |
| 10     | Koraput                 | 100                  | 399                  | 499 (+)     |
| 11     | Malkangiri              | 450                  | 140                  | 590         |
| 12     | Mayurbhanj              | 395                  | 550                  | 945 (+)     |
| 13     | Nabarangpur             | 137                  | 251                  | 388         |
| 14     | Nuapada                 | 59                   | 200                  | 259         |
| 15     | Rayagada                | 260                  | 505                  | 765 (+)     |
| 16     | Sambalpur               | 260                  | 250                  | 510         |
| 17     | Sundargarh              | 453                  | 975                  | 1428 (+)    |
|        | <b>Total</b>            | <b>2708</b>          | <b>5805</b>          | <b>8513</b> |
|        | <b>AVG Per District</b> | <b>159</b>           | <b>341</b>           | <b>500</b>  |

(+/- indicates the above and below average intake of the districts.)

(Source Department of SC & ST, Odisha)

The selection was based on the criteria of

1. Above and below average intake per district.
2. Covering different region of the state
3. Tribal Population of the zone

The final selection of the district was made taking 4 districts above the average and 4 districts below the average intake of students in the districts.

**3.3. Status of Intake and Application received:** With launching of program, the applications were invited for admission in 2015-16. The status of applications received and admission made during 2015-16 and 2016-17 is furnished herewith.

**Table 3.2 Application received and final selection of Anwasha students**

| Sl. No. | District     | 2015-15              |                  | 2016-17              |                  |
|---------|--------------|----------------------|------------------|----------------------|------------------|
|         |              | Application received | Finally selected | Application received | Finally selected |
| 1.      | Balangir     | 93                   | 85               | 700                  | 317              |
| 2.      | Ganjam       | 126                  | 42               | 212                  | 167              |
| 3.      | Kandhamal    | 64                   | 41               | 517                  | 475              |
| 4.      | Keonjhar     | 111                  | 97               | 850                  | 315              |
| 5.      | Koraput      | 34                   | 34               | 730                  | 470              |
| 6.      | Mayurbhanj   | 734                  | 382              | 2146                 | 503              |
| 7.      | Rayagada     | 810                  | 215              | 1835                 | 650              |
| 8.      | Sundargarh   | 948                  | 486              | 1027                 | 550              |
|         | <b>Total</b> | <b>2920</b>          | <b>1382</b>      | <b>8023</b>          | <b>3447</b>      |

Finally 8 districts namely Balangir, Ganjam, Kandhamal, Keonjhar, Koraput, Rayagada, Mayurbhanj, and Sundargarh were selected for the study.

### 3.4. Selection of schools:

After selection of districts, 24 schools were selected @ 3 per district considering on the parameters like admission strength, distance of parental residential villages of the students from the urban schools was made as reflected in table. The ratio of ST and SC (70:30) and boys and girls (50:50) were considered while selecting the students for study.

**Table 3.3 Selection of student sample**

| Sl. No. | Districts    | Number schools selected | Number of students | SC        |           | ST         |            | Total      |            |
|---------|--------------|-------------------------|--------------------|-----------|-----------|------------|------------|------------|------------|
|         |              |                         |                    | Boys      | Girls     | Boys       | Girls      | Boys       | Girls      |
| 1.      | Balangir     | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 2.      | Ganjam       | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 3.      | Kandhamal    | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 4.      | Keonjhar     | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 5.      | Koraput      | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 6.      | Rayagada     | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 7.      | Mayurbhanj   | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
| 8.      | Sundargarh   | 03                      | 60                 | 09        | 09        | 21         | 21         | 30         | 30         |
|         | <b>Total</b> | <b>24</b>               | <b>480</b>         | <b>72</b> | <b>72</b> | <b>168</b> | <b>168</b> | <b>240</b> | <b>240</b> |

The names of the schools included in the sample are given below with strength of teachers and Non-Teachers



**Table 3.4 Names of the Schools selected as sample**

| Sl. No. | District   | Name of School                      | Teachers   | Non-Teacher |
|---------|------------|-------------------------------------|------------|-------------|
| 1.      | Balangir   | 1. OMM International                | 31         | 5           |
|         |            | 2. Little Flower school             | 50         | 31          |
|         |            | 3. Saswati Sishu Mandir             | 18         | 2           |
| 2.      | Ganjam     | 1. ST. Anne Public School           | 21         | 4           |
|         |            | 2. K.C. Public School               | 45         | 15          |
|         |            | 3. ST. Xavier School                | 16         | 6           |
| 3.      | Kandhamal  | 1. Eden Public School               | 11         | 4           |
|         |            | 2. Kalinga Public School            | 13         | 5           |
|         |            | 3. Kerala Public School             | 7          | 3           |
| 4.      | Keonjhar   | 1. ST. Xavier School                | 46         | 34          |
|         |            | 2. Chandrasekhar Eng. Medium School | 18         | 5           |
|         |            | 3. Kerala Public School             | 54         | 11          |
| 5.      | Koraput    | 1. Bikash Vidyalaya                 | 26         | 3           |
|         |            | 2. Netaji Eng. School               | 20         | 6           |
|         |            | 3. Novel Sidharth Eng. Med. School  | 24         | 7           |
| 6.      | Mayurbhanj | 1. Kerala Public School             | 18         | 8           |
|         |            | 2. ST. Xavier School                | 20         | 6           |
|         |            | 3. Venketeswar Eng. School          | 12         | 4           |
| 7.      | Rayagada   | 1. Sacred Heart Eng. School         | 38         | 12          |
|         |            | 2. Deepti Convent School            | 36         | 14          |
|         |            | 3. Vignan Vidyalaya                 | 16         | 14          |
| 8.      | Sundargarh | 1. S. B. Xavier School              | 19         | 7           |
|         |            | 2. Aurobindo Eng. Medium School     | 27         | 19          |
|         |            | 3. Indo-English Medium School       | 30         | 17          |
|         |            | <b>Total</b>                        | <b>616</b> | <b>242</b>  |

**3.5. Selection of Hostel** The following hostels were selected considering strength of Anwesha students as boarders.

**Table 3.5 Hostels selected for survey**

| Sl. No. | District  | Name of Hostel                                     | Status of Ownership |
|---------|-----------|--|---------------------|
| 1.      | Balangir  | 1. Hostel Anwesha, Chudapali                       | Govt.               |
| 2.      | Ganjam    | 1. Ashram School Hostel, Nimakhandi                | Govt.               |
|         |           | 2. Special Urban Hostel Ambapua, Near City College | Rented              |
|         |           | 3. Urban Education Hostel, Bhanjanagar             | Govt.               |
| 3.      | Kandhamal | 1. House of Hope , Kalinga Nagar Near DAV          | Govt.               |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|    |            |   |        |
|----|------------|---|--------|
|    |            | 2. HERMS Hostel, Patra Colony, Phulbani               | Rented |
|    |            | 3. Kalinga Sishu Sevs Hostel, Kochilagada, Tikabali   | Rented |
| 4. | Keonjhar   | 1. Anwasha Hostel Campus                              | Govt.  |
|    |            | 2. Anwasha Hostel D.D. College Road                   | Govt.  |
|    |            | 3. Anwasha Hostel Dehuriposhi                         | Govt.  |
| 5. | Koraput    | 1. Anwasha hostel Jaipur                              | Govt.  |
|    |            | 2. Anwasha Hostel, P.H.D colony Gandhi Nagar          | Govt.  |
|    |            | 3. Anwasha Hostel Sunabeda I                          | Govt.  |
| 6. | Mayurbhanj | 1. Urban Education Hostel Xavier High School Takatpur | Govt.  |
|    |            | 2. Urban Education Hostel Bshubsndha                  | Govt.  |
|    |            | 3. Urban Education Hostel Rairangapur                 | Govt.  |
| 7. | Rayagada   | 1. UEP Anwasha Gunupur                                | Govt.  |
|    |            | 2. Anwasha Hostel Saipriya Nagar                      | Rented |
|    |            | 3. Urban Education Boys Hostel, Kumutipeta            | Govt.  |
| 8. | Sundargarh | 1. Urban Education Complex Rourkela I Govt            |        |
|    |            | 2. Urban Education complex II Rourkela                | Govt.  |
|    |            | 3. Urban Education Complex Bhawanipur ,Sankara        | Govt.  |

(Total 22 hostels were selected taking one hostel from Balangir district as only one hostel is existing in the district)

The study has followed guide line in maintaining ratio of sample as indicated.

- (1) The ratio between boys and girls 50:50
- (2) The ration between SC and ST 30:70

**3.6. Selection of the students:** The final selection of sample students from standard I and II covering two years was made as follows.

**Table 3.6 District wise Sampling of students (Standard I and II)**

| District       | No. of School | 2016-17 (Std. I) |             | 2015-16 (Std. II) |            | Total Anwasha students | Number of students Selected |
|----------------|---------------|------------------|-------------|-------------------|------------|------------------------|-----------------------------|
|                |               | Total            | Anwasha     | Total             | Anwasha    |                        |                             |
| 1. Balangir    | 3             | 461              | 119         | 367               | 62         | 181                    | 60                          |
| 2. Ganjam      | 3             | 140              | 47          | 110               | 21         | 68                     | 60                          |
| 3. Kandhamal   | 3             | 327              | 319         | 53                | 37         | 356                    | 60                          |
| 4. Keonjhar    | 3             | 391              | 150         | 324               | 97         | 247                    | 60                          |
| 5. Koraput     | 3             | 229              | 166         | 92                | 29         | 195                    | 60                          |
| 6. Mayurbhanja | 3             | 205              | 138         | 299               | 139        | 277                    | 60                          |
| 7. Rayagada    | 3             | 290              | 113         | 248               | 47         | 160                    | 60                          |
| 8. Sundargarh  | 3             | 277              | 124         | 246               | 96         | 220                    | 60                          |
| <b>Total</b>   | <b>24</b>     | <b>2320</b>      | <b>1176</b> | <b>1739</b>       | <b>528</b> | <b>1704</b>            | <b>480</b>                  |

**3.7. Selection of stakeholders:**

The study required to cover the stakeholders like, 24 Principal, 24 teachers, 24 hostel supt., 96 parents and 96 community leaders. After great deal of discussion the selection of stakeholders was followed as reveal in table below.

**Table 3.7 Sampling of stake holders**

| Districts     | N0. schools selected | Teachers@ 2 per school (One principal and one teacher) | Parents of ST students |           | Parents of SC Students |           | Hostel Supt @1 per school | DWO @ 1 per district | Community leader @4 per school |
|---------------|----------------------|--|------------------------|-----------|------------------------|-----------|---------------------------|----------------------|--------------------------------|
|               |                      |  | Boys                   | Girls     | Boys                   | Girls     | Boys                      |                      |                                |
| 1. Balangir   | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 2. Ganjam     | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 3. Kandhamal  | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 4. Keonjhar   | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 5. Koraput    | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 6. Rayagada   | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 7. Mayurbhanj | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| 8. Sundargarh | 03                   | 6  | 3                      | 3         | 3                      | 3         | 3                         | 1                    | 12                             |
| <b>Total</b>  | <b>24</b>            | <b>48</b>  | <b>24</b>              | <b>24</b> | <b>24</b>              | <b>24</b> | <b>24</b>                 | <b>8</b>             | <b>96</b>                      |

**3.8. Development of Tools for data collection:**

The study comprises seven categories of respondents. Each category is different than other. Keeping diversity in sample composition the interview schedules were designed differently.

The categories of sample are,

1. Principal (24)
2. Teachers concerned with Anwasha students (24)
3. Students (480)
4. Hostel Superintendent (24)
5. Parents (96)
6. Community Leader (96)
7. District Welfare Officers (8)

**(1) Tools for data collection from the Principal**

The principal is the administrative head of the school. He looks after all aspects like, management, student's welfare, study environment, and students enrolled under Anwasha. The schedule contains both open and close ended questions. It is divided into two parts.

- (I) Deals with status of school
- (II) Deals with infrastructural aspects like physical infrastructure and teaching aids to impart teaching

**(2) Tools for data collection from the teacher:**

The teacher in charge of Anwasha students in respect of teaching and related aspects in all 24 schools were taken as respondent of the study. The tools of data collection from the teacher consisted of four parts.

- (I) Personal information about the teacher
- (II) Teaching environment
- (III) Performance comparison between Anwasha and non-Anwasha students
- (IV) Attributes of learning behaviour of Anwasha students.

**(3) Tools for data collection from the students:**

The students enrolled for the year 2015-16 and 2016-17 were included in the sample. For free interaction of the students with investigators, focus group method of data collection was adopted. The group consisted of five students including boys and girls and from SC and ST category. For group interaction the schedule was developed to be used as guide line so that none of the points is missed from interaction.

**(4) Tools for data collection from the superintendent of the hostel**

Urban complexes have been developed to accommodate SC and ST students to pursue their studies under Anwasha project. The managers / hostel superintendents were included in the sample to know about complex activities. The interview schedule designed for hostel superintendent consisted of the following parts.

- (I) Status of hostel
- (II) Infrastructure
- (III) Food , health and sanitation

(IV) Problem and issues

**(5) Tools for data collection from the parents**

The study considered importance of parents in Anwasha programme as their children are admitted to urban educational schools under the programme. To know their response about the programme interview schedule was developed consisting of the following components.

(I) Personal Information

(II) Sources of information about Anwasha programme and attraction of the programme

(III) Observed changes with the Anwasha students

(IV) Suggestion for improvement with special reference on selection process

**(6) Tools for data collection from Community Leaders**

The community leader may be formal or informal have responsibility for education of the children of the community. The programme Anwasha has created an urge in tribal communities for educational attainment of their children. The interview schedule for data collection the community leaders consisted of the following aspects.

(I) Personal information

(II) Awareness about Anwasha programme

(III) Realisation of impact of Anwasha programme

(IV) Suggestions for Improvement

**(7) Tools for data collection from District welfare Officer (DWO)**

The District Welfare Officers implementing the project Anwasha of selected districts formed sample of the study. They are the key persons for implementation of the programme. The interview schedule developed to collect data from DWO consisted of the following components.

(I) Personal information

(II) Opinion about selection procedures followed to select students

(III) Constraints in implementation of the scheme

(IV) Suggestions for improvement of the programme.

**3.9. Data Analysis:**

## **Impact of Urban Education Complex in promoting education among the tribals in Odisha**

This part of the project implies to adoption and use of statistical analysis of the data. The analysis used the following statistics

- (I) Mean, Frequency and Percentage
- (II) Scoring for quantification of qualitative response.
- (III) Use of parametric and non-parametric statistics
- (IV) Graphical presentation.

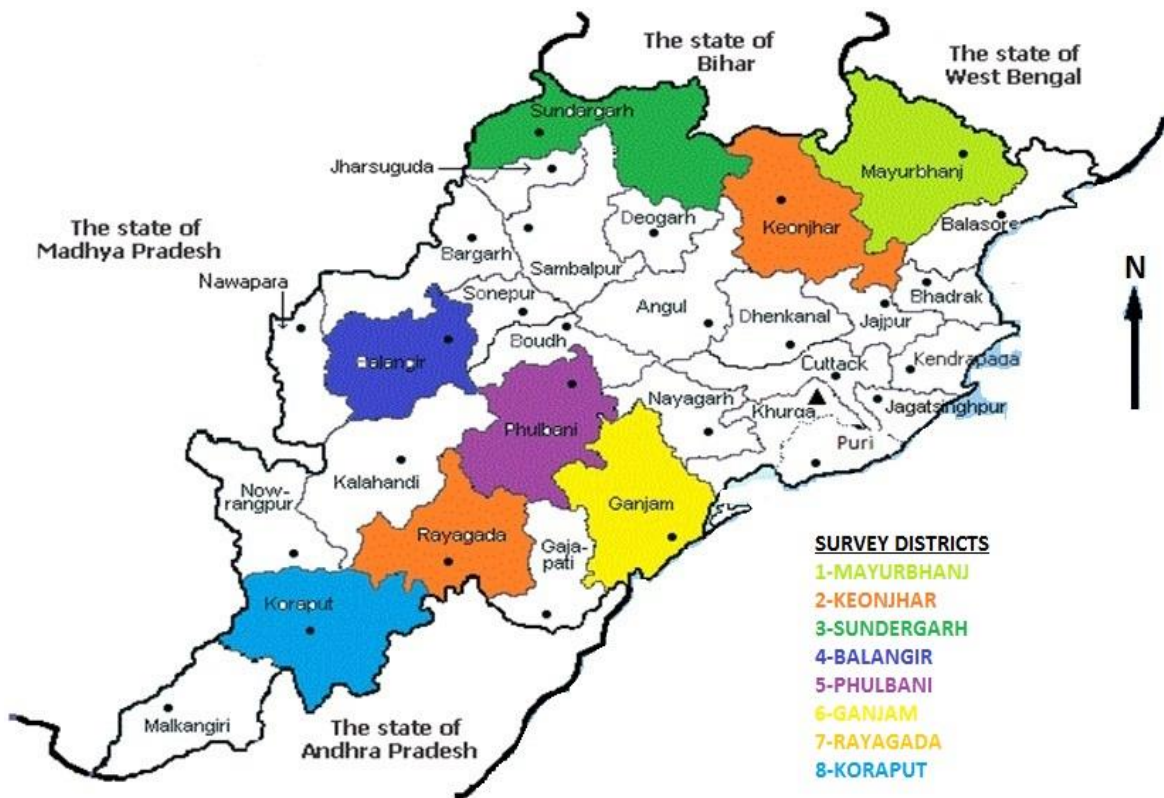
**Table No 3.8 Stake holders and variables of measurement**

| <b>Sl. No</b> | <b>Stakeholders</b>   | <b>Variables</b>                                    |
|---------------|-----------------------|---|
| 1.            | Principals            | 1. Infrastructure                                   |
|               |                       | 2. Teaching aid                                     |
|               |                       | 3. Teaching staff                                   |
|               |                       | 4. General observation                              |
| 2.            | Teachers              | 1. Personal profile                                 |
|               |                       | 2. School environment                               |
|               |                       | 3. Level of satisfaction                            |
|               |                       | 4. Understanding language and subject               |
|               |                       | 5. Dealing of students                              |
|               |                       | 6. Attributes of difference                         |
|               |                       | 7. Problem-solving mechanism                        |
|               |                       | 8. Performance test                                 |
|               |                       | 9. Suggestions for improvement                      |
| 3.            | Students              | 1. Learning Behavioural traits                      |
| 4.            | Hostel Superintendent | 1. Status   |
|               |                       | 2. Furniture  |
|               |                       | 3. Food, health and sanitation                      |
|               |                       | 4. Suggestion for improvement                       |
| 5.            | Parents               | 1. Socio-personal profile                           |
|               |                       | 2. Source of information and influence              |
|               |                       | 3. Attraction of Anwasha programme                  |
|               |                       | 4. Change with students                             |
| 6.            | Community leader      | 1. Socio-economic profile                           |
|               |                       | 2. Level of awareness about scheme                  |
|               |                       | 3. Perceived change with Anwasha students           |
|               |                       | 4. Impact of Anwasha scheme                         |
| 7.            | DWO                   | 1. Overall impression                               |
|               |                       | 2. Steps in selection process                       |
|               |                       | 3. Criteria of selection                            |
|               |                       | 4. Selection process , Positive and negative aspect |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |  |   |
|--|--|---|
|  |  | 5. Involvement of parents and community leaders |
|  |  | 6. Function of district level committee         |
|  |  | 7. Feedback analysis and action                 |
|  |  | 8. Constraints                                  |
|  |  | 9. Suggestions                                  |

### 3.10. Map of Districts under uurvey:



**Table 3.9 District, school, strength of total students and Anwasha students**

| Sl. No | District   | Name of School                      | 2016-17 Standard I |            | 2015-16 Standard II |           |
|--------|------------|-------------------------------------|--------------------|------------|---------------------|-----------|
|        |            |                                     | Total              | Anwasha    | Total               | Anwasha   |
| 1.     | Balangir   | 1. OMM International                | 172                | 104        | 117                 | 57        |
|        |            | 2. Little Flower school             | 211                | 8          | 176                 | 2         |
|        |            | 3.Saswati Sishu Mandir              | <b>75</b>          | <b>15</b>  | <b>74</b>           | <b>3</b>  |
|        |            | <b>Total</b>                        | <b>458</b>         | <b>127</b> | <b>367</b>          | <b>62</b> |
| 2.     | Ganjam     | 1.St.Anne Public School             | 50                 | 13         | 32                  | 4         |
|        |            | 2.K.C.Public School                 | 25                 | 3          | 43                  | 10        |
|        |            | 3.St.Xavier                         | 65                 | 31         | 35                  | 7         |
|        |            | <b>Total</b>                        | <b>140</b>         | <b>47</b>  | <b>110</b>          | <b>21</b> |
| 3.     | Kandhamal  | 1.Eden Public School                | 42                 | 34         | 47                  | 37        |
|        |            | 2.Kalinga Public School             | 150                | 150        | 6                   | 0         |
|        |            | 3.Kerala Public School              | 135                | 135        | 0                   | 0         |
|        |            | <b>Total</b>                        | <b>327</b>         | <b>319</b> | <b>53</b>           | <b>37</b> |
| 4.     | Keonjhar   | 1 <sup>st</sup> .Xavier             | 95                 | 32         | 98                  | 50        |
|        |            | 2. Chandrasekhar Eng. Medium School | 135                | 67         | 58                  | 0         |
|        |            | 3.Kerala public School              | 161                | 51         | 168                 | 47        |
|        |            | <b>Total</b>                        | <b>391</b>         | <b>150</b> | <b>324</b>          | <b>97</b> |
| 5.     | Koraput    | 1.Vikash Vidyalaya                  | 72                 | 58         | 39                  | 29        |
|        |            | 2.Netaji Eng. School                | 68                 | 58         | 15                  | 0         |
|        |            | 3.Noval Sidharth Eng. Med. School   | 89                 | 50         | 38                  | 0         |
|        |            | <b>Total</b>                        | <b>229</b>         | <b>166</b> | <b>92</b>           | <b>29</b> |
| 6.     | Mayurbhanj | 1.Kerala Public School              | 107                | 48         | 119                 | 49        |





# **CHAPTER IV**

## **STUDY FINDINGS**

## Chapter IV

### STUDY FINDINGS

#### 4.1. District Balangir:

##### 4.1.1. The District at a glance:

Balangir, a district in the western part of Odisha, formed on 1<sup>st</sup> November 1949. The district is one of the dreaded trios of the KBK region that is one of the latest developed regions in the state. Lagging behind the rest of the state in terms of infrastructural development, education and health care facilities, it demands quick attention of the government.

| District                         | Balangir            |
|----------------------------------|---------------------|
| Geographical Area                | 6,575.00 sq.km      |
| No of Sub-Divisions              | 3                   |
| No of Blocks                     | 14                  |
| No of Tehsils                    | 14                  |
| No of Gram Panchayat             | 285                 |
| No of Villages                   | 1794                |
| Total-Population                 | 13,37,194           |
| Total Male Population            | 6,73,985            |
| Total Female Population          | 6,63,209            |
| Literacy Rate                    | 64.72%              |
| Total Literacy                   | 6,38,048            |
| Total Literacy Male              | 4,13,224            |
| Total Literacy Female            | 2,24,824            |
| Scheduled Caste Population       | 2,26,300            |
| SC Male                          | 1,14,393            |
| SC Female                        | 1,11,907            |
| Scheduled Tribe Population       | 2,75,822            |
| ST Male                          | 1,37,442            |
| ST Female                        | 1,38,380            |
| Sex Ratio                        | 987                 |
| Scheduled Castes of the District | Ganda, Dewar, Dhoba |
| Scheduled Tribes of the District | Gond, Khond, Saora  |

(Source: Odisha Reference Year Book 2014)

##### 4.1.2. The Sample of the study

The study on project, 'Impact of Urban Education Complex in promoting education among the tribals in Odisha' was under taken in eight districts of the state and the district

Balangir is one of them. Under the project Anwasha, the SC and ST students were admitted in urban schools of the district Balangir is as follows.

**Table 4.1.1 Admission of students under Anwasha Program**

| Year         | Number of schools participated | Students admitted |            |            |           |           |            |
|--------------|--------------------------------|-------------------|------------|------------|-----------|-----------|------------|
|              |                                | ST                |            |            | SC        |           |            |
|              |                                | Boys              | Girls      | Total      | Boys      | Girls     | Total      |
| 2015-16      | 10                             | 28                | 28         | 56         | 14        | 15        | 29         |
| 2016-17      | 11                             | 115               | 115        | 230        | 60        | 60        | 120        |
| <b>Total</b> | <b>11</b>                      | <b>143</b>        | <b>143</b> | <b>286</b> | <b>74</b> | <b>75</b> | <b>149</b> |

(In 2016-17 four schools were added in addition to 12 of previous year)

The intake of Anwasha students in Balangir district is 435 over two years i.e 2015-16 and 2016-17 in 11 schools. Out of the total students, 286 are ST comprising of 143 boys and 143 girls while 149 SC students are composed of 74 boys and 75 girls.

The data were collected from the respondents consisting of (i) Principal (ii) Teacher (iii) Students (iv) Hostels in which the boarding arrangement has been made for the students (v) Parents of the students (vi) Community Leaders and (vii) District Welfare Officer implementing the program at district level. The findings of the study have been presented as per category of the sample.

**Table 4.1.2 Sample study - Balangir District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principal                  | 3      |
| 3. Teacher                    | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SC                      | 18     |
| (iv) ST                       | 42     |
| 5. Parents                    | 12     |
| 6. Community leader           | 12     |
| 7. Hostel Superintended       | 3      |
| 8. District welfare Officer   | 1      |

**4.1.3. Particulars about Survey Schools:** The information with regard to schools under study were provided by the respective principals which have been presented here.

**Table 4.1.3 Particulars of Sample Schools**

| Schools                     | Year of Establishment | Affiliated to         | Total Students | Students Std.1 |            | Students Std.2 |           |
|-----------------------------|-----------------------|-----------------------|----------------|----------------|------------|----------------|-----------|
|                             |                       |                       |                | Total          | Anwasha    | Total          | Anwasha   |
| 1. Omm International School | 2012                  | CBSE                  | 289            | 172            | 104        | 117            | 67        |
| 2. Little Flower School     | 1988                  | ICSE                  | 387            | 211            | 8          | 176            | 2         |
| 3. Saraswati Sishu Mandir   | 1981                  | State Govt. of Odisha | 152            | 78             | 15         | 74             | 3         |
| <b>Total</b>                | -                     | -                     | <b>828</b>     | <b>461</b>     | <b>127</b> | <b>367</b>     | <b>72</b> |

1. The study covered three schools out of 11 schools, namely Omm International, Little flower and Saraswati Sishu Mandir. The school Saraswati Sishu Mandir is the oldest one followed by Little Flower and OMM International School.
2. The teacher strength is highest in case of Little Flower School followed by Omm International and Saraswati Sishu Mandir.
3. The total strength of students in standard I & II of three schools is 828. Out of which Anwasha students is 199(24.03%) consisting of standard-I and standard-II.

**4.1.4. Principals of Urban Schools and their opinion:** The principals of the three selected schools were included in the sample. The information collected from the principals has been presented under the following headings.

**(i) Infrastructure:** The infrastructural position of the selected three schools as reported by their respective principals is presented below.

**Table 4.1.4 Availability of Infrastructure**

| Details of Infrastructure   | Omm International School | Little Flower School | Saraswati Sishu Mandir |
|-----------------------------|--------------------------|----------------------|------------------------|
| 1. Seats per class          | 30                       | 40                   | 25                     |
| 2. Adequacy of Space, light | Standard                 | Standard             | Standard               |
| 3. Pucca road               | Well connected           | Well connected       | Well connected         |
| 4. Transport                | Well provided            | Well provided        | Well provided          |
| 5. Compound wall            | Exist (5 ft)             | Exist (6 ft)         | Exist (6 ft)           |
| 6. Play ground              | Well Maintained          | Well maintained      | Well maintained        |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                            |                          |                          |                          |
|----------------------------|--------------------------|--------------------------|--------------------------|
| 7. Game                    | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water          | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                 | Small type               | Medium type              | Small type               |
| 12. Library                | Well maintained          | Well maintained          | Well maintained          |

- Seats arrangement in each class is up to standard and seats are arranged in rows
- Space and light adequate in all schools
- Schools are well connected with pucca road while in case of ST. Xavier it is under widening
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 5-6 ft in average
- Good play ground is maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Garden are with seasonal flowers
- Library well equipped with adequate reading materials in three schools.
- The selection of public schools for the purpose fulfills requirements to offer quality teaching.

(ii) **Teaching aids:** The teaching aids are essential for quality teaching. All the English Medium Schools possess teaching aids to offer teaching. The status of the three schools included in the study in this regard is given in table.

**Table 4.1.5 Availability of Teaching Aids**

| Variables                | Omm International School   | Little Flower School       | Saraswati Sishu Mandir     |
|--------------------------|----------------------------|----------------------------|----------------------------|
| 1. Black and white board | Medium sized in each class | Medium sized in each class | Medium sized in each class |
| 2. LCD                   | Do not possess             | Standard and in operation  | Standard and in operation  |
| 3. Projector             | Good projector             | Good projector             | Good projector             |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                      |               |               |               |
|----------------------|---------------|---------------|---------------|
| 4. TV                | Possess       | possessed     | Not possessed |
| 5. Wall magazines    | Well arranged | Well arranged | Well arranged |
| 6. Information board | Big size      | Big size      | Medium size   |
| 7. Map Chart         | Adequate      | Adequate      | Adequate      |
| 8. Models            | Various types | Various types | Various types |

- All the classes have black board and white boards
- LCD is not in ST. Anne school, these are used on specific seminars/meetings not in regular class
- TV is only found in ST. Ann's school, mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of student's interest
- Information boards are placed close to school office
- Models of various types kept for small children and used as per needs
- From teaching aid point of view the selection of school is perfect.

(iii) **Teaching staff:** Teachers are the core factors for quality teaching and to keep name and fame of the schools. The teacher and their competency have immense impact on the students. Any study relating educational attainment can not overlook the teachers and their background.

**Table 4.1.6 Status of teaching staffs**

| Variables                                 | Omm International School | Little Flower School | Saraswati Sishu Mandir | Total |
|---|--------------------------|----------------------|------------------------|-------|
| 1. Number of trained teachers             | 15                       | 36                   | 5                      | 56    |
| 2. No. of un-trained teachers             | 16                       | 14                   | 13                     | 43    |
| 3. Non teaching staff                     | 05                       | 31                   | 02                     | 38    |
| 4. Male teachers                          | 16                       | 14                   | 04                     | 34    |
| 4. Female teachers                        | 15                       | 36                   | 14                     | 65    |
| 5. Teachers in charge of ANWESHA students | 08                       | 12                   | 04                     | 24    |
| 6. Teacher-student ratio                  | 1:20                     | 1:32                 | 1:25                   | 1:25  |

As contained in table highest number of teachers is in Little Flower School followed by OMM International and least in Saraswati Sishu Mandir. The non teaching staffs are more in OMM international while the other two schools have almost equal number. Female teachers are more than male teachers. There are good number of teachers in charge of Anwasha

students and highest being in Little Flower School. The Teacher –student ratio is observed to be 1: 25 which is very well within the norm. On the whole, the status of teaching staff of the three schools is quite satisfactory.

**4.1.5. Teachers of Urban Schools and their opinion:**

The teachers are the key stake holders of Anwasha program as they have to teach the subject as well manners. The success of program is related to the degree to which the teachers take interest in study of Anwasha students. The study made elaborated analysis about the feeling, attitude and reactions of the teachers. The findings in this respected have been presented under the following headings.

**(i) Personal information about the teacher:** The personal information provides insight about the capacity, efficiency and interest of the teachers to teach the students. The study therefore considered the importance of personal information of the teachers associated with Anwasha scheme.

**Table 4.1.7 Personal Profile of teachers**

| <b>Variables</b>                            | <b>Omm International School</b> | <b>Little Flower School</b> | <b>Saraswati Sishu Mandir</b> |
|---|---------------------------------|-----------------------------|-------------------------------|
| 1. Age (years)                              | 23                              | 34                          | 36                            |
| 2. Education                                | CT                              | B.A                         | B.A                           |
| 3. Training                                 | Yes                             | Yes                         | Yes                           |
| 4. Experience (Years)                       | 2                               | 10                          | 7                             |
| 5. Experience in the present school (Years) | 2                               | 7                           | 7                             |
| 6. Special Training                         | Yes                             | Yes                         | Yes                           |
| 7. Subject teaching in class                | Math                            | Social Science              | Math                          |

The schools under survey have young and active teachers, well educated, good years of experience with special training in teaching the students. The sample teachers teach math and social science

**(ii) School environment and use of facilities:** The school, its environment and manner of the students together contribute to the status of the school. The study attempted to examine status of the selected schools over six important parameters. For quantification of response the scores were assigned as 1, 2 and 3 for less, rarely and same as like other students.



**Table 4.1.8 School Environment and use of facilities**

| Variables                            | Schools                  |                      |                        | Average Score |
|--------------------------------------|--------------------------|----------------------|------------------------|---------------|
|                                      | Omm International School | Little Flower School | Saraswati Sishu Mandir |               |
| 1. Sitting arrangement in class room | 3                        | 3                    | 2                      | 2.66          |
| 2. Library                           | 3                        | 3                    | 3                      | 2.66          |
| 3. Toilet                            | 3                        | 2                    | 2                      | 2.33          |
| 4. Accessibility to Teachers room    | 3                        | 1                    | 3                      | 2.33          |
| 5. Drinking water                    | 3                        | 3                    | 3                      | 3.00          |
| 6. Common facilities                 | 2                        | 2                    | 2                      | 2.00          |
| <b>Average</b>                       | <b>2.83</b>              | <b>2.33</b>          | <b>2.50</b>            | <b>2.55</b>   |

As contained in table, drinking water provision stands first followed by equally sitting arrangement and library facilities. On the matter of toilet and accessibility to the rooms of the teachers, the obtained score are equal. The common facilities available in three schools are rated to be the lowest. Out of the three schools Omm International stands first followed by Saraswati Sishu Mandir and Little Flower School on six parameters.



**(Anwasha students in class room)**

**(iii) Understanding Language and subject and response in the class:** The SC and ST students coming from rural areas face the problem in understanding the language of the teacher and also subject matter. The new entrants feel disappointed in a new environment. The study attempted to find out the understanding of Anwasha students about the subject taught in the class. The responses were sought on three categories like (i) Average (ii) Below Average and (iii) Above average for rating.

**Table 4.1.9 Reaction about understanding language, subject and response in class**

| Variables                            | School                   |                      |                        |
|--------------------------------------|--------------------------|----------------------|------------------------|
|                                      | Omm International School | Little Flower School | Saraswati Sishu Mandir |
| 1. Understand language               | Below average            | Average              | Average                |
| 2. Response in class                 | Below average            | Average              | Average                |
| 3. Level of understanding of subject | Below average            | Average              | Average                |

The response in case of OMM international school is that understanding of language; subject and response Anwasha students lack much while other two schools rate them average to other students in these respects.

**(iv) Attribute of leaning behavior of Anwasha students:** Further the study attempted to measure the difference between Anwasha and urban students on certain parameters closely associated with their learning behaviour. The difference was measured by assigning scores 3, 2 and 1 for more, equal and less respectively.

**Table 4.1.10 Attributes of learning behavior of Anwasha students**

| Variables                               | Schools                  |                      |                        | Avg. | +/- Than average |
|---|--------------------------|----------------------|------------------------|------|------------------|
|   | Omm International School | Little Flower School | Saraswati Sishu Mandir |      |                  |
| <b>1. Class Room Related Activities</b> |                          |                      |                        |      |                  |
| (i) Punctuality                         | 3.00                     | 3.00                 | 3.00                   | 3.00 | +                |
| (ii) Attendance                         | 2.80                     | 2.80                 | 2.60                   | 2.73 | +                |
| (iii) Cleanliness of uniform            | 3.00                     | 2.00                 | 2.80                   | 2.60 | +                |
| (iv) Silence in the class               | 2.40                     | 2.20                 | 2.00                   | 2.20 | +                |
| <b>2. Understanding subject</b>         |                          |                      |                        |      |                  |
| (i) Understanding Pronunciation         | 2.00                     | 2.00                 | 2.00                   | 2.00 | -                |
| (ii) Understanding Subject              | 1.00                     | 2.80                 | 1.60                   | 1.80 | -                |
| (iii) Regularity in home assignment     | 2.60                     | 3.00                 | 1.60                   | 2.40 | +                |
| (iv) Clarification of Doubts            | 2.40                     | 2.20                 | 1.80                   | 2.13 | -                |
| <b>3. Extracurricular activities</b>    |                          |                      |                        |      |                  |
| (i) Mixing with other students          | 2.00                     | 3.00                 | 2.30                   | 2.43 | +                |
| (ii) Permission seeking habit           | 2.00                     | 3.00                 | 2.00                   | 2.33 | +                |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (iii) Approach to teacher to solve problem | 1.00        | 1.00        | 1.00        | 1.00        | - |
| (iv) Regular Play                          | 3.00        | 3.00        | 2.00        | 2.66        | + |
| (v) Competition                            | 2.20        | 2.20        | 2.20        | 2.20        | - |
| (vi) Liking for School                     | 3.00        | 2.00        | 2.00        | 2.33        | + |
| <b>Average</b>                             | <b>2.31</b> | <b>2.44</b> | <b>2.06</b> | <b>2.27</b> |   |
| <b>Rank</b>                                | <b>II</b>   | <b>I</b>    | <b>III</b>  | -           |   |

The results reveal that teachers rated Anwasha students above the average in case of punctuality, attendance, cleanliness of uniform silence in class, regularity in home assignment, mixing with other students, permission seeking habit, regular play and liking for school.

As per opinion of teachers they lack in understanding of pronunciation, subject and seeking clarification of doubt and competition.

**(v) Counseling and Problem solving Mechanism:** The students have problems and teachers have to solve them. The study attempted to examine the problem solving methods adopted by the schools under survey.

**Table 4.1.11 Problem Solving Mechanism**

| <b>Omm International School</b> | <b>Little Flower School</b> | <b>Saraswati Sishu Mandir</b> |
|---------------------------------|-----------------------------|-------------------------------|
| 1. Practical Example            | 1. Smart Class              | 1. Monthly home visit         |
|                                 | 2. Use of picture Chart     | 2. Parents meet               |
|                                 |                             | 3. Extra class                |

The responses received that methods like practical example, smart class, use of picture, monthly home visit, parent meets and extra classes are adopted to solve the problems of Anwasha students.

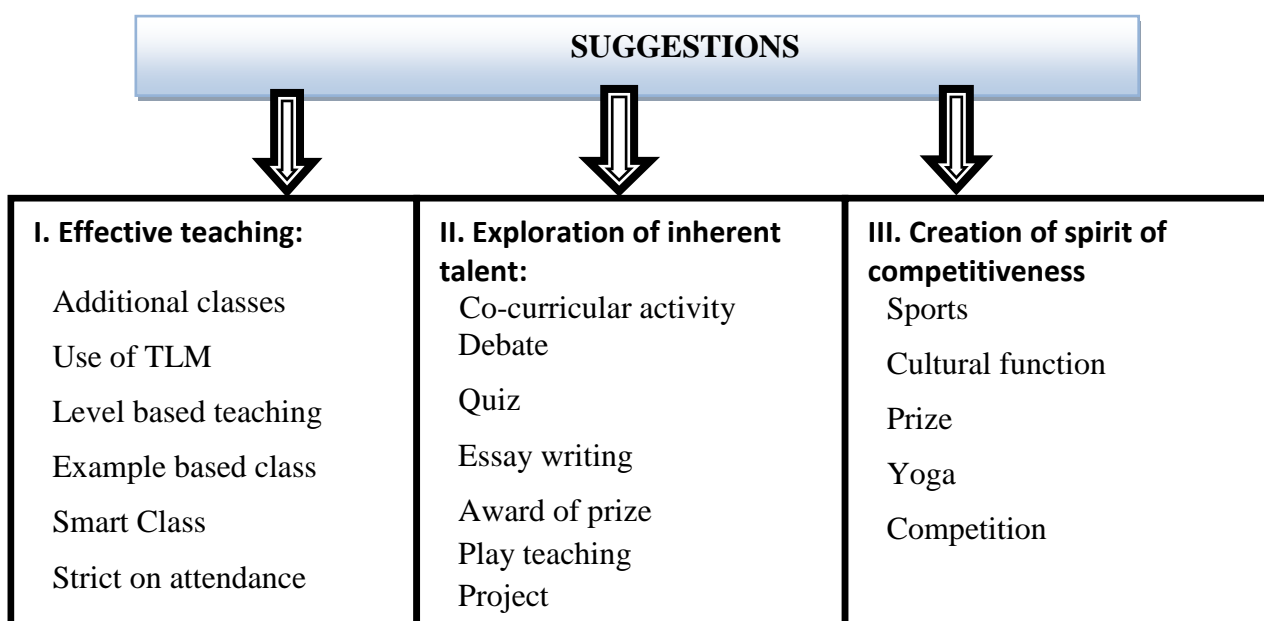
**(vi) Test Performance of Anwasha students:** Anwasha students directly take admission in standard I without routing through LKG and UKG as in case of other students. The general observation is that Anwasha students are not performing well in study. To have an insight into the situation the marks of 20 Anwasha students of last unit test was examined. The selection of students for this purpose was made by taking last 10 and first 10 students of the each class to have better view of the performance.

**Table 4.1.12 Comparison of test scores of Anwasha and other students (Mark in %)**

| Sl. No | School                   | Marks secured (%) |
|--------|--------------------------|-------------------|
| 1.     | Omm International School | 80.28             |
| 2.     | Little Flower School     | 59.40             |
| 3.     | Saraswati Sishu Mandir   | 81.16             |
|        | <b>Average</b>           | <b>73.61</b>      |

The results show that average mark of students is 73.61% and highest being in case of Saraswati Sishu Mandir. The performance of the students of Little flower school is the lowest. The reasons of low performance of Anwasha students as cited by the teacher is late admission and time taken by the students to catch up the pronunciation of the class teacher.

**(vii) Suggestions for Promotion of quality education:** The teachers out of their experience can better suggest the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the following headings



**4.1.6. STUDENTS:**

**(i) Learning Behavioral traits of Anwasha students:** The SC and ST students and quality education are the major themes of Anwasha Scheme. It is hypothesized that the SC and ST students will imbibe good learning qualities like urban students and feels themselves equal to them. To assess the learning traits of the sample students as many as 15 indicators were used.

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

It is further clarified that since the students are very young within age group of seven years they may not response well. Keeping such consideration in view the students were group consisting of five in each group and were interviewed through group discussions by trained investigators.

**Table 4.1.13 Learning Behavioral traits of Anwasha students (N=60)**

| Variables                                  | Schools                        |                            |                              | Avg.        | +/-<br>Than<br>average |
|--|--------------------------------|----------------------------|------------------------------|-------------|------------------------|
|  | Omm<br>International<br>School | Little<br>Flower<br>School | Saraswati<br>Sishu<br>Mandir |             |                        |
| <b>1. Class Room Related Activities</b>    |                                |                            |                              |             |                        |
| (i) Punctuality                            | 2.00                           | 3.00                       | 3.00                         | 2.66        | +                      |
| (ii) Attendance                            | 2.80                           | 3.00                       | 2.20                         | 2.67        | +                      |
| (iii) Cleanliness of uniform               | 2.00                           | 3.00                       | 2.80                         | 2.60        | +                      |
| (iv) Silence in the class                  | 3.00                           | 3.00                       | 2.40                         | 2.80        | +                      |
| <b>2. Understanding of Subject</b>         |                                |                            |                              |             |                        |
| (i) Understanding Pronunciation            | 2.00                           | 2.40                       | 1.40                         | 1.93        | -                      |
| (ii) Understanding Subject                 | 1.00                           | 2.80                       | 1.40                         | 1.73        | -                      |
| (iii) Regularity in home assignment        | 3.00                           | 2.60                       | 1.60                         | 2.40        | +                      |
| (iv) Clarification of Doubts               | 2.40                           | 3.00                       | 1.60                         | 2.33        | -                      |
| <b>3. Extracurricular activities</b>       |                                |                            |                              |             |                        |
| (i) Mixing with other students             | 2.00                           | 3.00                       | 2.00                         | 2.33        | -                      |
| (ii) Permission seeking habit              | 3.00                           | 2.00                       | 2.00                         | 2.33        | -                      |
| (iii) Approach to teacher to solve problem | 2.00                           | 2.00                       | 1.80                         | 1.93        | -                      |
| (iv) Playing everyday                      | 2.00                           | 3.00                       | 3.00                         | 2.66        | +                      |
| (v) Competition                            | 2.00                           | 2.00                       | 2.20                         | 2.07        | -                      |
| (vi) Liking for School                     | 2.00                           | 2.00                       | 3.00                         | 2.34        | -                      |
| <b>Average</b>                             | <b>2.22</b>                    | <b>2.62</b>                | <b>2.14</b>                  | <b>2.34</b> |                        |
| <b>Rank</b>                                | <b>II</b>                      | <b>I</b>                   | <b>III</b>                   | -           |                        |

### Results:

The results reveal that the students are rated above average in punctuality, attendance, cleanliness of uniform, silence in class, regular in home assignment, playing every day, liking for school where as they are below average in understanding pronunciation, subject, seeking clarification of doubts, mixing with other students, permission seeking habit, approach to teacher to solve academic problem and competition in campus

Comparing the rating of teachers and investigators on learning behavior of Anwasha students the following differences were obtained.

| <b>Variables</b>                           | <b>Assessment of teachers</b> | <b>Assessment of Investigators</b> | <b>Mean Average</b> |
|--|-------------------------------|------------------------------------|---------------------|
| <b>1. Class Room Related Activities</b>    |                               |                                    |                     |
| (i) Punctuality                            | 3.00                          | 2.66                               | 2.83                |
| (ii) Attendance                            | 2.73                          | 2.67                               | 2.70                |
| (iii) Cleanliness of uniform               | 2.60                          | 2.60                               | 2.60                |
| (iv) Silence in the class                  | 2.20                          | 2.80                               | 2.50                |
| <b>2. Understanding of Subject</b>         |                               |                                    |                     |
| (i) Understanding Pronunciation            | 2.00                          | 1.93                               | 1.96                |
| (ii) Understanding Subject                 | 1.80                          | 1.73                               | 1.76                |
| (iii) Regularity in home assignment        | 2.40                          | 2.40                               | 2.40                |
| (iv) Clarification of Doubts               | 2.13                          | 2.33                               | 2.23                |
| <b>3. Extracurricular activities</b>       |                               |                                    |                     |
| (i) Mixing with other students             | 2.43                          | 2.33                               | 2.356               |
| (ii) Permission seeking habit              | 2.33                          | 2.33                               | 2.33                |
| (iii) Approach to teacher to solve problem | 1.00                          | 1.93                               | 1.46                |
| (iv) Playing everyday                      | 2.66                          | 2.66                               | 2.66                |
| (v) Competition                            | 2.20                          | 2.07                               | 2.13                |
| (vi) Liking for School                     | 2.33                          | 2.34                               | 2.33                |

#### **4.1.7. HOSTEL ACCOMMODATION:**

The unique feature of the scheme is to provide hostel accommodation besides elite schools to Anwasha students' free of cost. This incentive attracts SC and ST students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization. It may be mentioned only one hostel is available in Balangir district for accommodation of Anwasha students while majority are day scholars.

The study covered one hostel in the district of Balangir to examine the living condition of the Anwasha students. The information collected on this aspect has been presented on the following headings.

**(i) Status of survey hostel:** Status of the hostel of the survey hostel reveals the following information.

**Table 4.1.14 Information about hostel**

| <b>Name of the District</b>   | <b>Balangir</b>                           |
|-------------------------------|---|
| 1. Name of the hostel         | Anwasha Hostel                            |
| 2. Address of the hostel      | Chudapali                                 |
| 3. Ownership                  | SC & ST Dept                              |
| 4. Total Strength in hostel   | 161                                       |
| 5. Staff in position          | Nil                                       |
| (i) Hostel Superintendent     | 1   |
| (ii) Tutor                    | 2   |
| (iii) CCA                     | 2   |
| (iv) Warden                   | 0   |
| (v) Matron                    | 0   |
| 6. Students per room          | Not fixed, adjusted by according to space |
| 7. Distance from school (K.M) | 17  |
| 8. Transport facility         | By Bus Provided by school                 |
| 9. Cot                        | 100                                       |
| 10. Mosquito net              | 100                                       |
| 11. Chair                     | 10  |
| 12. Table                     | 5   |
| 13. Bucket                    | 10  |
| 14. Mug                       | 5   |
| 15. Fan                       | 41  |
| 16. Light                     | 28  |
| 17. Toilet                    | 6   |
| 18. Water supply              | Pipe                                      |
| 19. Drinking water            | Bore well                                 |
| 20. Boundary wall             | Exist                                     |
| 21. Garden                    | Exist                                     |
| 22. Indoor Game               | Nil                                       |
| 23. Playground                | Nil                                       |

The hostel is owned by the Dept. of SC & ST. The total strength of Anwasha boarders is 161. The employees of the hostel are five. Tutors are provided in the hostel for coaching and study hour is maintained. All required infrastructures are available in hostel. The arrangements in hostel, accommodation facility, furniture for boarders have been cited in table above. The hostel is well equipped except cupboard. The boarders are provided with required facilities to stay and study. The hostel does not have provision of indoor games and play ground.

**(ii) Food, health and Sanitation:** The hostel of the Anwasha students as reported has the following features.

**Food-**

The chat of weekly menu is given below. As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**Table 4.1.15 Problems Need Attention**

| <b>Problems</b>             | <b>Solution</b>  |
|-----------------------------|--|
| (1) Food and Tiffin quality | Needs improvement in quality. The food chart is to be followed strictly. The quantity of food is ok but quality has to be improved by including vegetables, egg and other nutrient |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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|                       |  |
|-----------------------|--|
|                       | food item.&AM 1PM and *PM are the timings for break fast, launch and dinner.   |
| (2) Watching at Night | Need male watcher to replace female watcher. The female watchers are afraid of at night and complain to watch at night.      |
| (3) Washer man        | Washer man services not extended.Common problem, the beds, bed sheet dress are found not cleaned. Local dhobi may be engaged |
| (4) Health card       | Not issued so far. It is to be issued by local doctor  |
| (5) Tutor             | The tutor to be appointed @ 1: 15 not 1; 50 as in practice, tutor remains absent frequently. It is to be checked.            |

### 4.1.8. PARENTS AND THEIR OPINION:

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha Scheme is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

**(i) Socio-Personal information about parents:** The Socio-economic condition of the parents influence education of the children. The study attempted to have insight about the parental background as has been analyzed below.

**Table 4.1.16 Socio-Personal Information (N=12)**

| Personal information | Frequency | Percentage |
|----------------------|-----------|------------|
| 1.Age(Years)         |           |            |
| (i) 30-40            | 8         | 66.66      |
| (ii) 41-50           | 4         | 33.34      |
| 2.Caste              |           |            |
| (i) SC               | 6         | 50.00      |
| (ii) ST              | 6         | 50.00      |
| 3. Education         |           |            |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|   |    |       |
|---|----|-------|
| (i) Illiterate                                | 0  | 0.00  |
| (ii) Primary                                  | 0  | 0.00  |
| (iii) Middle school                           | 2  | 16.66 |
| (iv) High School                              | 1  | 8.33  |
| (v) Graduate                                  | 9  | 75.01 |
| 4. Family composition (Members)               |    |       |
| (i) Up to 3                                   | 2  | 16.66 |
| (ii) 4-5                                      | 10 | 83.34 |
| 5. Number of children on education at present |    |       |
| (i) One                                       | 2  | 16.66 |
| (ii) Two                                      | 5  | 41.69 |
| (iii) Three                                   | 4  | 33.32 |
| (iv) Four                                     | 1  | 8.33  |
| 6. Occupation                                 |    |       |
| (i) Farming                                   | 5  | 41.66 |
| (ii) Service                                  | 1  | 8.33  |
| (iii) Business                                | 2  | 16.66 |
| (iv)Wage earning                              | 4  | 33.35 |
| 7. Earning member per family                  |    |       |
| (i) One                                       | 8  | 66.66 |
| (ii) Two                                      | 4  | 33.34 |
| (iii) Three                                   | 0  | 0.00  |
| (iv) Four                                     | 0  | 0.00  |
| 8. Type of farmers                            |    |       |
| (i) Landless                                  | 7  | 58.34 |
| (ii) Marginal                                 | 4  | 33.33 |
| (iii) Small                                   | 1  | 8.33  |
| (iv) Large                                    | 0  | 0.00  |
| 9. Year of admission in ANWESHA Programme     |    |       |
| (i) 2015-16                                   | 2  | 16.66 |
| (ii) 2016-17                                  | 10 | 84.34 |

The analysis contained in table reveals,

1. The parents are in middle age group, all belong to SC category, mostly graduates and matriculates, and have families composed of 4-5 members.
2. Majority of them have two to three children in schools and have farming and wage earning as means of living, Out of the sample as much as 58.34% landless, 33.33% marginal and 8.33% small farmers.

3. During 2015-16 only two parents admitted their children under Anwasha program and in 2016-17, ten families followed the route.

**(ii) Sources of Information and influence about Anwasha Program:** The rural ST and SC families do not come in contact with different sources of information. The tribal parents are mostly localized in nature. The study attempted to know their sources of information about Anwasha program.

**Table 4.1.17 Sources of information and influence about Anwasha program (N=12)**

| Sources  | Sources of information |               | Sources of influence |               |
|--|------------------------|---------------|----------------------|---------------|
|  | F                      | %             | F                    | %             |
| 1. Block office+DWO+Mass media                           | 4                      | 33.33         | 2                    | 16.66         |
| 2. Block office+DWO+Media+Village Leader+Village teacher | 8                      | 66.67         | 10                   | 83.34         |
| <b>Total</b>   | <b>12</b>              | <b>100.00</b> | <b>12</b>            | <b>100.00</b> |

As revealed in table, the parents use multiple sources to obtain information about Anwasha program. It is found that multiple sources influence them to take decision to admit children under Anwasha Program.

**(iii) Attraction for Anwasha Program:** The reaction of the parents was examined in the context of reasons for attraction of Anwasha scheme which yielded the following information.

**Table 4.1.18 Major attraction for Anwasha Program (N=12) (Multiple response)**

| Attraction points      | Frequency | Percentage |
|------------------------|-----------|------------|
| (i) Free education     | 12        | 100.00     |
| (ii) Quality education | 12        | 100.00     |
| (iii) Urban education  | 2         | 16.33      |

Free and quality education is the important reasons for attraction of Anwasha program. The parents have high appreciation about the scheme as it provides unique opportunity for their child to read in urban areas.

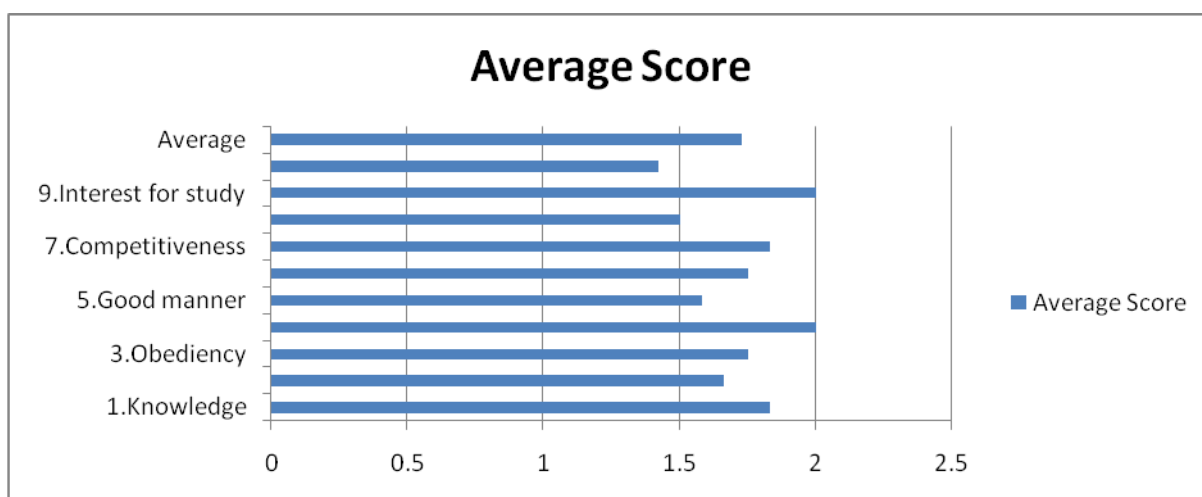
**(iv) Involvement in admission Process:** With regards to involvement of parents in admission process, it was revealed that they obtained the forms, filled them by others or themselves and submitted in DWO office. They are not involved in other steps of the process. Their expression about present system of selection through lottery system is good and they do not have alternative suggestions.

(v) **Changes with Anwasha students as observed by the parents:** The parents observe changes with their children after being admitted in urban schools. The degree of changes as perceived by the parents was estimated. The assessment was done by assigning 3, 2 and 1 for responses of far better, better and no change.

**Table 4.1.19 Changes with Anwasha students as observed by the parents (N=12)**

| Changes                    | Average Score | % of Change  |
|----------------------------|---------------|--------------|
| 1. Knowledge               | 1.83          | 61.00        |
| 2. Smartness               | 1.66          | 55.33        |
| 3. Obediency               | 1.75          | 58.33        |
| 4. Well dressed            | 2.00          | 66.66        |
| 5. Good manner             | 1.58          | 52.66        |
| 6. Sense of responsibility | 1.75          | 58.33        |
| 7. Competitiveness         | 1.83          | 61.00        |
| 8. Expression of talent    | 1.50          | 50.00        |
| 9. Interest for study      | 2.00          | 66.66        |
| 10. Respect for others     | 1.42          | 47.33        |
| <b>Average</b>             | <b>1.73</b>   | <b>57.73</b> |

The results reveal that changes observed in case of dress and interest for study is the highest followed by knowledge gain, spirit of competition, obediency and sense of responsibility. The minimum changes is observed in case of respect to others and expression of talent. In brief the changes as expressed are appreciable within such a short period.



(vii) **Suggestions for improvement:** Two important suggestions were receive from parents namely

- (i) Better hostel facilities
- (ii) Regular teacher-parent meets
- (iii) Increase stipend of the students

**4.1.9. COMMUNITY LEADERS AND THEIR OPINION:**

The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement, the community leaders are aware of the scheme. The opinion of the community leaders were sought about functioning of Anwasha scheme in their locality. The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** In order to know the standing of community leaders in communities, their socio-economic status was examined.

**Table 4.1.20 Personal Information of community leader (N=12)**

| <b>Personal Information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| 1. Age ( year)              |                  |                   |
| (i) 30-40                   | 3                | 25.00             |
| (ii) 41-50                  | 9                | 75.00             |
| 2. Education                |                  |                   |
| (i) Primary                 | 3                | 25.00             |
| (ii) Middle English School  | 3                | 25.00             |
| (iii) High School           | 4                | 33.34             |
| (iv) Above high school      | 2                | 16.66             |
| 3. Caste                    |                  |                   |
| (i) SC                      | 6                | 50.00             |
| (ii) ST                     | 6                | 50.00             |
| 4. Major Occupation         |                  |                   |
| (i) Farming                 | 10               | 83.34             |
| (ii) Service                | 1                | 8.33              |
| (iii) Business              | 1                | 8.33              |

The sample community leaders are young, educated belong to SC and ST class and have farming as major source of income followed by service and business.

**(ii) Awareness about Anwasha program:** The awareness of community leaders about Anwasha scheme was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.

**Table 4.1.21 Awareness of ANWESHA Program (N=12)**

| Awareness                                   | Aware    |              | Not aware |              |
|---|----------|--------------|-----------|--------------|
|   | f        | %            | f         | %            |
| 1. Initiation of program                    | 6        | 50.00        | 6         | 50.00        |
| 2. Role of DWO                              | 5        | 41.66        | 7         | 58.33        |
| 3. Admission criteria                       | 4        | 33.33        | 8         | 66.67        |
| 4. Fees Govt. sending on them               | 6        | 50.00        | 6         | 50.00        |
| 5. No. of SC/ST admitted so far             | 4        | 33.33        | 8         | 66.67        |
| 6. Method of selection                      | 5        | 41.67        | 7         | 58.33        |
| 7. Steps in selection process               | 4        | 33.33        | 8         | 66.67        |
| 8. Schools where Students admitted          | 6        | 50.00        | 6         | 50.00        |
| 9. Parents of students admitted             | 5        | 41.67        | 7         | 58.33        |
| 10. Students who are reading now at present | 4        | 33.33        | 8         | 66.67        |
| <b>Average</b>                              | <b>5</b> | <b>41.67</b> | <b>7</b>  | <b>58.33</b> |

The awareness of community leaders is assessed to be 41.67% taking all ten components into consideration. They are aware of program but not well aware of different components of it.

**(iv) Impact of Anwasha scheme on education attainment of SC and ST students:** At the end the community leaders were requested to offer their views on impact of the Anwasha program. The response were assigned with scores of 3,2and 1 to response of agree, disagree and neutral response respectively.

**Table 4.1.22 Impact of scheme on education attainment of SC and ST students (N=12)**

| Opinions   | Score       | Rank |
|--|-------------|------|
| 1. Benefits to Poorest SC /ST                                    | 2.25        | II   |
| 2. Complete free education                                       | 2.50        | I    |
| 3. Better education than rural areas                             | 2.08        | IV   |
| 4. Increase outlook of the students                              | 2.16        | III  |
| 5. Scope to recognize inherent talents                           | 1.91        | VI   |
| 6. Create spirit of competition                                  | 1.66        | IX   |
| 7. Helps to removes inequality                                   | 1.83        | VII  |
| 8. SC/ST feel their right is taken care of                       | 2.08        | IV   |
| 9. Create interest to understand value of education              | 1.75        | VIII |
| 10. Strong step for future improvement of SC and ST in education | 2.00        | V    |
| <b>Average Score</b>   | <b>2.02</b> | -    |

The impact of the scheme is greatly realized by the community leaders. The benefits as expressed by the community leaders are, free education, Poor SC/ST students avail easily, increase outlook of ST and SC students, quality education, feeling for right to education, and good attempt for future improvement in order. The other impact points as mentioned by the sample are, remove inequality, create interest for value of education, and spirit of competition.

**(v) Opinion about method of selection of students in Anwasha program:** the communities leaders are satisfied with present method of selection of students for Anwasha scheme and do not have alternative suggestions.

**(vi) Suggestions for improvement:** On this count they offered four suggestions

- a. Increase of budget
- b. Better hostel facility
- c. Better hostel facility in terms of health check, hygiene and food
- d. Construction of own hostel for Anwasha program

**4.1.10. Opinion of District Welfare Officer (DWO):**

The District Welfare Officer looks after Anwasha program at district level. There is District Level Committee for Anwasha program operates under chairmanship of District Collector and DWO is the member Secretary. The views of DWO regarding Anwasha Program are as follows.

1. The DWO is in opinion that Anewesha is one of best programs to educate tribal children as it provides scope or education in elite public schools.
2. The district level committee looking after Anwasha Program is organized two times a year with attendance more than 80%. Various problems are discussed in the meeting and suggestions are transmitted to competent authorities.
3. Following prescribed criteria, the selection is made through lottery system in presence of members of committee to avoid doubts of parents about the selection process. The criteria of SC/ST at the ratio of 30:70 and boys and girls of 50% are followed without

any deviation. Deviation is made when number application is less than required number with due permission.

4. The major problem is admission of students in standard I without pre education like LKG and UKG. The Schools are making complain about it. The complaint is also received for relaxation age so that the drop outs may be admitted in the scheme.
5. The problems encountered by the DWO are,
  - (a) Laundry and washing problem
  - (b) Transportation as the amount provided is insufficient
  - (c) For better Tiffin the budget needs to be increased.
  - (d) Frequent change of teachers looking after Anwasha students in school
  - (e) Tuition of the hostel is to be 1:20 instead of 1:50 ratio
  - (f) Parents taking children home frequently

## **4.2. District Ganjam**

### **4.2.1. The District at a glance:**

Located on the border of Andhra Pradesh, having been separated from the Madras Presidency, Ganjam District came into existence on 1st April 1936. The District with rich cultural history of its own has got its name from the word 'Ganjam' which means the "Source of Food Grains". As the name suggests, the District is famous for its food grain production and trade. The district is named after the Old Township and European fort of Ganjam situated on the northern bank of river Rushikulya which was the headquarters of the District. The statement presented below presents the district profile of Ganjam.

| <b>District</b>      | <b>Magnitude</b> |
|----------------------|------------------|
| Geographical Area    | 8,070.60 sq.km   |
| No of Sub-Divisions  | 3                |
| No of Blocks         | 22               |
| No of Tehsils        | 23               |
| No of Gram Panchayat | 475              |
| No of Villages       | 3250             |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |                     |
|--|---------------------|
| Total-Population                       | 35,29,031           |
| Total Male Population                  | 17,79,218           |
| Total Female Population                | 17,49,813           |
| Literacy Rate                          | 71.09%              |
| Total Literacy                         | 22,10,050           |
| Total Literacy Male                    | 12,62,652           |
| Total Literacy Female                  | 9,47,398            |
| Scheduled Caste Population             | 6,88,235            |
| SC Male                                | 3,42,111            |
| SC Female                              | 3,46,124            |
| Scheduled Tribe Population             | 1,18,928            |
| ST Male                                | 59,172              |
| ST Female                              | 59,756              |
| Sex Ratio                              | 983                 |
| Major Scheduled Castes of the District | Bauri, Dhoba, Dewar |
| Major Scheduled Tribes of the District | Khond, Shabr, Saora |

(Source: Odisha Reference Year Book 2014)

**4.2.2. The Sample of the study:** The study on project, ‘Impact of Urban Education Complex in promoting education among the tribals in Odisha’ was under taken in eight districts of the state and the district Ganjam is one of them. Under the project Anwasha, the ST and SC students admitted in three urban schools of the district Ganjam is as follows. The names and their reactions of the schools are,s

**Table 4.2.1 Admission of Students under Anwasha program**

| Year         | Number of schools participated | Students admitted |           |            |           |           |           |
|--------------|--------------------------------|-------------------|-----------|------------|-----------|-----------|-----------|
|              |                                | ST                |           |            | SC        |           |           |
|              |                                | Boys              | Girls     | Total      | Boys      | Girls     | Total     |
| 2015-16      | 10                             | 40                | 40        | 80         | 17        | 17        | 34        |
| 2016-17      | 11                             | 42                | 42        | 84         | 21        | 21        | 42        |
| <b>Total</b> | <b>11</b>                      | <b>82</b>         | <b>82</b> | <b>164</b> | <b>33</b> | <b>33</b> | <b>76</b> |

(In 2016-17 only one school was added in addition to 10 of previous year)

Over two years, 2015-16 and 2016-17, the intake of Anwasha student is 240. The intake includes 164 ST students consisting of 82 boys and 82 girls against 33 boys and 34 girls totaling 76 of SC category.

**Table 4.2.2 Sample of the study - Ganjam District**

| <b>Particulars</b>            | <b>Number</b> |
|-------------------------------|---------------|
| 1. Number of schools included | 3             |
| 2. Principals                 | 3             |
| 3. Teachers                   | 3             |
| 4. Students                   | 60            |
| (i) Boys                      | 30            |
| (ii) Girls                    | 30            |
| (iii) SCs                     | 18            |
| (iv) STs                      | 42            |
| 5. Parents                    | 12            |
| 6. Community leaders          | 12            |
| 7. Hostel Superintendents     | 3             |
| 8. District Welfare Officer   | 1             |

The data collection was limited to three schools out of 11 schools in which Anwasha students have been admitted. The schools included in the study are, ST. Anne English Medium School, K.C. Public English Medium School and ST Xavier English Medium School. The reason of taking three schools is based on consideration of intakes. The intake of Anwasha students in K.C. Public school is minimum because of their higher strength and problem of space in class. It is also ascertained from the principal that they admit Anwasha students free of cost.

**4.2.3. Particulars about survey schools:** The particulars of the sampled schools with regard to year of establishment, affiliation, student strength of standard 1 and 2 are presented in table below.

**Table 4.2.3 Particulars of Sample Schools**

| <b>Schools</b>             | <b>Year of Establishment</b> | <b>Affiliated to</b> | <b>Total students</b> | <b>Students Std.1</b> |                | <b>Students Std.2</b> |                |
|----------------------------|------------------------------|----------------------|-----------------------|-----------------------|----------------|-----------------------|----------------|
|                            |                              |                      |                       | <b>Total</b>          | <b>Anwasha</b> | <b>Total</b>          | <b>Anwasha</b> |
| 1. K.C. Public School      | 1984                         | CBSE                 | 68                    | 25                    | 3              | 43                    | 10             |
| 2. ST. Xavier high School  | 1999                         | CBSE                 | 100                   | 65                    | 31             | 35                    | 7              |
| 3. ST. Ann's Public school | 2006                         | ICSE                 | 82                    | 50                    | 13             | 32                    | 4              |
| <b>Total</b>               | -                            | -                    | <b>250</b>            | <b>140</b>            | <b>47</b>      | <b>110</b>            | <b>21</b>      |

The total strength of the students in standard I and standard II is 250 out of which number of Anwasha students is 68(27.20%). The number of teachers in three schools is 25 and highest being in K.C. Public school.

**4.2.4. Principal of the Urban Schools and their opinion:**

The principals of the three selected schools were included in the sample. The information regarding infrastructure and teaching aids of their respective schools are given below as reported.

**(i) Infrastructure:** At present required infrastructures are given importance to offer teaching as per guidelines formulated by their respective educational authorities. The infrastructure as per strength of the school was taken to consideration.

**Table 4.2.4 Availability of Infrastructure**

| <b>Details of Infrastructure</b> | <b>ST. Ann's</b>         | <b>K.C Public</b>        | <b>ST Xavier</b>         |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Seats per class               | 35                       | 45                       | 40                       |
| 2. Adequacy of Space, light      | Standard                 | Standard                 | Standard                 |
| 3. Pucca road                    | Well connected           | Well connected           | Under widening           |
| 4. Transport to school and back  | Well provided            | Well provided            | Well provided            |
| 5. Compound wall                 | Exist (4 ft)             | Exist (6 ft)             | Exist (4 ft)             |
| 6. Play ground                   | Well Maintained          | Well maintained          | Well maintained          |
| 7. Game and sport materials      | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water                | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl       | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet       | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                       | Medium type              | Medium type              | Medium type              |
| 12. Library                      | Well maintained          | Well maintained          | Well maintained          |

- Seats arrangement in each class is up to standard and seats are arranged in rows
- Space and light adequate in all schools
- Schools are well connected with pucca road while in case of ST. Xavier it is under widening
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 5-6 ft in average

- Good play grounds are maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Gardens are with seasonal flowers
- Library well equipped with adequate reading materials in three schools.
- The selection of public schools for the purpose fulfills requirements to offer quality teaching.

**(ii) Teaching Aids:** The need for teaching aids in teaching and learning process need no emphasis. These are required to offer quality education and more so in case of small children. The study examined status of teaching aids in respective schools. Important eight teaching aids required for teaching small children were taken into consideration.

**Table 4.2.5 Availability of Teaching Aids**

| <b>Teaching-Learning Materials</b> | <b>ST. Ann's</b>           | <b>K.C Public</b>          | <b>St. Xavier</b>          |
|------------------------------------|----------------------------|----------------------------|----------------------------|
| 1. Black and white board           | Medium sized in each class | Medium sized in each class | Medium sized in each class |
| 2. LCD                             | Do not possess             | Standard and in operation  | Standard and in operation  |
| 3. Projector                       | Good projector             | Good projector             | Good projector             |
| 4. TV                              | Possess                    | Not possessed              | Not possessed              |
| 5. Wall magazines                  | Well arranged              | Well arranged              | Well arranged              |
| 6. Information board               | displayed                  | Displayed                  | Displayed                  |
| 7. Map Chart                       | Adequate                   | Adequate                   | Adequate                   |
| 8. Models                          | Various types              | Various types              | Various types              |

- All the classes have black board and white boards
- LCD is not in ST. Anne school and in other two schools these are used on specific seminars/meetings and not in regular class
- TV is only found in ST. Ann's school, mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of students' interest

- Information boards are placed close to school offices
- Models of various types kept for small children and used as per requirements
- From teaching aid point of view the selection of schools proper and suitable

**(iii) Teaching Staffs:** Teaching staffs are the core aspects of educational system. Their qualification, experience and the standard teacher- student ratio make teaching effective.

**Table 4.2.6 Status of teaching Staffs**

| <b>Particulars</b>                           | <b>ST. Ann's</b> | <b>K.C Public</b> | <b>ST. Xavier</b> | <b>Total</b> |
|--|------------------|-------------------|-------------------|--------------|
| 1. No. of trained teachers                   | 12               | 25                | 11                | 48           |
| 2. No. of untrained teachers                 | 9                | 20                | 5                 | 34           |
| 3. Non-teaching staff                        | 4                | 15                | 6                 | 25           |
| 4. Male teachers                             | 4                | 8                 | 7                 | 19           |
| 4. Female teachers                           | 17               | 37                | 9                 | 63           |
| 5. Teachers associated with ANWESHA students | 14               | 12                | 4                 | 30           |
| 6. Teacher-student ratio                     | 1:30             | 1:37              | 1:31              | 1:32         |

All the three schools have both trained and untrained teachers as well as male and female teachers. The number of female teachers is more than male in each of the schools. The teacher student ratio is higher in case of K.C. Public School followed by ST Xavier and ST Anne School. As reported, a good number of teachers are associated with Anwesha students in each school and lowest being in ST Xavier. The association of teachers with Anwesha students includes teaching, sports, games, taking to bus and other extracurricular activities. They are exclusively engaged for Anwesha students but with normal assignment.

#### **4.2.5. Teachers of Urban Schools and their opinion:**

In schools, the role of the teachers is very important as they come in contact with students closely and watch their behavior besides teaching. For the study, one teacher from each of the three selected schools were included in the sample as they remain in charge of Anwesha students for all purposes.

**(i) Personal Information about the teachers:** Personal information about the teachers in charge of Anwesha students were collected to know their back ground. The sample included one teacher from each school.

**Table 4.2.7 Personal profile of teachers**

| <b>Variables</b>   | <b>ST. Ann's</b> | <b>K.C Public</b>         | <b>ST. Xavier</b> |
|--|------------------|---------------------------|-------------------|
| 1. Age (Year)  | 35               | 34                        | 22                |
| 2. Education   | B.A, B.Ed        | B.A, B.Ed                 | B.Sc.             |
| 3. Training  | Trained          | Trained                   | Not trained       |
| 4. Total teaching experience (Years)                       | 10               | 11                        | 2                 |
| 5. Total teaching experience in the present school (Years) | 5                | 2                         | 2                 |
| 6. Special Training in teaching                            | Availed          | Not availed               | Not availed       |
| 7. Subjects taught   | Eng, Hindi, Odia | Math, Eng, Odia, Computer | Math              |

- Special trainings are arranged by their authorities on teaching for two to three weeks

The information reveal that the teachers are young within 35 years of age, all are graduate with B.Ed training expect one, the total experience varies from 2 years to 11 years and in particular school up to five years. Out of three teachers, only one has undergone special training to teach the students. The sample teachers offer teaching in the subjects of English, Odia, Math and Hindi in standard I and II class.

**(ii) School environment and use of facilities:** The selected urban schools have required facilities to offer quality education. The ST and SC students coming from rural areas when find new situation with urban students feel shy and do not feel free to use the modern facilities available in the schools. To know the ground reality the information were collected as reflected in table below. The response was secured on a three point scale of always, sometimes, and rarely in use of facilities and for quantification of data the scores were assigned as 3, 2 and 1 respectively.

**Table 4.2.8 School environment and use of facilities (N=3)**

| <b>Variables</b>                            | <b>Schools</b>   |                   |                   | <b>Average Score</b> |
|---|------------------|-------------------|-------------------|----------------------|
|   | <b>ST. Ann's</b> | <b>K.C Public</b> | <b>ST. Xavier</b> |                      |
| 1. Free to sit with other students in class | 3                | 3                 | 3                 | 3.00                 |
| 2. Library                                  | 2                | 1                 | 3                 | 2.00                 |
| 3. Toilet                                   | 1                | 3                 | 3                 | 2.33                 |
| 4. Accessibility to Teachers                | 2                | 2                 | 3                 | 2.33                 |
| 5. Drinking water                           | 3                | 3                 | 3                 | 3.00                 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                      |             |             |             |             |
|----------------------|-------------|-------------|-------------|-------------|
| 6. Common facilities | 3           | 1           | 3           | 2.33        |
| <b>Average Score</b> | <b>2.33</b> | <b>2.16</b> | <b>3.00</b> | <b>2.49</b> |

The observation in table reveals that new entrants are same in use of class room and drinking water facilities while lack behind in use of library, accessibility to teacher and availing of common facilities. The process of socialization is on the way and may take little more time for ST and SC students to be at par with urban students. The gap in use of facilities is due to shyness of Anwasha students at the beginning of school carrier. However, the isolation was observed up to six months only after which the Anwasha students were normal users of facilities like other students. It is observed that Anwasha students for some specific class used to sit separately in order to make up the deficiencies as not being passed through lower and upper KG which is the case of other students. The score analysis reveals that ST. Xavier students are better in this respect as they have appointed mother teachers to take special care



of these students.

(Picture shows Anwasha Students are playing at school with urban students and the 2<sup>nd</sup> one is the class room behavioral of the students.)

**(iii) Understanding language and subject and response in the class:** The English Medium Schools offer teaching in English Language. Very often they use local language for better understanding of the students. The ST and SC students coming from rural areas face problems to. Understand the language. The study examined the situation in this regard of the three schools. The responses were sought on three point scale like (i) Average (ii) Below Average and (iii) Above average for rating.

**Table 4.2.9 Opinion about understanding language, subject and response in class**

| Variables                              | Schools       |               |               |
|--|---------------|---------------|---------------|
|  | St. Ann's     | K.C Public    | St. Xavier    |
| 1. Understanding the language in class | Below average | Below average | Average       |
| 2. Response in class                   | Below average | Below average | Below average |
| 3. Level of understanding of subject   | Below average | Below average | Average       |

The reactions of the teachers reveal that ST and SC students do not respond well in class and in their assessment they are rated below average. In case of understanding the language pronunciation is the major problem for the students. The students of ST Anne and K.C. Public school are below average in understanding language while rated as average in case of ST. Xavier. Same is the trend in case of understanding the subject. The response of the teachers is limited to Standard I and II only.

**(iv) Attributes of Learning Behaviour of Anwasha students:** Our hypothesis is that there will be difference between urban and rural students on various attributes in relation to study and schooling behaviour. It is more so in case of ST and SC students who come from remote areas with tribal back ground. After taking admission in urban schools, the students gradually imbibe the culture of new situations. We measured as to what degree the difference exists on some specific parameters related to their learning behavior. The quantification of data was made with response of very good, good and average with assigned score of 3, 2 and 1 respectively. For concersion of qualitative response to quantitative ones, the scoring pattern is adopted to reflect the results in measurable term.

**Table 4.2.10 Attributes of learning behavior of Anwasha students as rated by the teachers**

| Variables                               | Schools   |            |            | Avg. | +/- Than average |
|---|-----------|------------|------------|------|------------------|
|   | ST. Ann's | K.C Public | ST. Xavier |      |                  |
| <b>1. Class Room Related Activities</b> |           |            |            |      |                  |
| (i) Punctuality                         | 2.20      | 1.60       | 2.00       | 1.93 | -                |
| (ii) Attendance                         | 2.20      | 2.33       | 2.33       | 2.28 | +                |
| (iii) Cleanness of uniform              | 2.00      | 1.20       | 2.00       | 1.73 | -                |
| (iv) Silence in the class               | 3.00      | 3.00       | 2.00       | 2.66 | +                |
| <b>2. Understanding of Subject</b>      |           |            |            |      |                  |
| (i) Understanding Pronunciation         | 1.00      | 1.80       | 2.20       | 1.66 | -                |
| (ii) Understanding Subject              | 1.00      | 2.00       | 1.60       | 1.53 | -                |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

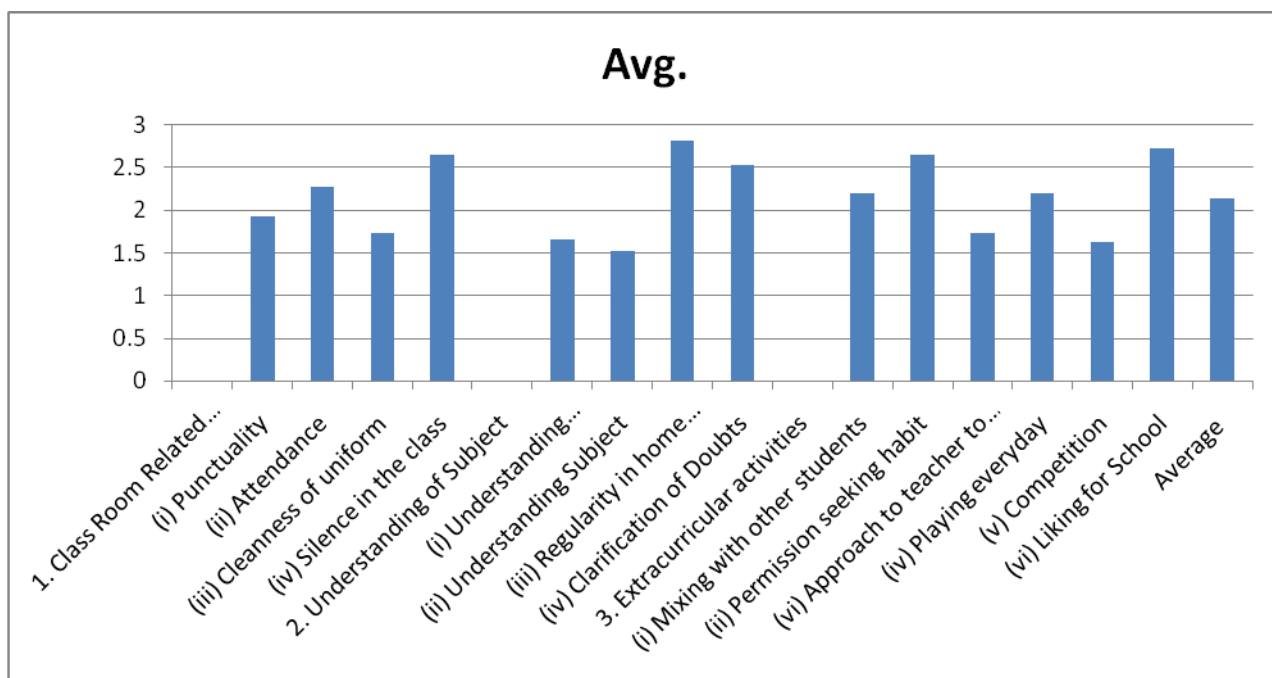
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|   |             |             |             |             |   |
|---|-------------|-------------|-------------|-------------|---|
| (iii) Regularity in home assignment       | 2.68        | 2.80        | 3.00        | 2.82        | + |
| (iv) Clarification of Doubts              | 3.00        | 1.80        | 2.80        | 2.53        | + |
| <b>3. Extracurricular activities</b>      |             |             |             |             |   |
| (i) Mixing with other students            | 3.00        | 2.60        | 1.00        | 2.20        | + |
| (ii) Permission seeking habit             | 3.00        | 3.00        | 2.00        | 2.66        | + |
| (vi) Approach to teacher to solve problem | 1.00        | 1.80        | 2.40        | 1.73        | - |
| (iv) Playing everyday                     | 2.20        | 2.20        | 2.20        | 2.20        | + |
| (v) Competition                           | 2.00        | 1.80        | 1.10        | 1.63        | - |
| (vi) Liking for School                    | 2.20        | 3.00        | 3.00        | 2.73        | + |
| <b>Average</b>                            | <b>2.16</b> | <b>2.19</b> | <b>2.10</b> | <b>2.14</b> |   |

### **Result:**

The results indicate that Anwasha students are rated below average in the matter of punctuality, cleanliness of uniform dress, understanding pronunciation, understanding of subject, approach to teacher to solve problems, and competition in the campus like game, sport, school functions.

On other hand Anwasha students are rated above the average in the matter of attendance, silence in class, home assignment, clarification of doubts, mixing with other students, taking permission from teacher and liking for the school. They are above average in home assignment and clarification of doubts because of tuition in the hostel and coaching of the tutors.



(v) **Counseling and Problem solving Mechanism:** The results reveal that ST Xavier and ST Anne make frequent counseling for upgrading the standard of the students while in case of K.C. Public school it is done sometimes only. It may be mentioned here that because of much higher strength of students, much attention to Anwasha students is not given in K.C. Public school. The problem solving mechanism followed by the sample schools is given below.

**Table 4.2.11 Academic problem Solving Mechanism**

| St. Ann's                  | K.C Public                 | St. Xavier               |
|----------------------------|----------------------------|--------------------------|
| 1. Inspiring               | 1. More personal attention | 1. Class room discussion |
| 2. More personal attention | 2. More time devotion      |                          |
|                            | 3. Frequent counseling     |                          |

Inspiring, giving more attention, more time, frequent counseling and class room discussions are used as the tools to solve academic problems of the ST and SC students admitted under Anwasha program.

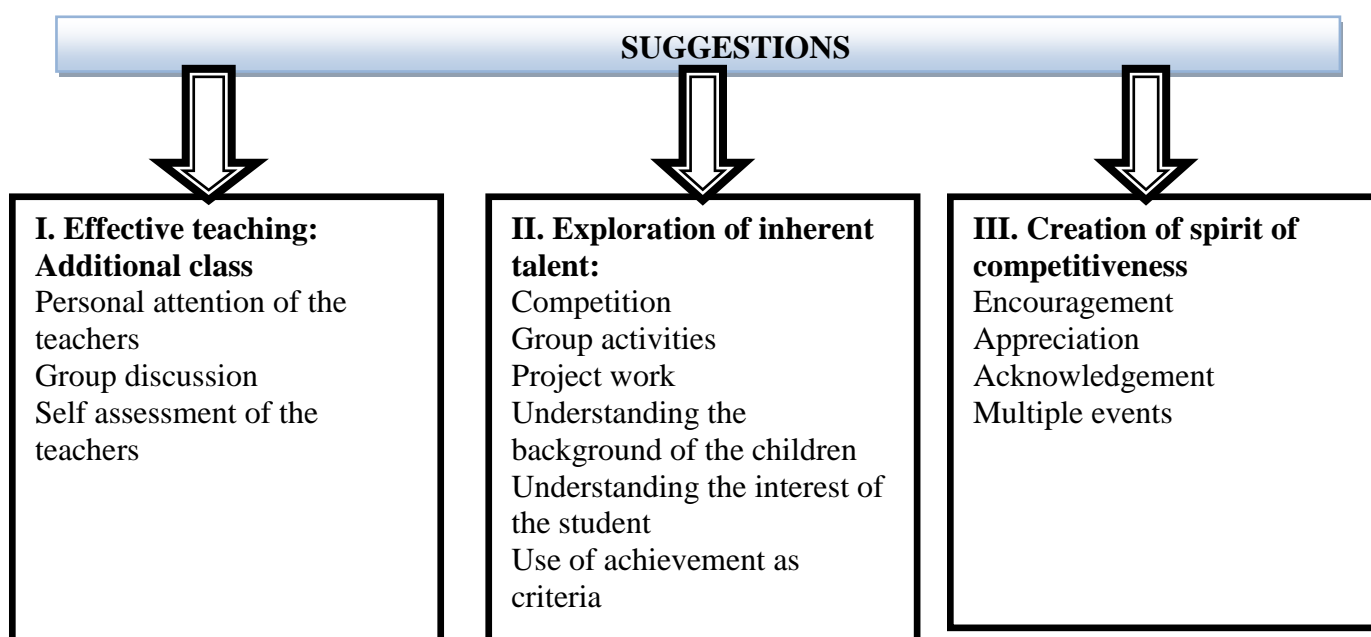
(vi) **Test performance:** The important aspect of the study was to ascertain the performance level of Anwasha students. The marks secured by the students in last unit test were taken into consideration. The marks of last ten and first 10 students were examined. In order to have an insight about the performance of the students was examined as follows.

**Table 4.2.12 Test score of Anwasha students (Mark in %)**

| <b>School</b>        | <b>Marks secured in last unit test (%)</b> |
|----------------------|--|
| 1.ST. Ann's          | 42.40                                      |
| 2. K.C.Public School | 43.20                                      |
| 3. St.Xavier School  | 63.20                                      |
| <b>Average</b>       | <b>49.60</b>                               |

The results reveal that students in average secured 49.60% mark and highest being in St.Xavier school. The marks secured by Anwasha students in St.AAnne School and K.C. Public school are at par. On overall cases the performance of students is poor as it is below 50% of total marks. The reasons of better performance in case of ST. Xavier Schools appointment of mother tesacher, extra classes and constant follow up.

**(vii) Suggestions for promotion of quality education:** Suggestions were sought for improvement in teaching, infrastructure, exploration of inherent talent and creation of spirit for competition. The suggestions obtained from the teachers in this regard are presented as under.



**4.2.6. Students:**

**(i) Learning behavioural traits of Anwasha students:**

The students are the core consideration of the scheme. The ST and SC children are admitted under the scheme in urban elite English Medium Schools so that they receive quality education and do not feel difference in availing opportunity to attain educational goals. The students who acquire knowledge can better explain the extent to which they are satisfied.



Since the sample consists of small SC and ST children who have taken admission in Standard 1 and 2, cannot response to satisfy the needs of the study. Therefore the groups were formed taking five students in each and group discussions were held by the well trained investigators to reveal information on a number of variables as has been explained in table below.

**Table 4.2.13 Learning behavioural traits of Anwasha students**

| Variables                               | Schools      |               |               | Avg. | +/-<br>Than<br>average |
|---|--------------|---------------|---------------|------|------------------------|
|   | ST.<br>Ann's | K.C<br>Public | ST.<br>Xavier |      |                        |
| <b>1. Class Room Related Activities</b> |              |               |               | -    | -                      |
| (i) Punctuality                         | 2.00         | 1.60          | 2.00          | 1.86 | -                      |
| (ii) Attendance                         | 2.00         | 2.00          | 2.00          | 2.00 | +                      |
| (iii) Cleanness of uniform              | 2.00         | 1.20          | 2.00          | 1.73 | -                      |
| (iv) Silence in the class               | 2.00         | 1.60          | 2.00          | 1.86 | -                      |
| <b>2. Understanding of Subject</b>      |              |               |               |      |                        |
| (i) Understanding Pronunciation         | 1.00         | 0.40          | 2.20          | 1.20 | -                      |
| (ii) Understanding Subject              | 1.00         | 1.00          | 1.40          | 1.13 | -                      |
| (iii) Regularity in home assignment     | 3.00         | 1.80          | 3.00          | 2.60 | +                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (iv) Clarification of Doubts               | 3.00        | 0.80        | 3.00        | 2.26        | + |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 3.00        | 1.00        | 2.60        | 2.20        | + |
| (ii) Permission seeking habit              | 3.00        | 2.00        | 3.00        | 2.66        | + |
| (iii) Approach to teacher to solve problem | 1.00        | 0.80        | 2.40        | 1.40        | - |
| (iv) Playing everyday                      | 2.00        | 2.00        | 2.00        | 2.00        | + |
| (v) Competition                            | 2.00        | 2.00        | 2.20        | 2.22        | + |
| (vi) Liking for School                     | 3.00        | 2.20        | 3.00        | 2.73        | + |
| <b>Average</b>                             | <b>2.14</b> | <b>1.41</b> | <b>2.41</b> | <b>1.98</b> |   |
| <b>Rank</b>                                | <b>II</b>   | <b>III</b>  | <b>I</b>    | -           |   |

### Results:

The investigators rank Anwasha students below average in punctuality, cleanliness of uniform, silence in class, understanding pronunciation, understanding of subject, approach to teachers and competition in game, sport, and school functions.

On other hand they are rated above the average in the matters of attendance, regular home assignment, clarification of doubt, mixing with students, permission seeking habit, regular playing, campus competition and liking for schools.

On comparing the opinions of the teachers and students on learning behavioural traits the following difference were observed.

| Learning Traits                            | Assessment of teachers | Assessment of investigators | Mean Average |
|--|------------------------|-----------------------------|--------------|
| <b>1. Class Room Related Activities</b>    |                        |                             |              |
| (i) Punctuality                            | 1.93                   | 1.86                        | 1.89         |
| (ii) Attendance                            | 2.28                   | 2.00                        | 2.14         |
| (iii) Cleanness of uniform                 | 1.73                   | 1.73                        | 1.73         |
| (iv) Silence in the class                  | 2.66                   | 1.86                        | 2.26         |
| <b>2. Understanding of Subject</b>         |                        |                             |              |
| (i) Understanding Pronunciation            | 1.66                   | 1.20                        | 1.43         |
| (ii) Understanding Subject                 | 1.53                   | 1.13                        | 1.33         |
| (iii) Regularity in home assignment        | 2.82                   | 2.60                        | 2.71         |
| (iv) Clarification of Doubts               | 2.53                   | 2.26                        | 2.39         |
| <b>3. Extracurricular activities</b>       |                        |                             |              |
| (i) Mixing with other students             | 2.20                   | 2.20                        | 2.20         |
| (ii) Permission seeking habit              | 2.66                   | 2.66                        | 2.66         |
| (iii) Approach to teacher to solve problem | 1.73                   | 1.40                        | 1.56         |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                        |      |      |             |
|------------------------|------|------|-------------|
| (iv) Playing everyday  | 2.20 | 2.00 | 2.10        |
| (v) Competition        | 1.63 | 2.22 | 1.92        |
| (vi) Liking for School | 2.73 | 2.73 | <b>2.73</b> |

The results reveal

1. In case of class room related activities, the Anwasha students are better in silence in class, attendance, punctuality and cleanliness of uniforms.
2. In case of understanding the subjects, their position is better in in home assignment, clarification doubts, and understanding subjects.
3. Among the extracurricular activities they are better liking for school, taking permission, mixing with other students, games while behind in approach to teachers and competition.

### 4.2.7. Hostel Accommodation:

The unique feature of the scheme is to provide hostel accommodation to Anwasha students' free of cost. This incentive attracts ST and SC students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization.



**(Picture shows the accommodation of the students and their dining space)**

The study covered three hostels in the district of Ganjam to examine the living condition of the Anwasha students. The information collected on this aspect has been presented under the following headings.

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

- (i) **Status of survey hostel:** The hostel facilities for Anwasha students have been the top agenda in the scheme. The accommodation facilities keep students happy lead to better educational performance.

**Table 4.2.14 Information about hostel**

| Name of the District      | Ganjam                                       |  |  | Total |
|---------------------------|--|--|--|-------|
| 1. Name of the hostel     | Ashram School<br>Hostel,Nimakhandi           | Special Urban<br>Hostel,<br>Ambapua                | Urban<br>Education<br>Hostel ,<br>Bhanjanagar      | -     |
| 2. Address of the hostel  | Nimakhandi,Berhampur                         | Nera city college<br>, Ambapua                     | UB High<br>School<br>campus                        | -     |
| 3. Ownership              | SC & ST Dept                                 | SC & ST Dept                                       | SC&ST<br>Dept.                                     |       |
| 4. Strength in hostel     | 230  | 260  | 101  | 591   |
| 5. Staff in position      |  |  |  |       |
| (i) Hostel Superintendent | 1  | 1  | 1  | 3     |
| (ii) Tutor                | 2  | 5  | 2  | 9     |
| *(iii) CCA                | 0  | 1  | 1  | 2     |
| (iv) Warden               | 1  | 1  | 1  | 3     |
| *(v) Matron               | 0  | 0  | 0  | 0     |
| 4. Students per room      | Not fixed, adjusted by<br>according to space | Not fixed,<br>adjusted by<br>according to<br>space | Not fixed,<br>adjusted by<br>according to<br>space | -     |
| 5. Transport facility     | By Bus Provided by<br>school                 | By Bus Provided<br>by school                       | By Bus<br>Provided by<br>school                    | -     |
| 6. Cot                    | 75   | 200  | 75   | 350   |
| 7. Mosqitonet             | 0  | 200  | 0  | 200   |
| 8. Chair                  | 0  | 10   | 0  | 10    |
| 9. Table                  | 0  | 10   | 0  | 10    |
| 10. Bucket                | 120  | 20   | 2  | 142   |
| 11. Mug                   | 120  | 20   | 4  | 144   |
| 12. Fan                   | 12   | 92   | 39   | 144   |
| 13. Light ball            | 8  | 64   | 39   | 111   |
| 14. Toilet                | 12   | 36   | 9  | 57    |
| 15. Water supply          | Pipe   | Pipe   | Pipe   | -     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                    |            |            |                           |   |
|--------------------|------------|------------|---------------------------|---|
| 16. Drinking water | RO Machine | Aqua guard | Boring and tap connection | - |
| 17. Boundary wall  | Exist      | Exist      | Exist                     | - |
| 18. Garden         | Exist      | Exist      | Exist                     | - |
| 19. Indoor Game    | Nil        | Nil        | Nil                       | - |
| 20. Playground     | Nil        | Nil        | Nil                       | - |

(Note Soap, oil, mosquito repelant etc. are met out of the provision per student @ 750 for boys and 800 for girls, the hostels and compound is equipped with CC TV, the exact number was not available)

- In case of absence of CCA and Matron, the work is managed by the staff available from other schemes like Ashram School as Anwasha students are accommodated in their hostels.

All the hostels under study are owned by the Dept.SC &ST. The strength of hostels at the time of interview is found to be 591 and highest being in the hostel of Special Urban Hostel Ambapua. The strength of employees is highest in case of Ambapua and lowest in case of Bhanjanagar.

**(ii) Hostel Accommodation:** The hostel management basically covers the aspect of accommodation, food health and hygiene. The information provided by the hostel authorities are presented in table.

As revealed in table, the hostels are located within 15 Km radius of the location of the schools and the students are provided with transport facilities. Therefore, accommodation and going to school is well taken care of. The accommodation per room varies as per availability of space. For comfortable living all facilities have been provided. However, Urban Education Hostel, Bhanjanagar has not been able to provide mosquito net, chair, table and cupboard. None of the hostel under study has facility for indoor games. On the whole, it may be inferred that hostels are suitably managed for accommodation and study of the students.

**(iii) Food health and Sanitation:** The ST and SC students are very young and come from rural areas. The measures like regular study, health and sanitation are required to make living comfortable. In new environment being away from parents, the students feel home sick and



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

isolation. Considering health, hygiene and food of three hostels the following conclusions are drawn with regards to problems requiring attention.

**Table 4.2.15 Problems Need Attention**

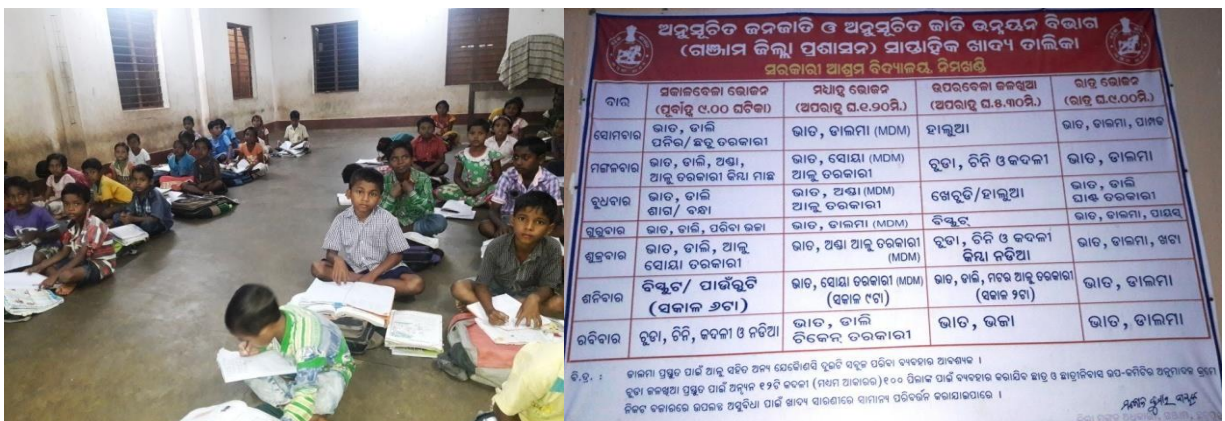
| Problems                    | Solution  |
|-----------------------------|---|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel The timing of breakfast, launch and dinner are 7AM, 1PM and 8 PM respectively. Since the boarders are to go to different school this time table is fixed as per suitability of hostel management As ascertiianed, the quantity of fodd is OK but quality is not up to standard. |
| (2) Watching at Night       | Need male watcher to replace female watcher. The female watchers at night are not strong enough to meet emergencies as and when arises.   |
| (3) Washer man              | Washer man service not provided. Common problem is that the beds, bed sheet dress are found not cleaned. Local dhobi be engaged for the purpose   |
| (4) Health card             | Not issued/provided so far. It is to be issued by local doctor. In case of Nimakhandi the health cards are issued and kept with ANM   |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1: 50 as in practice, tutor remains absent frequently. It is to be checked.   |

### Food-

The chat of weekly menu is given below. As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin

(Picture shows students are studying at hostel in the study hour and second one is the food chart of the hostel.)

is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present



**(Anwasha students in Tuition session and food chart)**

Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.2.8. PARENTS AND THEIR OPINION:**

The parents are the main stakeholders of Anwasha scheme. Once they are convinced, they would send their children for quality education to urban schools. The study honored the response of parents regarding Anwasha with much emphasis .While selecting parents as sample due attention was paid to select from both ST and SC category and being parents of boys and girls. The responses of the parents have been presented under the following heading

**(i) Socio-personal information about parents:** To understand the rate of involvement of parents in Anwasha scheme, as much as 12 parents were interviewed. The study examined the socio-economic back grounds of the parents who took interest for admitting of their

children under the scheme. The socio-economic back ground reflects activities of individuals. In other words status of parents reflects their attitude towards new intervention may be in any field.

**Table 4.2.16 Socio-Personal information (N=12)**

| <b>Personal information</b>                          | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>1.Age(Years)</b>                                  |                  |                   |
| (i) 30-40  | 10               | 83.34             |
| (ii) 41-50   | 2                | 16.66             |
| <b>2.Caste Category</b>                              |                  |                   |
| (i) SC   | 6                | 50.00             |
| (ii) ST  | 6                | 50.00             |
| <b>3. Education</b>                                  |                  |                   |
| (i) Illiterate                                       | 4                | 33.34             |
| (ii) Primary   | 3                | 25.00             |
| (iii) Middle school                                  | 3                | 25.00             |
| (iv) High School                                     | 2                | 16.66             |
| <b>4. Family composition (Members/family)</b>        |                  |                   |
| (i) Up to 3  | 4                | 33.34             |
| (ii) 4-5   | 8                | 66.66             |
| <b>5. Number of children on education at present</b> |                  |                   |
| (i) One  | 6                | 50.00             |
| (ii) Two   | 2                | 16.66             |
| (iii) Three  | 4                | 33.34             |
| <b>6. Occupation</b>                                 |                  |                   |
| (i) Farming  | 10               | 83.34             |
| (ii) Service   | 0                | 0.00              |
| (iii) business                                       | 2                | 16.66             |
| <b>7. Earning member per family</b>                  |                  |                   |
| (i) One  | 6                | 50.00             |
| (ii) Two   | 2                | 16.66             |
| (iii) Three  | 4                | 33.34             |
| (iv) Four  | 0                | 0.00              |
| <b>8. Type of farmer</b>                             |                  |                   |
| (i) Landless   | 8                | 33.34             |
| (ii) Marginal  | 2                | 16.66             |
| (iii) Medium   | 2                | 16.66             |
| (iv) Large   | 0                | 16.66             |

**Results:**

1. The sample consisted of young parents within age group of 30 to 49 years. The sample represents equal numbers from ST and SC categories, Majority of the parents are illiterates followed by primary to middle school education. However, out of the total sample, two were graduates.
2. Majority of the sample lead families of 4-5 (66.66%) members and some have even four to five members. About 50% of the parents have one school going child while 16.66% have two and 33.34% have three.
3. Farming and wage earning are two important occupations of the parents under study. Majority parents have two or one earning members per family. The parents mostly come under marginal farmer group and 33.34% are landless. The respondents expressed happiness about Anwasha Programme which provides opportunity to educate their children in urban areas.

**(ii) Sources of information and influence about Anwasha Program:** The sample parents are living in remote areas. They are not much educated nor have much link with developmental agencies. The investigation tried to find out sources that the parents used to obtain information about Anwasha program.

**Table 4.2.17 Sources of Information and influence about Anwasha program (N=12)  
(Multiple response)**

| Sources of information             | Sources of information |       | Influential Sources |       |
|------------------------------------|------------------------|-------|---------------------|-------|
|                                    | f                      | %     | f                   | %     |
| (i) Block office                   | 8                      | 66.66 | 0                   | 0.00  |
| (ii) District Welfare Officer(DWO) | 6                      | 50.00 | 8                   | 66.66 |
| (iii) News paper                   | 0                      | 0.00  | 0                   | 0.00  |
| (iv) TV                            | 0                      | 0.00  | 0                   | 0.00  |
| (v) Friend and relatives           | 0                      | 0.00  | 0                   | 0.00  |
| (vi) Village leader                | 6                      | 50.00 | 6                   | 50.00 |
| (vii) High School teacher          | 4                      | 33.34 | 8                   | 33.33 |

The data reveal that DWO and block office are the major sources of information for parents about Anwasha program. Mass media sources like newspaper and T.V practically have no role in making awareness of the programme.

Further the influencing sources which persuaded them to send their children to Anwasha sponsored educational program was found .was found to be DWO followed village school and village leaders

**(iii) Attraction for Anwasha Program:** The study examined the reasons of attraction for the parents to admit their children under Anwasha scheme as follows.

**Table 4.2.18 Major attraction for Anwasha Program (N=12) (Multiple response)**

| <b>Attraction points</b>        | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| (i) Free education              | 10               | 83.33             |
| (ii) Quality education          | 8                | 66.66             |
| (iii) Urban education           | 4                | 33.33             |
| (iv) Opportunity given by Govt. | 0                | 0.00              |

As revealed in table above, free and quality education were the main attractions for parents to admit children under the scheme of Anwasha. The other reasons like urban education and opportunity provided by the Government of Odisha also added to the list.

**(iv) Involved in Admission process:** The response regarding the steps that the parents followed to admit their children was examined with revealed the following information.

1. Application forms available with DWO and Block Office.
2. DWO/WEOs/local school teachers/relatives help in filling the application
3. Present method of selecting Anwasha students by lottery system is perceived as OK.

**(v) Changes with Anwasha Students as observed by parents:** Within the frame work of the study the reactions of the parents about changes that they observe with their children after admission in the urban schools were ascertained as reflected in table given below. For quantification of data the change was measured as no change, better and far better with assigned score of 1, 2 and 3 respectively.

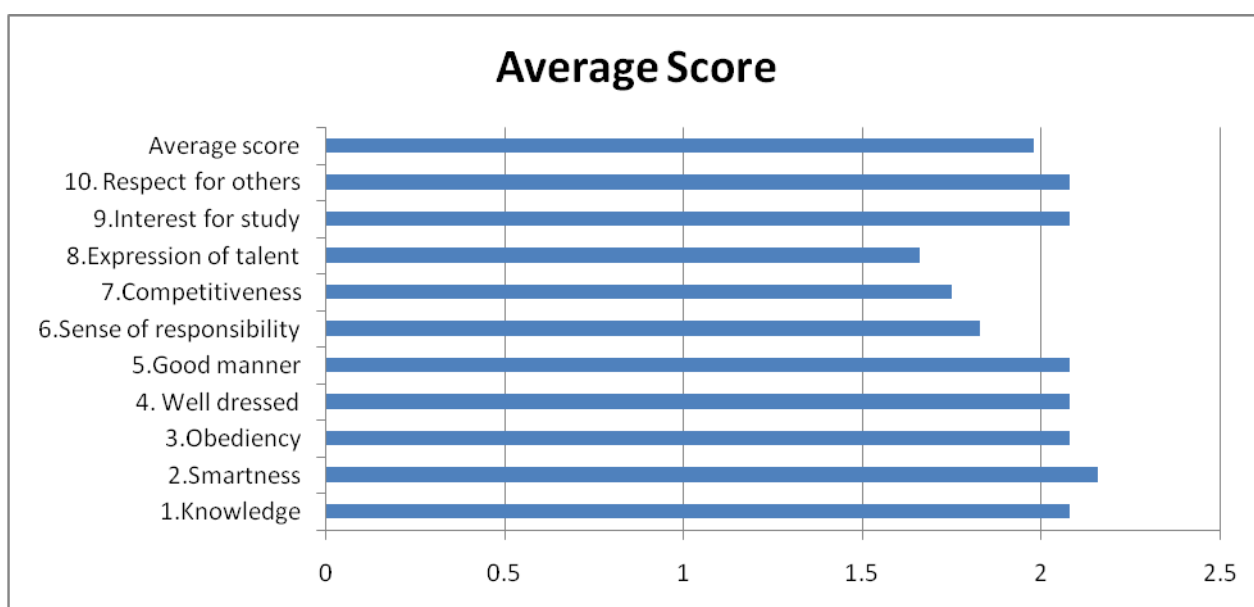
**Table 4.2.19 Changes with Anwasha Students as observed by the parents (N=12)**

| <b>Change</b>              | <b>Average Score</b> | <b>% perceived change</b> |
|----------------------------|----------------------|---------------------------|
| 1.Knowledge                | 2.08                 | 69.33                     |
| 2. Smartness               | 2.16                 | 72.00                     |
| 3. Obediency               | 2.08                 | 69.33                     |
| 4. Well dressed            | 2.08                 | 69.33                     |
| 5. Good manner             | 2.08                 | 69.33                     |
| 6. Sense of responsibility | 1.83                 | 61.00                     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                         |             |              |
|-------------------------|-------------|--------------|
| 7. Competitiveness      | 1.75        | 58.33        |
| 8. Expression of talent | 1.66        | 55.33        |
| 9. Interest for study   | 2.08        | 69.33        |
| 10. Respect for others  | 2.08        | 69.33        |
| <b>Average score</b>    | <b>1.98</b> | <b>66.00</b> |

The overall change is found to be 66% while maximum changes are expressed in favor of smartness, followed by knowledge gain, well dressed, good manner, interest in study, and respect for elders. The changes in other aspects like sense of responsibility, competitiveness and expression of talents were also mentioned by the parents. The overall changes are measured to be 66%.



### 4.2.9. COMMUNITY LEADERS AND THEIR OPINION:

Community Leaders are the key persons at village level who are elected or not elected but referred for all activities in the panchayat. The state Government is trying hard to empower community leaders to lead the fellow villages. The opinion of the community leaders about Anwesha program was sought and analyzed.

**(i) Socio-Personal information about community leaders:** The study examined the socio-personal back ground of the community leaders who belonged to ST and SC social category.

**Table 4.2.20 Personal Information of Community Leaders (N=12)**

| Personal information       | F         | Percentage    |
|----------------------------|-----------|---------------|
| <b>1.Age (Year)</b>        |           |               |
| (i) up to 30 years         | 6         | 50.00         |
| (ii) 31 to 40 years        | 4         | 33.34         |
| (iii) 41 years and more    | 2         | 16.16         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>2.Caste</b>             |           |               |
| (i) SC                     | 5         | 41.66         |
| (ii) ST                    | 7         | 58.34         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>3. Education</b>        |           |               |
| (i) Primary                | 4         | 33.34         |
| (ii) Middle school         | 6         | 50.00         |
| (ii) High School           | 2         | 16.66         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>4. Major Occupation</b> |           |               |
| (i) Farming                | 8         | 66.68         |
| (ii) Service               | 1         | 8.33          |
| (iii) Business             | 1         | 8.33          |
| (iv) Wage earning          | 2         | 16.66         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |

The selected community leaders were within active years of age, have educational attainment, belong to ST and SC Category and depends on farming for living. However, one of them was service holder one business man and two were wage earners. The selected community leaders thus represent all sections of the community.

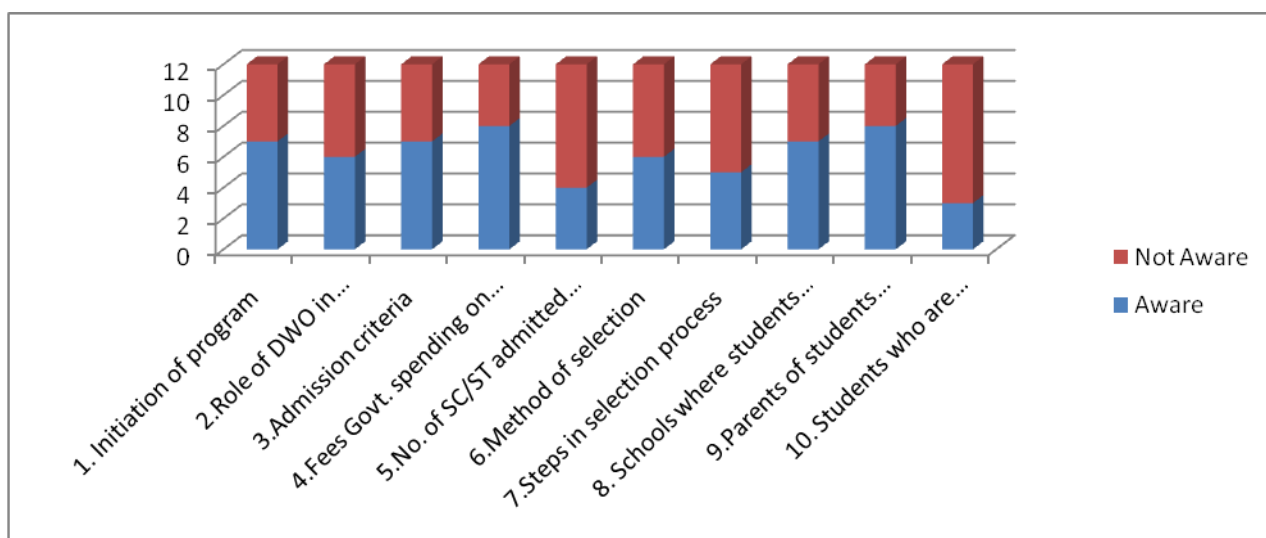
**(ii) Awareness about Anwasha program:** Community leaders keep constant touch with community activities, their problems, and new programs of the Government and know well the social situations. In finding out their awareness about Anwasha program, following responses were obtained. As much as 12 community leaders were interviewed to ascertain their awareness about the program. For analysis, awareness was measured on a three point scale like much, much and little with assigned score of 3, 2 and 1 respectively.

**Table 4.2.21 Awareness of ANWESHA Program (N=12)**

| Awareness Parameters     | Aware |       | Not Aware |       |
|--------------------------|-------|-------|-----------|-------|
|                          | f     | %     | f         | %     |
| 1. Initiation of program | 7     | 58.33 | 5         | 41.67 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                                    |          |              |          |              |
|------------------------------------|----------|--------------|----------|--------------|
| 2.Role of DWO in Anwasha Programme | 6        | 50.00        | 6        | 50.00        |
| 3.Admission criteria               | 7        | 58.33        | 5        | 41.47        |
| 4.Fees Govt. spending on them      | 8        | 66.67        | 4        | 33.33        |
| 5.No. of SC/ST admitted so far     | 4        | 33.33        | 8        | 66.67        |
| 6.Method of selection              | 6        | 50.00        | 6        | 50.00        |
| 7.Steps in selection process       | 5        | 41.67        | 7        | 58.33        |
| 8. Schools where students admitted | 7        | 58.33        | 5        | 41.47        |
| 9.Parents of students admitted     | 8        | 66.67        | 4        | 33.33        |
| 10. Students who are reading now   | 3        | 25.00        | 9        | 75.00        |
| <b>Average</b>                     | <b>6</b> | <b>50.00</b> | <b>6</b> | <b>50.00</b> |



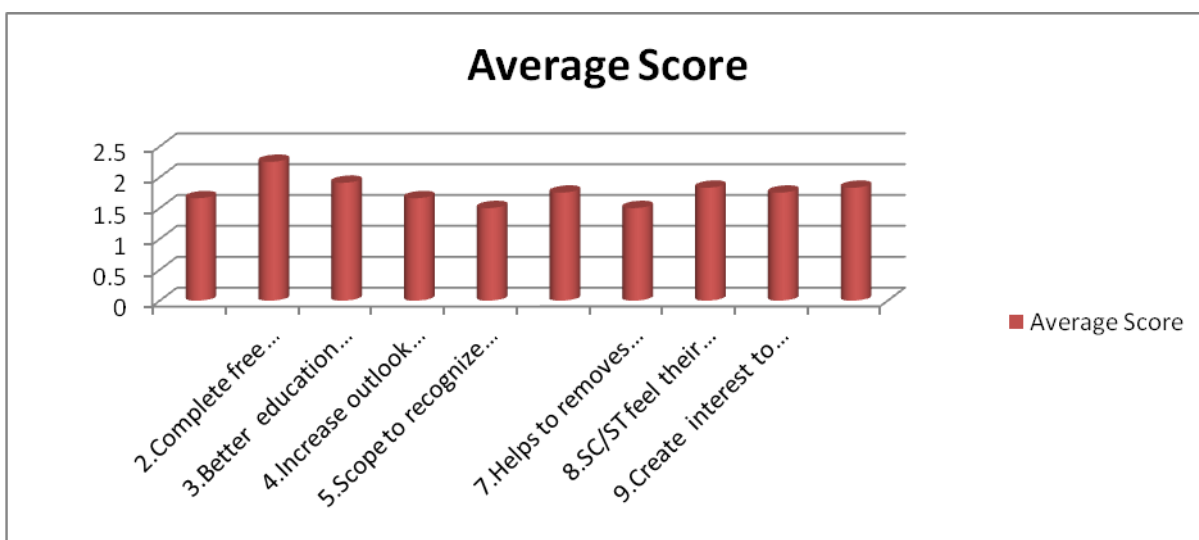
The analysis reveals that the community leaders are aware of the Anwasha program. Their awareness on 10 components as cited in table above is about 50% only. Their level of awareness varied from component to component

**(ii) Impact of Anwasha scheme on education attainment of SC and ST students:** The community leaders are in opinion that Anwasha scheme has significant impact on SC and ST students to have quality education like urban children. The impact points were found out as reflected in table. The responses was assigned with scores of 3, 2 and 1 for agree, disagree and neutral respectively.



**Table 4.2.22 Impact of Scheme on educational attainment of SC and ST students (N=12)**

| Opinions   | Average Score | Rank |
|--|---------------|------|
| 1. Benefits to poorest ST/SC students                            | 1.66          | V    |
| 2. Complete free education                                       | 2.25          | I    |
| 3. Better education than rural areas                             | 1.91          | II   |
| 4. Increase outlook of the students                              | 1.66          | VI   |
| 5. Scope to recognize inherent talents                           | 1.50          | VII  |
| 6. Create spirit of competition                                  | 1.75          | IV   |
| 7. Helps to removes inequality                                   | 1.50          | VII  |
| 8. SC/ST feel their right is taken care of                       | 1.83          | III  |
| 9. Create interest to understand value of education              | 1.75          | IV   |
| 10. Strong step for future improvement of SC and ST in education | 1.83          | III  |
| <b>Average</b>   | <b>1.76</b>   | -    |



The results reveal that the sample community leaders appreciate Anwasha program because of free education, better education than in rural areas, opportunity for poor tribal children, scope to recognize inherent talents of poor tribal children, and strong step for future quality educational expansion of the tribal population. The overall picture says that community leaders are extremely happy about Anwasha program.

**(v) Opinion about method of selection of students in Anwasha program:** The sample Community leaders could not suggest alternative methods for selection of students for Aniweta program. However, sample expressed that the present lottery system is good and there is scope to bring change in future if required. In their opinion the present selection method is OK.

**(vi) Suggestions for improvement:** The suggestions include improvement in hostel management and proper monitoring of scheme would be of more beneficial to the ST and SC community. The suggestions also indicated for supply of mattress, mosquito nets, appointment of ANM, and more tutors and to increase of budget on account of food, washing and cleaning of the hostel.

**4.2.10. Opinion of District Welfare Officer (DWO):**

The views / suggestions of DWO about Anwasha Program are as follows;

- (I) Project provides opportunities to the poorest of the poor of ST & SC students to read in public schools.
- (II) The District committee organized for the purpose meets twice a year with average of 75% of attendance of the members. In their opinion the committee is be more active to deal details of the scheme.
- (III) The selection of Anwasha students is done following the steps like, open advertisement and lottery system among the eligible candidates who fulfill the criteria of being age of 5-7 years belonging to SC/ST communities and have valid BPL card, caste certificate. .
- (IV) The involvement of the parents and the Community leader is up to expectation and they are cooperative.
- (V) The drawback of lottery system is that, it overlooks of desirable candidates in terms of different tribes and remote areas and lack of pre admission education to match in the class. By lottery system, it is not possible to ensure selection of candidates from all tribes, remote areas, disables and children of displaced families.
- (VI) The small children feel isolation and do not like to stay in hostel for which an efficient lady matron needs to be provided.
- (VII) The problem is to take personal care of students by AYA which should be @ 1:10 which is not in practice.
- (VIII) The tutors are provide @1:50 to teach students at hostel should be at the ratio of 1:15 for effective learning. The tutors are not regular in their job.
- (IX) Local dhobi should be appointed on regular basis to wash uniform and other articles.

- (X) The stipend rate should be enhanced to at least Rs.1200/-per month per child in addition to Rs.1/- rice as provided to KGVB hostel students.
- (XI) For toilet cleaning Rs.150/- per student per month is to be provided to keep hostel clean and to maintain sanitation.
- (XII) The cost towards uniform, transport, books, notes etc. which is limited to Rs.6500/- per year need to be increased to Rs.12500/-.
- (XIII) The parents are taking their children home frequently on health grounds which need to be examined and stopped. This may be done by making an agreement with parents before admission.
- (XIV) The views of DWO with regard to increase of stipend/ budget should be examined by experts at least once in two years so that the problems of inadequate funding would be solved.

**4.3. District Kandhamal:**

**4.3.1. The District at a glance:**

Kandhamal revenue district came into existence on 1st January, 1994, after Phulbani District was divided into Kandhamal and Boudh Districts of Odisha. The Kandhamal is bestowed with the beauty of nature. It has wild life, scenic beauty, health climate and serpentine ghat roads for the tourists. It has attractions, like panoramic coffee gardens, pine jungles, Ghat roads, hills and waterfalls, virgin forest and typical tribal village life. The statement below presents the profile of the district Kandhamal

| <b>District</b>                        | <b>Magnitude</b> |
|--|------------------|
| Geographical Area                      | 7,654.00 sq.km   |
| No of Sub-Divisions                    | 2                |
| No of Blocks                           | 12               |
| No of Tahsils                          | 12               |
| No of Gram Panchayat                   | 153              |
| No of Villages                         | 2546             |
| Total-Population                       | 7,33,110         |
| Total Male Population                  | 3,59,945         |
| Total Female Population                | 3,73,165         |
| Literacy Rate                          | 64.13%           |
| Total Literacy                         | 3,99,786         |
| Total Literacy Male                    | 2,33,900         |
| Total Literacy Female                  | 1,65,886         |
| Scheduled Caste Population             | 1,15,544         |
| SC Male                                | 56,987           |
| SC Female                              | 58,557           |
| Scheduled Tribe Population             | 3,92,820         |
| ST Male                                | 1,90,506         |
| ST Female                              | 2,02,314         |
| Sex Ratio                              | 1037             |
| Major Scheduled Castes of the District | Pan,Ghasi,Hadi   |
| Major Scheduled Tribes of the District | Khond,Gond,Kotia |

**(Source: Odisha Year Book 2014)**

**4.3.2. The Sample of the Study:**

The study on project, ‘Impact of Urban Education Complex in promoting education among the tribals in Odisha’ was under taken in eight districts of the state and the district Kandhamal is one of them. Under the project of Anwasha, the SC and ST students were admitted in urban schools of the district Kandhamal is as follows.

**Table 4.3.1 Admission of students under Anwasha Program**

| Year         | Number of schools participated | Total students | Students admitted |           |            |           |           |           |
|--------------|--------------------------------|----------------|-------------------|-----------|------------|-----------|-----------|-----------|
|              |                                |                | ST                |           |            | SC        |           |           |
|              |                                |                | Boys              | Girls     | Total      | Boys      | Girls     | Total     |
| 2015-16      | 1                              | 41             | 15                | 14        | 29         | 6         | 6         | 12        |
| 2016-17      | 15                             | 250            | 85                | 85        | 170        | 40        | 40        | 80        |
| <b>Total</b> | <b>16</b>                      | <b>291</b>     | <b>100</b>        | <b>99</b> | <b>199</b> | <b>46</b> | <b>46</b> | <b>92</b> |

(In 2016-17, 15 schools were added in addition to only one of previous year)

The table depicts that during the years under report 16 schools participated in the program and 291 students were admitted consisting of 199 ST 92 SC students. The ratio of ST and SC (70:30) were maintained keeping proportion of boys and girls as 50:50.

The data for the study were collected from the respondents consisting of (i) Principal (ii) Teacher (iii) Students (iv) Hostels in which the boarding arrangement has been made for the students (v) Parents of the students (vi)Community Leaders and (vii) District Welfare Officer implementing the program at district level. As per research design the sample for the included different stakeholders as contained in table given below.

**Table 4.3.2 Sample study - Kandhamal District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leaders          | 12     |
| 7. Hostel Superintendents     | 3      |

|                             |   |
|-----------------------------|---|
| 8. District Welfare Officer | 1 |
|-----------------------------|---|

The data collection was limited to three schools in which Anwasha students were admitted in the district. The schools included are, Eden Public School, Kalinga Sishu Vihar and Hanshika English medium School.

**4.3.3. Particulars about survey schools:** The information with regard to schools under study was provided by the respective principals as presented here.

**Table 4.3.3 Particulars of Sample School**

| Schools                        | Year of Establishment | Affiliated to | Total students | Students Std.1 |            | Students Std.2 |           |
|--------------------------------|-----------------------|---------------|----------------|----------------|------------|----------------|-----------|
|                                |                       |               |                | Total          | Anwasha    | Total          | Anwasha   |
| 1. Hanshika Eng. Medium School | 2016                  | CBSE          | 135            | 135            | 135        | 0              | 0         |
| 2. Eden Public School          | 2013                  | CBSE          | 89             | 42             | 34         | 47             | 37        |
| 3. Kalinga Sishu Vihar         | 1989                  | ICSE          | 156            | 150            | 150        | 6              | 0         |
| <b>Total</b>                   | -                     | -             | <b>380</b>     | <b>327</b>     | <b>319</b> | <b>53</b>      | <b>37</b> |

As shown in table total the intake of students in three schools was 380 and out of which Anwasha students were 356 (93.68%). The school Kalinga Sishu Vihar is the oldest one followed by Eden Public School and Hanshika English Medium School. The strength of Anwasha students in Eden Public School is 78, Kalinga Sishu Vihar 150 and Hanshika 135. The strength of teachers in these three schools is found to be 31.

**4.3.4. Principal of Urban schools and their opinion:** The principals of the three selected schools were included in the sample. The information collected from the principals have been presented under the following headings.

(i) **Infrastructure:** Infrastructural facilities and their use are at the top for consideration of name and fame of the schools. These are the major considerations to attract the students for admission. The information provided by the three principals about infrastructural facilities of their respective schools is presented below.

**Table 4.3.4 Availability of Infrastructure**

| <b>Variables</b>            | <b>Eden Public School</b> | <b>Kalinga Sishu Vihar</b> | <b>Hanshika</b>          |
|-----------------------------|---------------------------|----------------------------|--------------------------|
| 1. Seats per class          | 20                        | 30                         | 27                       |
| 2. Adequacy of Space, light | Standard                  | Standard                   | Standard                 |
| 3. Pucca road               | Well connected            | Under construction         | Standard                 |
| 4. Transport                | Well provided             | Well provided              | Well provided            |
| 5. Compound wall            | Exist (5ft)               | Does not exist             | Exist (5ft)              |
| 6. Play ground              | Does not exist            | Maintained                 | Maintained               |
| 7. Game and sport materials | Adequate                  | Inadequate                 | Adequate                 |
| 8. Drinking water           | Provided with aqua guard  | Provided with aqua guard   | Provided with aqua guard |
| 9. Toilet for Boy and girl  | Adequate                  | Adequate                   | Adequate                 |
| 10. Water supply to toilet  | Tap connected             | Does not Exist             | Tap connected            |
| 11. Garden                  | Does not exist            | Small garden               | Small garden             |
| 12. Library                 | Does not exist            | Does not exist             | Maintained               |

The seat arrangement per class is found to vary from 20 to 30. The infrastructural facilities of the three schools reveal that Kalinga Sishu Vihar lack in respect of pucca road to school, compound wall, and water supply to toilets where as Eden school does not have garden for green belt environment. The school Hanshika meets all infrastructural facilities as per list contained in the table. It is a matter of concern that Kalinga Sishu Vihar School does not have water supply to toilets. The toilets are used by many students of boys and girls. It needs attention of authorities. The School Eden has all required facilities. It is therefore inferred that selection of schools to educate SC and ST students is O.K.

**(ii) Teaching Aids:** The role of teaching aids in teaching –learning situation is very important and more so in case of small children who learn better by looking the visuals. The schools are categorically advised to keep all teaching aids as per norm. The teaching aid status of the three schools appears in table given below.

**Table 4.3.5 Availability of Teaching Aids**

| <b>Variables</b>         | <b>Eden Public School</b>       | <b>Kalinga Sishu Vihar</b>      | <b>Hanshika</b>                 |
|--------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. Black and white board | Medium sized in each class room | Medium sized in each class room | Medium sized in each class room |
| 2. LCD                   | Not exist                       | Standard and in operation       | Standard and in operation       |
| 3. Projector             | Not exist                       | Possess                         | Not possessed                   |
| 4. TV                    | Not exist                       | Well displayed                  | Not exist                       |
| 5. Wall magazines        | No                              | Yes                             | Yes                             |
| 6. Information board     | Closed to office room           | Closed to office room           | Closed to office room           |
| 7. Map Chart             | Limited                         | Limited                         | Limited                         |
| 8. Models                | Not exist                       | possess                         | possess                         |

The teaching aids position reveals that Eden School does not have LCD, Projector, TV wall magazines, models and library while Kalinga Sishu School lacks with Library. The school Hanshika does not possess Projector and TV. The school authorities need to look to such deficiencies and do the needful. On this count, Eden School lacks behind compared to other two schools.

**(iii) Teaching Staff:** The teaching staffs are core aspect of schools. The status of teaching staff as reported appears in table given below.

**Table 4.3.6 Status of teaching staff**

| <b>Variables</b>                          | <b>Eden Public School</b> | <b>Kalinga Sishu Vihar</b> | <b>Hanshika</b> | <b>Total</b> |
|---|---------------------------|----------------------------|-----------------|--------------|
| 1. No. of trained teachers                | 11                        | 4                          | 5               | 20           |
| 2. No. of non-trained teachers            | 0                         | 9                          | 2               | 11           |
| 3. Non-teaching staff                     | 4                         | 5                          | 3               | 12           |
| 4. Male teachers                          | 2                         | 6                          | 3               | 11           |
| 4. Female teachers                        | 9                         | 7                          | 4               | 20           |
| 5. Teachers in charge of ANWESHA students | 3                         | 7                          | 7               | 17           |
| 6. Teacher-student ratio                  | 1:13                      | 1:21                       | 1:35            | 1:23         |



The findings indicate that Eden public school has all qualified teachers, more of lady teachers, keeping three teachers in charge of Anwasha students with teacher - student ratio of 1:13. The school is very good and up to standard. The teacher-student ratio is 1:23 which is higher than other two schools.

Kalinga Sishu Vihar has more non-qualified teachers than qualified, equal ratio of male and female teachers and have seven teachers in charge of Anwasha students. The teacher-student ratio is 1: 21.

Hanshika English Medium School is manned with 5 qualified teachers and two non-qualified teachers. The school has male and female teachers almost in equal proportion.

These three sample schools appear to be up to standard and good. The selection of the schools meets objective of the scheme.

**4.3.5. Teachers of urban schools and their opinion:** The teachers are the key stake holders of Anwasha program as they have to teach the subject as well manners. The success of program is related to the degree to which the teachers take interest in study of Anwasha students. The study made elaborated analysis about the feeling, attitude and reactions of the teachers.

**(i) Personal information of teachers:** The study attempted to ascertain the personal profile of the teachers to have insight into the background of the teachers involved in teaching Anwasha students.

**Table 4.3.7 Personal profile of teachers**

| <b>Variables</b>                            | <b>Eden Public School</b> | <b>Kalinga Sishu Vihar</b> | <b>Hanshika</b>    |
|---|---------------------------|----------------------------|--------------------|
| 1. Age (Year)                               | 27                        | 28                         | 20                 |
| 2. Education                                | Graduate                  | M.A                        | +2 Sc.             |
| 3. Training                                 | No                        | Yes                        | Yes                |
| 4. Total experience in teaching (Years)     | 3                         | 5                          | 1                  |
| 5. Experience in the present school (Years) | 3                         | 5                          | 1                  |
| 6. Special Training                         | No                        | Yes                        | Yes                |
| 7. Subject teaching in class                | English                   | Social Science             | Eng, G.K, Computer |

The sample teachers are very young possess good degree of qualification to teach students at Standard I and II. The teachers of Kalinga Sishu Vihar and Hanshika are trained against non trained teachers of Eden Public School. The teachers have limited years of experience in teaching students and have received special training (except Eden Public School).

**(ii) School environment and use of facilities:** The school environment is the cumulative interaction of teachers, students, materials of interactions and physical facilities to promote learning as well as good manners. Keeping this in view, the school environment and use of facilities were examined which yielded the following results. For quantification of response the scores were assigned as 1, 2 and 3 for less, rarely and same as like other students.

**Table 4.3.8 School environment and use of facilities**

| Variables                            | Schools            |                     |             | Score Average |
|--------------------------------------|--------------------|---------------------|-------------|---------------|
|                                      | Eden Public School | Kalinga Sishu Vihar | Hanshika    |               |
| 1. Sitting arrangement in class room | 1                  | 3                   | 3           | 2.33          |
| 2. Library                           | 2                  | 3                   | 2           | 2.33          |
| 3. Toilet                            | 3                  | 3                   | 3           | 3.00          |
| 4. Accessibility to teachers         | 2                  | 3                   | 3           | 2.66          |
| 5. Drinking water                    | 3                  | 3                   | 3           | 3.00          |
| 6. Common facilities                 | 2                  | 2                   | 3           | 2.33          |
| <b>Average</b>                       | <b>2.16</b>        | <b>2.83</b>         | <b>2.83</b> | <b>2.60</b>   |

The analysis reveals that Anwasha students behave equally like other students in the matter of in use of toilets, drinking water while there s little deviations in case of sitting in class room, accessibility to the rooms of the teachers and use of other common facilities. The deviations will be gradually reduced with more experience of Anwasha students in the schools. On other hand, in both the schools, Kalinga Sishu Vihar and Hanshika, the students enjoy environment equally while it is little less in case of Eden school.



**(Anwesha students in hostel and class room)**

**(iii) Understanding language and subject:** The important aspect of Anwesha Program is to provide quality education to SC and ST students to be at par with urban children. For the purpose, Government is spending a very good amount. In examining the language of instruction, learning as well as retention power of the students the following results were obtained. It may be mentioned here the medium of teaching in the class is English but for easy understanding of the students the local language has to be supplemented as and when required.

**Table 4.3.9 Reaction about Understanding language, subject and response in class**

| Variables                            | School             |                     |          |
|--------------------------------------|--------------------|---------------------|----------|
|                                      | Eden Public School | Kalinga Sishu Vihar | Hanshika |
| 1. Understand language               | Below average      | Below average       | Average  |
| 2. Response in class                 | Average            | Average             | Average  |
| 3. Level of understanding in subject | Below average      | Average             | Average  |

The Eden and Kalinga Sishu Vihar school teachers are in view that Anwesha students fail to catch up language and subject matter. The School Hanshika feels that the SC and ST students admitted under Anwesha program are equal in understanding the language as well as subject matter like other students. In case of Eden school, the teachers reacted that response of Anwesha students need improvement

(iv) **Attributes of learning behavior of Anwasha students:** The class teachers very well know about the students, their learning habit, capacity, inherent talents, behaviour and many other aspects. They know the difference among and between the students. The study attempted to examine the difference between Anwasha and other students as perceived by the class teachers. The difference in this aspect was studied using 10 parameters as revealed below. The measurement was done by applying scoring method such as 3, 2 and 1 for more, equal and less respectively.

**Table 4.3.10 Attributes of learning behavior of Anwasha students**

| Variables                                  | Schools                  |                           |             | Avg.        | +/-<br>Than<br>average |
|--|--------------------------|---------------------------|-------------|-------------|------------------------|
|  | Eden<br>Public<br>School | Kalinga<br>Sishu<br>Vihar | Hanshika    |             |                        |
| <b>1. Class Room Related Activities</b>    |                          |                           |             |             |                        |
| (i) Punctuality                            | 3.00                     | 3.00                      | 2.00        | 2.66        | +                      |
| (ii) Attendance                            | 2.00                     | 2.00                      | 2.00        | 2.00        | -                      |
| (iii) Cleanliness of uniform               | 2.80                     | 2.20                      | 3.00        | 2.66        | +                      |
| (iv) Silence in the class                  | 2.00                     | 1.20                      | 1.80        | 1.66        | -                      |
| <b>2. Understanding of Subject</b>         |                          |                           |             |             |                        |
| (i) Understanding Pronunciation            | 1.30                     | 2.60                      | 1.60        | 1.83        | -                      |
| (ii) Understanding Subject                 | 1.00                     | 1.80                      | 1.00        | 1.26        | -                      |
| (iii) Regularity in home assignment        | 2.00                     | 2.40                      | 1.30        | 1.90        | +                      |
| (iv) Clarification of Doubts               | 1.60                     | 1.60                      | 1.00        | 1.40        | -                      |
| <b>3. Extracurricular activities</b>       |                          |                           |             |             |                        |
| (i) Mixing with other students             | 2.00                     | 2.00                      | 3.00        | 2.33        | +                      |
| (ii) Permission seeking habit              | 2.60                     | 3.00                      | 3.00        | 2.86        | +                      |
| (iii) Approach to teacher to solve problem | 1.00                     | 1.60                      | 2.00        | 1.53        | -                      |
| (iv) Regular playing                       | 3.00                     | 3.00                      | 2.20        | 2.73        | +                      |
| (v) Competition                            | 1.20                     | 3.00                      | 1.60        | 1.93        | -                      |
| (vi) Liking for School                     | 2.20                     | 3.00                      | 2.00        | 2.40        | +                      |
| <b>Average</b>                             | <b>1.97</b>              | <b>2.31</b>               | <b>1.96</b> | <b>2.08</b> |                        |
| <b>Rank</b>                                | <b>II</b>                | <b>I</b>                  | <b>III</b>  | -           |                        |

The score analysis reveals that on 14 attributes explaining the learning behavior of Anwasha students, Kalinga Sishu Vihar. Stands first followed by Eden Public school and Hanshika English Medium School

The teachers rated Anwasha students below the average in attributes of attendance, silence in the class, understanding pronunciation, subject, clarification of doubt, approach to teachers, and campus competition while above the average in case of punctuality, cleanliness of uniform, home assignment, mixing with other students, permission seeking habit, regular play and liking for the school.

**(v) Counseling and Problem solving Mechanism:** Counseling and frequent discussion may help students to come up to the expectation. It is a fact that ST and SC students need constant counseling for improvement. The information collected in this regard are furnished below.

**Table 4.3.11 Problem solving Mechanism**

| <b>Eden Public School</b> | <b>Kalinga Sishu Vihar</b>     | <b>Hanshika</b>                       |
|---------------------------|--------------------------------|---------------------------------------|
| 1. Personal Care          | 1. Friendly teachers           | 1. Use of Teaching learning materials |
| 2. Meeting the queries    | 2. Joyful learning environment |                                       |
| 3. Removing the weakness  | 3. No pressure                 |                                       |

The suggestions for improving the learning standard of the students and enhancing learning process are, personal care by teacher, meeting queries, removal of weakness, joyful teaching, less or no pressure and use of more teaching learning materials. However, these problem solving mechanism are in use but these have to be monitored regularly in intensified manner.

**(vi) Test performance of Anwasha students:** The study attempted to analyze test scores of the Anwasha students taking average marks of 20 students, 10 being from lower side and 10 upper side.

**Table 4.3.12 Test scores of Anwasha students**

| <b>Sl.No</b> | <b>School</b>         | <b>Marks secured (%)</b> |
|--------------|-----------------------|--------------------------|
| 1.           | Eden Public School    | 75.30                    |
| 2.           | Kalinga Sisu Vihar    | 76.50                    |
| 3.           | Hansika Public School | 76.00                    |
|              | <b>Average</b>        | <b>75.93</b>             |

The average mark is found to be 75.93. The marks secured by the students of all three school is at par.

**(vii) Suggestions for promotion of quality education:** The teachers out of their experience can better suggest the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the headings of (I) effective teaching (II) infrastructures required (III) recognition of inherent talent and (IV) creation of spirit of competitiveness.

**I. Effective Teaching:** The following suggestions were obtained from three schools under survey

- a. The academic session for all students should start at one time. There were deviations in case of admission of Anwasha students due to late in selection process. The late admission created problem in starting classes.
- b. More use of teaching learning materials to provide better learning experience to the students.
- c. Provision of extracurricular activities to make learning enjoyable
- d. Concept of starting smart classes to make students prompt in answering the questions
- e. To arrange remedial classes if required
- f. Regular class tests to keep students alert.

**II. Infrastructure:** The following infrastructures were suggested to make learning situation more effective.

- a. Sanitation in school
- b. Computer lab

**III. Exploration of inherent talent:** It is admitted fact that tribal students have inherent talents which remain dormant without being explored. For this suggestions are,

- a. Cultural Program
- b. Talent test
- c. Book Reading particularly life history great personality
- d. Extracurricular activities
- e. Art and music program

**IV. Creation of spirit of competitiveness:** The suggestions to create spirit of competition among SC and ST students are,

- a. More of academic activities
- b. Reading book of famous people
- c. Prize for achievement
- d. Sports, music, dance, debate, essay writing
- e. Yoga (practice of meditation)

The above suggestions on effective teaching, infrastructure, and exploration of inherent talent and creation of spirit of competition would lead to quality education for which Anwasha program has been launched.

#### **4.3.6. STUDENTS:**

**(i) Learning Behavioral traits of Anwasha students:** The students are the core factors of the Anwasha scheme. The SC and ST children are admitted under the scheme in urban elite English Medium School so that they receive quality education and do not feel difference in availing opportunity to attain educational goals. The students who acquire knowledge can better explain the extent to which they are satisfied.

Since the sample consists of small SC and ST children who have taken admission in Standard 1 and 2, cannot response to the needs of the study. Therefore the groups were formed taking five students in each and group discussions were held by the well trained investigators to reveal information on a number of variables as has been explained in table below.

**Table 4.3.13 Learning Behavioral Traits of Anwasha students (N=60)**

| Variables                               | Schools                  |                           |          | Avg. | +/-<br>Than<br>average |
|---|--------------------------|---------------------------|----------|------|------------------------|
|   | Eden<br>Public<br>School | Kalinga<br>Sishu<br>Vihar | Hanshika |      |                        |
| <b>1. Class Room Related Activities</b> |                          |                           |          |      |                        |
| (i) Punctuality                         | 3.00                     | 2.00                      | 2.00     | 2.33 | +                      |
| (ii) Attendance                         | 2.00                     | 2.00                      | 2.00     | 2.00 | +                      |
| (iii) Cleanliness of uniform            | 2.80                     | 2.00                      | 3.00     | 2.60 | +                      |
| (iv) Silence in the class               | 1.98                     | 1.80                      | 1.20     | 1.66 | -                      |
| <b>2. Understanding of Subject</b>      |                          |                           |          |      |                        |
| (i) Understanding Pronunciation         | 0.99                     | 2.60                      | 1.60     | 1.73 | -                      |
| (ii) Understanding Subject              | 0.98                     | 1.00                      | 1.80     | 1.26 | -                      |
| (iii) Regularity in home                | 2.00                     | 2.40                      | 1.00     | 1.80 | -                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| assignment                                 |             |             |             |             |   |
| (iv) Clarification of Doubts               | 1.00        | 1.60        | 1.60        | 1.40        | - |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 1.99        | 3.00        | 2.00        | 2.33        | + |
| (ii) Permission seeking habit              | 2.98        | 3.00        | 2.60        | 2.86        | + |
| (iii) Approach to teacher to solve problem | 0.98        | 1.40        | 2.00        | 1.46        | - |
| (iv) Playing everyday                      | 2.98        | 3.00        | 2.00        | 2.66        | + |
| (v) Competition                            | 0.98        | 3.00        | 1.60        | 1.86        | - |
| (vi) Liking for School                     | 1.99        | 3.00        | 2.00        | 2.33        | + |
| <b>Average</b>                             | <b>1.90</b> | <b>2.27</b> | <b>1.88</b> | <b>2.02</b> |   |
| <b>Rank</b>                                | <b>II</b>   | <b>I</b>    | <b>III</b>  | -           |   |

The score analysis reveals that Anwasha students are rated above average in the areas of punctuality, attendance, cleanliness of uniform, mixing with other students, permission seeking habit, playing every day and liking for the schools. On other hand they are judged below the average in the matter of silence in class, understanding the pronunciation, subject, seeking clarification of doubts, performing home assignment, approach to teacher and competition in campus.

**Comparison of Assessment:** Comparing the rating of the teachers and investigators the following differences were obtained.

| Variables                                  | Rating by the teachers | Rating by the Investigators | Mean Average |
|--|------------------------|-----------------------------|--------------|
| <b>1. Class Room Related Activities</b>    |                        |                             |              |
| (i) Punctuality                            | 2.66                   | 2.33                        | 2.49         |
| (ii) Attendance                            | 2.00                   | 2.00                        | 2.00         |
| (iii) Cleanliness of uniform               | 2.66                   | 2.60                        | 2.63         |
| (iv) Silence in the class                  | 1.66                   | 1.66                        | 1.66         |
| <b>2. Understanding of Subject</b>         |                        |                             |              |
| (i) Understanding Pronunciation            | 1.83                   | 1.73                        | 1.78         |
| (ii) Understanding Subject                 | 1.26                   | 1.26                        | 1.26         |
| (iii) Regularity in home assignment        | 1.90                   | 1.80                        | 1.85         |
| (iv) Clarification of Doubts               | 1.40                   | 1.40                        | 1.40         |
| <b>3. Extracurricular activities</b>       |                        |                             |              |
| (i) Mixing with other students             | 2.33                   | 2.33                        | 2.33         |
| (ii) Permission seeking habit              | 2.86                   | 2.86                        | 2.86         |
| (iii) Approach to teacher to solve problem | 1.53                   | 1.46                        | 1.49         |
| (iv) Playing everyday                      | 2.73                   | 2.66                        | 2.69         |
| (v) Competition                            | 1.93                   | 1.86                        | 1.89         |



|                        |      |      |      |
|------------------------|------|------|------|
| (vi) Liking for School | 2.40 | 2.33 | 2.36 |
|------------------------|------|------|------|

**Result:**

1. In case of class room related activities punctuality, cleanliness of uniform, punctuality and attendance were found to be satisfactory where as silence in the class of the students was not up to mark.
2. In undersyanding subject better achievement is observed in case of regularity in home assignment and understanding of pronunciation over clarification of doubt and understanding the subject.
3. In case of extra curricular activities, permission seeking habit, participation in game, liking for school and mixing with students were found to be much satisfactory where as approach to teacher and competition were not up to mark.

**4.3.7. Hostel Accommodation:** The unique feature of the scheme is to provide hostel accommodation besides elite schools to Anwasha students' free of cost. This incentive attracts SC and ST students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization.

The study covered three hostels in the district of Kandhamal to examine the living condition of the Anwasha students



**(Anwasha students in hostel and classroom)**

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

(i) **Status of survey hostel:** As per requirements of survey three hostels were selected. These are, House of Hope, Hanshika and Kalinga Sishu Vihar Seva. The data collected with regard to hostel management are presented in following table

**Table 4.3.14 Information about hostel**

| Name of the District          | Kandhamal                                 |   |   | Total |
|-------------------------------|---|---|---|-------|
| 1. Name of the hostel         | House Of Hope                             | HREMS hostel                                | Kalinga Sishu Bihar English medium school |       |
| 2. Address of the hostel      | Near DAV School , Kandhamal               | Patra Colony, In front of pollytech college | Tikabali                                  | -     |
| 3. Ownership                  | SC & ST Dept                              | SC & ST Dept                                | Rented                                    | -     |
| 4. Total Strength in hostel   | 54  | 135   | 150                                       | 339   |
| 5. Staff in position          |   |   |   |       |
| (i) Hostel Superintendent     | 1   | 1   | 1   | 3     |
| (ii) Tutor                    | 3   | 3   | 3   | 9     |
| (iii) CCA                     | 3   | 3   | 3   | 9     |
| (iv) Warden                   | 1   | 1   | 1   | 3     |
| (v) Matron                    | 1   | 1   | 1   | 3     |
| 6. Students per room          | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space   | Not fixed, adjusted by according to space | -     |
| 7. Distance from school (K.M) | 0   | 3   | 2   | -     |
| 8. Transport facility         | Bus provided                              | Bus provided                                | Bus provided                              | -     |
| 9. Cot                        | 54  | 140   | 100                                       | 294   |
| 10. Mosquito net              | 54  | 135   | 150                                       | 289   |
| 11. Chair                     | 10  | 12  | 0   | 22    |
| 12. Table                     | 10  | 1   | 0   | 11    |
| 13. Bucket                    | 20  | 17  | 150                                       | 187   |
| 14. Mug                       | 20  | 17  | 150                                       | 187   |
| 15. Fan                       | 4   | 30  | 20  | 54    |
| 16. Light                     | 5   | 44  | 50  | 99    |
| 17. Toilet                    | 10  | 12  | 14  | 36    |
| 18. Water supply              | Pipe                                      | Pipe  | Under process                             | -     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                    |           |            |           |   |
|--------------------|-----------|------------|-----------|---|
| 19. Drinking water | Bore well | Aqua guard | Bore well | - |
| 20. Boundary wall  | Exist     | Exist      | Exist     | - |
| 21. Garden         | Exist     | Exist      | Exist     | - |
| 22. Indoor Game    | Nil       | Nil        | Nil       | - |
| 23. Playground     | Nil       | Nil        | Nil       | - |

There are 339 boarders in these three hostels. The hostel of Kalinga Sishu Bihar is operating in rented building. The staff like, Superintendent, CC, Tutors warden and matron have been provided. The furniture are provided as per need. None of the hostel provision for indoor games and play ground. The schools are situated within close proximity of the hostels.

**(iii) Food, health and sanitation:** The management of hostel was studied in the context of food, health and hygiene. The problems and possible solution identified in these three hostels are given in the table.

**Table 4.3.15 Problems Need Attention**

| Problems                    | Solution  |
|-----------------------------|---|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel. The quality of food in terms of nutrient value is poor as vegetables, eggs etc. are not supplied in required quantities. 7 A.M, 1 P.M and 8 P.M are the times for breakfast, lunch and dinner. |
| (2) Watching at Night:      | Need male watcher to replace female watcher. The female watchman is afraid of doing duty at night.  |
| (3) Washer man              | Not provided. It is common problem in all hostels, The beds, bed sheet dress of boarders are not cleaned. Local dhobi need be engaged   |
| (4) Health card             | Not issued so far. It is to be issued by local doctor   |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1: 50 as in practice, tutor remains absent frequently. It is to be monitored.   |

### **Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.3.8. Parents and their opinion:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha Scheme is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

**(i) Socio-personal Information about parents.** The ST and SC people are poor and deprived of many facilities because of their illiteracy and ignorance. Anwasha is a boon for them to educate their children in urban areas that too free of cost. The Government desires the prosperity of tribal population like others well to do citizens. The study examined the socio-personal profile of the parents who have admitted their children in Anwasha Scheme

Table 4.3.16 Socio-Personal information (N=12)

| Personal information                                 | Frequency | Percentage |
|--|-----------|------------|
| <b>1.Age(Years)</b>                                  |           |            |
| (i) 30-40  | 1         | 8.33       |
| (ii) 41-50   | 7         | 58.33      |
| (iii) 51 and more                                    | 4         | 33.34      |
| <b>2.Caste</b>                                       |           |            |
| (i) SC   | 6         | 50.00      |
| (ii) ST  | 6         | 50.00      |
| <b>3. Education</b>                                  |           |            |
| (i) Illiterate                                       | 4         | 33.34      |
| (ii) Primary   | 1         | 8.33       |
| (iii) Middle school                                  | 3         | 25.00      |
| (iv) High School                                     | 1         | 8.33       |
| (v) Graduate   | 3         | 25.00      |
| <b>4. Family composition (Members)</b>               |           |            |
| (i) Up to 3  | 7         | 58.33      |
| (ii) 4-5   | 5         | 41.67      |
| <b>5. Number of children on education at present</b> |           |            |
| (i) One  | 2         | 16.67      |
| (ii) Two   | 2         | 16.67      |
| (iii) Three  | 6         | 50.00      |
| (iv) Four  | 2         | 16.66      |
| <b>6. Occupation</b>                                 |           |            |
| (i) Farming  | 6         | 50.00      |
| (ii) Service   | 3         | 25.00      |
| (iii) Business                                       | 1         | 8.33       |
| (iv)Wage earning                                     | 2         | 16.67      |
| <b>7. Earning member per family</b>                  |           |            |
| (i) One  | 6         | 50.00      |
| (ii) Two   | 3         | 25.00      |
| (iii) Three  | 1         | 8.33       |
| (iv) Four  | 2         | 16.67      |
| <b>8. Type of farmers</b>                            |           |            |
| (i) Landless   | 2         | 16.66      |
| (ii) Marginal  | 7         | 58.34      |
| (iii) Small  | 3         | 23.00      |
| (iv) Large   |           |            |
| <b>9. Year of admission in ANWESHA Programme</b>     |           |            |
| (i) 2015-16  | 4         | 33.34      |
| (ii) 2016-17   | 8         | 66.66      |

**Results:**

1. The sample parents equally represent both SC and ST category.

2. By age group all are in active life period
3. The parents are from each educational category ranging from illiteracy to graduation.
4. Most of the parents have family size up to 3-4 members with one or two earning members.
5. The parents mostly depend on farming for livelihood followed by service, wage earning and business.
6. The sample is composed of landless, marginal and small farmers
7. The admission of SC and ST students increased in 2016-17 over the year 2015-16.

**(ii) Sources of Information and influence about Anwasha Program:** The tribal people do not keep much contact with mass media and other sources for information. They are normally localities in nature. The study attempted to find out the sources that tribal parents used to know about Anwasha program.

**Table 4.3.17 Sources of Information and influence about Anwasha Program (N=12)**

| Information sources                        | Source of Information |               | Source of influence |               |
|--|-----------------------|---------------|---------------------|---------------|
|  | F                     | %             | F                   | %             |
| 1.Block+DWO+Medis                          | 4                     | 33.33         | 2                   | 16.66         |
| 2. Block+DWO=Villsge leader+School teacher | 8                     | 67.67         | 10                  | 83.84         |
| <b>Total</b>                               | <b>12</b>             | <b>100.00</b> | <b>12</b>           | <b>100.00</b> |

The major sources of information about Anwasha Program for tribal parents are, friends and relatives, News paper, Village leaders, and School teachers in order. These sources were used by the tribal parents to gather information about Anwasha Program. Source of information and source of influence are all times multiple for taking decision.

In case of influence, friends relatives topped the list followed by village leaders, block officials, and school teachers. However, the rural tribal people use localities sources more to gather information than mass media.

**(iii) Attraction for Anwasha Program:** Further interaction was made with sample parents about the reasons of attraction for admitting their children under Anwasha program. The results in this regard are presented below.

**Table 4.3.18 Major Attraction for Anwasha Program (N=12) (Multiple response)**

| <b>Attraction points</b>        | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| (i) Free education              | 8                | 66.66             |
| (ii) Quality education          | 7                | 58.33             |
| (iii) Urban education           | 5                | 41.66             |
| (iv) Opportunity given by Govt. | 4                | 33.33             |

The reasons of attractions for Anwasha program was found to be free education, quality education, urban schools and opportunities provided by the Government. The free education and urban schools are the major reasons of attraction for Anwasha program.

**(iv) Involvement in admission Process:** The involvement of the parents in the selection and admission process was examined. None of them approached anybody nor gave any bribe for selection of their children. They received the application forms from block offices and DWO office and requested the officials to fill up the forms. They were not involved in any other process relating to admission. According to the parents, the selection for admission in Anwasha programme is fair and lottery system is quite OK.

**(v) Changes with Anwasha students as observed by the parents:** The opinions of the parents were analyzed about the changes they observe with their children after being admitted under Anwasha program. The opinion of the parents was assessed against the response of very much, much and no change with assigned scores of 3, 2 and 1 respectively.

**Table 4.3.19 Changes with Anwasha students as observed by the parents**

| <b>Changes</b>             | <b>Score</b> | <b>% of Change</b> |
|----------------------------|--------------|--------------------|
| 1. Knowledge               | 1.91         | 63.66              |
| 2. Smartness               | 1.91         | 63.66              |
| 3. Obediency               | 1.83         | 61.00              |
| 4. Well dressed            | 1.83         | 61.00              |
| 5. Good manner             | 1.50         | 50.00              |
| 6. Sense of responsibility | 1.87         | 62.33              |
| 7. Competitiveness         | 1.50         | 50.00              |
| 8. Expression of talent    | 1.58         | 52.66              |
| 9. Interest on study       | 1.91         | 63.66              |
| 10. Respect for others     | 1.55         | 51.66              |
| <b>Average</b>             | <b>1.73</b>  | <b>57.96</b>       |

The parents are in opinion that their children have undergone changes because of being admitted in Anwasha Scheme. The changes are observed in case of knowledge gain, smartness, and interest for study, sense of responsibility, well dress and obedience. The overall change being 57.96% we can conclude that there is significant change in behavior of Anwasha students. The parents are quite happy with program.

**4.3.9. Community leaders:** The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement, the community leaders are aware of it. The opinion of the community leaders were sought about functioning of Anwasha scheme in their locality. The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** The socio-personal information of the sample community leaders were collected and analyzed as given in table below.

**Table 4.3.20 Personal Information of Community Leaders (N=12)**

| <b>Personal Information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| <b>1. Age (Year)</b>        |                  |                   |
| (i) 30-40                   | 8                | 66.66             |
| (ii) 41-50                  | 4                | 33.34             |
| <b>2. Education</b>         |                  |                   |
| (i) Primary                 | 3                | 25.00             |
| (ii) Middle English School  | 6                | 50.00             |
| (iii) High School           | 3                | 25.00             |
| <b>3. Caste</b>             |                  |                   |
| (i) SC                      | 6                | 50.00             |
| (ii) ST                     | 6                | 50.00             |
| <b>4. Major Occupation</b>  |                  |                   |
| (i) Farming                 | 8                | 66.66             |
| (ii) Service                | 3                | 25.34             |
| (iii) Business              | 1                | 8.00              |

The sampled communities leaders are within active life in age have good education and none of them is illiterate. All belong to ST and SC caste category and mostly depends on farming for living followed by service and business.



**(ii) Awareness about Anwasha program:** The community leaders are aware of Anwasha program. The study examined their level of awareness about different components relating to the whole program. The awareness was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.

**Table 4.3.21 Awareness of ANWESHA Program (N=12)**

| Awareness                                   | Aware |       | Not Aware |       |
|---|-------|-------|-----------|-------|
|   | f     | %     | f         | %     |
| 1. Initiation of program                    | 3     | 25.00 | 9         | 75.00 |
| 2. Role of DWO                              | 2     | 16.67 | 10        | 83.33 |
| 3. Admission criteria                       | 4     | 33.33 | 8         | 67.67 |
| 4. Fees Govt. sending on them               | 5     | 41.47 | 7         | 58.33 |
| 5. No. of SC/ST admitted so far             | 3     | 25.00 | 9         | 75.00 |
| 6. Method of selection                      | 3     | 25.00 | 9         | 75.00 |
| 7. Steps in selection process               | 4     | 33.33 | 8         | 67.67 |
| 8. Schools where Students admitted          | 7     | 58.33 | 5         | 41.67 |
| 9. Parents of students admitted             | 6     | 50.00 | 6         | 50.00 |
| 10. Students who are reading now at present | 2     | 16.67 | 10        | 83.33 |

The awareness of community leaders is highest in case of school admitting students, their parents, Govt. fees, steps in selection process and admission criteria where as they have poor awareness about role of DWO and students who are reading now at present.

**(iv) Impact of scheme on education attainment of SC and ST students:** The impact of Anwasha program as perceived by the community leaders are reflected in table below. The response were assigned with scores of 3,2and 1 to response of agree, disagree and neutral response respectively.

**Table 4.3.22 Impact of scheme on education of SC and ST students (N=12)**

| Opinions                                   | Average Score | Rank |
|--|---------------|------|
| 1. Poorest SC /ST students avail benefits  | 3.00          | I    |
| 2. Complete free education                 | 3.00          | I    |
| 3. Quality education than rural areas      | 2.66          | II   |
| 4. Increase outlook of the students        | 3.00          | I    |
| 5. Scope to recognize inherent talents     | 3.00          | I    |
| 6. Crreation of spirit of competition      | 2.33          | III  |
| 7. Removes inequality                      | 2.66          | II   |
| 8. SC/ST feel their right is taken care of | 1.33          | V    |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |     |
|--|-------------|-----|
| 9.Create interest to understand value of education           | 1.66        | IV  |
| 10.Strong step for future improvement of SC and ST community | 2.33        | III |
| <b>Average Score</b>   | <b>2.73</b> | -   |

The responses reveal that impact of Anwasha scheme is viewed positively. Education at urban schools, free education, scope to recognize inherent talents, scope for future improvement and removal of inequality are some of the important impact points that are well realized by the community leaders.

**(v) Opinion about method of selection of students in Anwasha program:** The community leaders mentioned that selection process is satisfactory and they do not have any other alternative ideas.

**(vi) Suggestions for Improvement:** The community leaders suggested improvement of Anwasha program on the following aspects.

- i. Increase in budget
- ii. Better food of the boarders in hostels
- iii. Interaction with Principals and DWO on regular basis
- iv. Regular medical checkup of the students

### 4.3.10. Opinion of District Welfare Officer (DWO):

1. The DWO strongly support the programme as it benefits poor ST/SC children to study in Public English Medium School.
2. The committee constituted to look after the Anwasha programme is organized 2-3 times per year with about 80-90% attendance of the members.
3. The selection process of students for the programme passes through steps like advertisement in local newspapers, screening of application on the criteria of SC/ST parent, possession of BPL card, age category of 5-7 years by checking of birth, caste and residential certificates
4. The parents and local leaders are not involved in selection process but co-operate with lottery system of selection. There is need to verify the health certificate to ascertain fitness of the students to reside in hostel and prosecute study.

5. For smooth management of hostel regular discussions are held with matron, CCAs and tutors to solve problems surfacing in hostel. The problems like provision of drinking water, electricity, kitchen arrangement and construction of boundary have been solved in Anwasha hostel.
6. Problems that need attention are
  - (i) Tutors are not regular
  - (ii) Provision of washer man
  - (iii) No regular health check up of boarders
  - (iv) Lack of indoor games
  - (v) Inadequate budget to provide standard food and Tiffin

#### **4.4. District Keonjhar:**

##### **4.4.1. The District at a glance:**

The Keonjhar District emerged as one of the District on 1st January, 1948. The District is bounded by Mayurbhanj District and Bhadrak District to the east, Jajpur District to the south, Dhenkanal District and Sundargarh District to the west and west Singhbhum District of Jharkhand State to the north. Covering a geographical area of 8240 sq kms, the Keonjhar District lies between 2101' N to 22010' N latitude and 85011' E to 860 22' E longitude. The statement below presents the district profile of Keonjhar.

| <b>District</b>                        | <b>Magnitude</b>  |
|--|-------------------|
| Geographical Area                      | 8,303.00 sq.km    |
| No of Sub-Divisions                    | 3                 |
| No of Blocks                           | 13                |
| No of Tahsils                          | 13                |
| No of Gram Panchayat                   | 287               |
| No of Villages                         | 2122              |
| Total-Population                       | 18,01,733         |
| Total Male Population                  | 9,06,487          |
| Total Female Population                | 8,95,246          |
| Literacy Rate                          | 68.24%            |
| Total Literacy                         | 10,52,518         |
| Total Literacy Male                    | 6,05,119          |
| Total Literacy Female                  | 4,47,399          |
| Scheduled Caste Population             | 2,09,357          |
| SC Male                                | 1,04,684          |
| SC Female                              | 1,04,673          |
| Scheduled Tribe Population             | 8,18,878          |
| ST Male                                | 4,05,927          |
| ST Female                              | 4,12,951          |
| Sex Ratio                              | 988               |
| Major Scheduled Castes of the District | Pan,Dhoba.Dom     |
| Major Scheduled Tribes of the District | Kolha,Bhuiya,Gond |

**(Source: Odisha Reference Year Book 2014)**

##### **4.4.2. Sample of the study:**

The study on project ‘**Impact of Urban Education Complex in promoting education among the tribals in Odisha**’ was under taken in eight districts of the state and the district

Keonjhar is one of them. Under the project Anwasha, the SC and ST students were admitted in urban schools of the district Keonjhar as follows.

**Table 4.4.1 Admission of students under Anwasha Program**

| Year         | Number of schools participated | Total students | Students admitted |            |            |           |           |            |
|--------------|--------------------------------|----------------|-------------------|------------|------------|-----------|-----------|------------|
|              |                                |                | ST                |            |            | SC        |           |            |
|              |                                |                | Boys              | Girls      | Total      | Boys      | Girls     | Total      |
| 2015-16      | 5                              | 100            | 35                | 35         | 70         | 15        | 15        | 30         |
| 2016-17      | 14                             | 300            | 100               | 100        | 200        | 50        | 50        | 100        |
| <b>Total</b> | <b>14</b>                      | <b>400</b>     | <b>135</b>        | <b>135</b> | <b>270</b> | <b>65</b> | <b>65</b> | <b>130</b> |

(In 2016-17 nine schools were added in addition to 5 of previous year)

During year 2015-16 and 2016-17, the total students admitted was 400 out of which the ST students were 270 and SC 130.

**Table 4.4.2 Sample study - Keonjhar District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leaders          | 3      |
| 7. Hostel Superintendent      | 3      |
| 8. District Welfare Officer   | 1      |

The data collection was limited to three schools out of 14 schools in which Anwasha students had been admitted in the district. The schools included in the study are, ST. Xavier, Chandra Sekhar English Medium School and Kerala English Medium School.

**4.4.3. Particulars about survey school:** The information with regard to schools under study were provided by the respective principals which have been presented here.

**Table 4.4.3 Particulars of Sample School**

| Schools                                 | Year of Establishment | Affiliated to | Total students | Students Std.1 |            | Students Std.2 |           |
|---|-----------------------|---------------|----------------|----------------|------------|----------------|-----------|
|   |                       |               |                | Total          | Anwasha    | Total          | Anwasha   |
| 1. Kerala Public School                 | 2000                  | CBSE          | 329            | 161            | 51         | 168            | 47        |
| 2. ST. Xavier                           | 2007                  | CBSE          | 193            | 95             | 32         | 98             | 50        |
| 3. Chandra Sekhar English Medium School | 2011                  | CBSE          | 193            | 135            | 67         | 58             | 0         |
| <b>Total</b>                            | -                     | -             | <b>715</b>     | <b>391</b>     | <b>150</b> | <b>324</b>     | <b>97</b> |

The information reveals that out of three schools ST. Xavier is the oldest one followed by Kerala English Medium School and Chandrasekhar. All the school comes under CBSE pattern course curriculum. Out of total strength, Anwasha account for 247( 34.54%) The total student strength is highest in case of Kerala and equally followed by St. Xavier and Chandrasekhar. The number of Anwasha students is also highest in case of Kerala followed by St. Xavier and Chandrasekhar.

**4.4.4. Principal of Urban schools and their opinion:**

The principals are the chief administrative officer of the schools who assume entire responsibility. The study examined the reports of the principals under three major heads i.e, infrastructural facilities, teaching aids and teaching staff position as enumerated below.

**(i) Infrastructure:** The educational experts emphasize the need of infrastructures for creation of friendly e environment to offer quality education. These are more so in case of English Medium Schools where parents pay more compared to Government Schools.

**Table 4.4.4 Availability of Infrastructure**

| Details of Infrastructure   | ST. Xavier     | Chandra Sekhar | Kerala         |
|-----------------------------|----------------|----------------|----------------|
| 1. Seats per class          | 40             | 40             | 50             |
| 2. Adequacy of Space, light | Standard       | Standard       | Standard       |
| 3. Pucca road               | Well connected | Well connected | Well connected |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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|                             |                          |                          |                          |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 4. Transport                | Well provided            | Well provided            | Well provided            |
| 5. Compound wall            | Exist (6 ft)             | Exist (4 ft)             | Exist (5 ft)             |
| 6. Play ground              | Well Maintained          | Well maintained          | Well maintained          |
| 7. Game and sport materials | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water           | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl  | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet  | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                  | Medium type              | Medium type              | Medium type              |
| 12. Library                 | Well maintained          | Well maintained          | Well maintained          |

- Seats arrangement in each class is up to standard which varies from 40 to 50.
- Space and light adequate in all schools
- Schools are well connected by pucca road
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 5-6 ft in average
- Good play grounds are maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Gardens are with seasonal flowers
- Library well equipped with adequate reading materials in three schools.
- The selection of public schools for the purpose fulfills requirements to offer quality teaching.

**(ii) Teaching Aids:** For effective teaching –learning situation use of Audio-Visual is a must. The School authorities have also ensure such provision and more so in case of small children. It is an established fact that children learn better through use of teaching aids.

**Table 4.4.5 Availability of Teaching Aids**

| Variables                | ST. Xavier                 | Chandra Sekhar             | Kerala                     |
|--------------------------|----------------------------|----------------------------|----------------------------|
| 1. Black and white board | Medium sized in each class | Medium sized in each class | Medium sized in each class |
| 2. LCD                   | Standard and in operation  | Standard and in operation  | Standard and in operation  |
| 3. Projector             | Good projector             | Good projector             | Good projector             |
| 4. TV                    | Possess                    | Possessed                  | Possessed                  |
| 5. Wall magazines        | Well arranged              | Well arranged              | Well arranged              |
| 6. Information board     | Displayed                  | Displayed                  | Displayed                  |
| 7. Map Chart             | Adequate                   | Adequate                   | Adequate                   |
| 8. Models                | Various types              | Various types              | Various types              |

- All the classes have black and white boards in all three schools
- LCD is possessed by all the school, these are used on specific seminars/meetings not in regular class
- All the schools have TV, which are used mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of student's interest
- Information boards are placed close to school office
- Models of various types kept for small children and used as per needs
- From teaching aid point of view the selection of school is perfect.

**(iii)Teaching Staff:** The teaching staffs are core consideration for effective teaching and learning. The study examined the status of teaching staff of the selected schools which yielded the following results.

**Table 4.4.6 Status of teaching staff**

| Variables                                 | ST. Xavier | Chandra Sekhar | Kerala | Total |
|---|------------|----------------|--------|-------|
| 1. No. of trained teachers                | 46         | 10             | 54     | 110   |
| 2. No. of un- trained teachers            | 0          | 8              | 0      | 8     |
| 3. Non-teaching staff                     | 34         | 5              | 11     | 50    |
| 4. Male teachers                          | 16         | 11             | 35     | 62    |
| 4. Female teachers                        | 30         | 7              | 19     | 56    |
| 5. Teachers in charge of ANWESHA students | 5          | 2              | 2      | 9     |
| 6. Teacher-student ratio                  | 1:20       | 1:18           | 1:40   | 1:25  |



As revealed in table, the strength of teachers of three schools is 110, highest being in Kerala school, non –trained teachers are only 8 that too in the school of Chandrasekhar. The numbers of male and female teachers are 62 and 56 respectively while 9 teachers are in charge of Anwasha students. The teacher-student ration is 1:25 which is well within prescribed norm. The status of teaching staff is quite satisfactory.

**4.4.5. Teachers of urban schools and their opinion:**

In schools the role of the teachers is very important as they come in contact with students closely and watch their behavior besides teaching. For the study, one teacher from each of the three selected schools was included in the sample as they are in charge of Anwasha students for all purposes. The responses of the sample teachers are presented under the following headings.

**(i) Personal information about the teachers:** The teachers are most important stake holders in educational system. All the English Medium Schools keep good teachers because it is the teachers who bring name and fame of the school. The study interviewed only the teachers of the sample schools who are looking after Anwasha students.

**Table 4.4.7 Personal profile of teachers**

| <b>Variables</b>                            | <b>ST. Xavier</b> | <b>Chandra Sekhar</b> | <b>Kerala</b> |
|---|-------------------|-----------------------|---------------|
| 1. Age (Year)                               | 40                | 26                    | 40            |
| 2. Education                                | B.A, B.Ed         | B.A                   | M.A           |
| 3. Training                                 | Trained           | Not trained           | Trained       |
| 4. Experience (Years)                       | 20                | 2                     | 5             |
| 5. Experience in the present school (Years) | 9                 | 2                     | 3             |
| *6. Special Training                        | Availed           | Not availed           | Availes       |
| 7. Subject taught in class                  | Eng, Odia, EVS    | Hindi, Odia,          | English       |

(EVS=Environment Science)

- Special trainings are given on teaching skill by the respective authorities for period of 2-3 weeks

The table reveals that the teachers are within active period of life, well educated to meet teaching requirements, have good years of experiences. These teachers of St. Xavier and Kerala have received training where as the teacher in charge of Anwasha students in

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

Chandrasekhar school has not yet availed such trained. They teach Odia, English Hindi and Environmental Science.

**(ii) School environment and use of facilities:** The program was designed to offer quality education to ST and SC students like urban children. The noble attempt of the State Government needs no emphasis. Our attempt was to find out whether ST and SC students coming from remote areas with tribal culture are able to avail facilities in the school like urban children or not. The assumption was because of shyness they remain aloof in the school. The responses were measured in three point scale as less, rarely and like others with assigned scores of 1, 2 and 3 respectively.

**Table 4.4.8 School environment and use of facilities**

| Variables                            | Schools     |                |             | Average Score |
|--------------------------------------|-------------|----------------|-------------|---------------|
|                                      | ST. Xavier  | Chandra Sekhar | Kerala      |               |
| 1. Sitting arrangement in class room | 3           | 3              | 2           | 2.66          |
| 2. Library                           | 3           | 1              | 3           | 2.33          |
| 3. Toilet                            | 3           | 2              | 3           | 2.66          |
| 4. Accessibility to teachers         | 2           | 2              | 2           | 2.00          |
| 5. Drinking water                    | 3           | 3              | 3           | 3.00          |
| 6. Common facilities                 | 1           | 3              | 3           | 2.33          |
| <b>Average</b>                       | <b>2.50</b> | <b>2.33</b>    | <b>2.66</b> | <b>2.49</b>   |



**(Anwasha students in classroom)**

On these count, the achievement is spectacular. The ST and SC students of Anwasha are availing facilities available in the schools like urban students. The accessibility to teachers,

use of library, sitting in class room, and use of common facilities is comparatively less but will be equal to others with increase of their experience in the schools.

**(iii) Understanding language and subject and response in the class:** The students in lower classes face the problems of understanding the language because of English Medium. Many do not follow pronunciation of the teachers. The teachers have varied approaches to teach in the class. The analysis reveals that students of Anwasha do not catch the pronunciation and subject like urban students. They feel shy to talk in English Language at the beginning. All the teachers of three schools are opinion that ST and SC students take more time to understand the questions to answer. The level of understanding of Anwasha is less than urban students. This is an important area which needs attention of the teachers.

**Table 4.4.9 Reaction about Understanding language, subject and response in class**

| Variables                         | School                           |                                      |                              |
|-----------------------------------|----------------------------------|--------------------------------------|------------------------------|
|                                   | ST. Xavier English Medium School | Chandra Sekhar English Medium School | Kerala English Medium School |
| 1. Understand language            | Below average                    | Average                              | Below average                |
| 2. Response in class              | Average                          | Average                              | Average                      |
| 3. Level of understanding subject | Average                          | Above Average                        | Average                      |

The result reveals that Anwasha students are rated below average in learning while average in game and understanding subject.

**(iv) Attributes of learning behavior of Anwasha students.** Our hypothesis is that there will be difference between Anwasha students and other urban based students in the attributes relating to study and behaviour. The reasons are many and multi dimensional. We tried to study the attributes of the Anwasha students on different dimensions which yielded the following results. The response of the teachers in this regard was measured in terms of less, equal or more with assigned score of 1 2 and 3 respectively.

**Table 4.4.10 Attributes of learning behavior as rated by the teachers**

| Variables                                  | Schools                                      |  |                                       | Avg.        | +/-<br>Than<br>average |
|--|--|--|---------------------------------------|-------------|------------------------|
|  | ST.<br>Xavier<br>English<br>Medium<br>School | Chandra<br>Sekhar<br>English<br>Medium<br>School | Kerala<br>English<br>Medium<br>School |             |                        |
| <b>1. Class Room Related Activities</b>    |  |  |                                       |             |                        |
| (i) Punctuality                            | 2.40   | 1.80   | 3.00                                  | 2.40        | +                      |
| (ii) Attendance                            | 3.00   | 2.20   | 2.60                                  | 2.60        | +                      |
| (iii) Cleanliness of uniform               | 1.80   | 3.00   | 3.00                                  | 2.60        | +                      |
| (iv) Silence in the class                  | 1.80   | 1.80   | 2.60                                  | 2.06        | +                      |
| <b>2. Understanding of Subject</b>         |  |  |                                       |             |                        |
| (i) Understanding Pronunciation            | 1.60   | 1.80   | 1.00                                  | 1.46        | -                      |
| (ii) Understanding Subject                 | 1.00   | 1.60   | 3.00                                  | 1.86        | -                      |
| (iii) Regularity in home assignment        | 1.60   | 1.40   | 1.20                                  | 1.40        | -                      |
| (iv) Clarification of Doubts               | 1.00   | 1.40   | 1.40                                  | 1.26        | -                      |
| <b>3. Extracurricular activities</b>       |  |  |                                       |             |                        |
| (i) Mixing with other students             | 2.60   | 1.60   | 2.40                                  | 2.20        | +                      |
| (ii) Permission seeking habit              | 3.00   | 2.00   | 2.00                                  | 2.33        | +                      |
| (iii) Approach to teacher to solve problem | 1.40   | 1.60   | 1.60                                  | 1.53        | -                      |
| (iv) Playing everyday                      | 2.03   | 2.03   | 2.03                                  | 2.03        | +                      |
| (v) Competition                            | 1.80   | 3.00   | 2.60                                  | 2.46        | +                      |
| (vi) Liking for School                     | 3.00   | 2.00   | 2.00                                  | 2.33        | +                      |
| <b>Average</b>                             | <b>2.00</b>                                  | <b>1.94</b>                                      | <b>2.17</b>                           | <b>2.03</b> |                        |
| <b>Rank</b>                                | <b>II</b>                                    | <b>III</b>                                       | <b>I</b>                              | -           |                        |

The analysis reveal that the teacher rated Anwasha students above average in the matter of punctuality, attendance, cleanliness of uniform, silence in the class, mixing with other students, permission seeking habit, playing every day, competition in campus and liking for school.

On other hand Anwasha students are rated below in understanding pronunciation, subject, home assignment, clarification of doubts and approach to teacher to solve academic problem.

(v) **Counseling and Problem solving Mechanism:** The schools assuming responsibilities of ST and SC students should adopt mechanism to up keep the status of educational attainment at par with urban students. The new entrants take time to adjust with new situation and thereby lack behind in many desirable aspects. The counseling and problem solving methods adopted are found to be as shown in table below.

**Table 4.4.11 Academic problem solving Mechanism**

| <b>ST. Xavier English Medium School</b> | <b>Chandra Sekhar English Medium School</b> | <b>Kerala English Medium School</b> |
|---|---|-------------------------------------|
| 1. Counseling                           | 1. Extra activity                           | 1. Frequent counseling              |
| 2. Class activity                       |   | 2. Contact outside school           |
|   |   | 3. More interaction with students   |
|   |   | 4. Play way method                  |

The schools adopt methods like counseling, interaction, contact with students outside the school and play way methods to solve the problems of Anwasha students. These attempts are not enough and alternative methods are to be devised.

It is important to note that none of the teachers take initiative to explore the inherent talents of Anwasha students in relation to education and other ways of recognition.

(vi) **Test performances of Anwasha students:** To know exactly the ground reality in the context of class test performance, the marks secured by Anwasha was analyzed. For the purpose the marks 20 students in last unit test was examined taking 10 from op and 10 from bottom level.

**Table 4.4.12 Test Performance of Anwasha students**

| <b>Sl. No</b> | <b>School</b>                        | <b>Marks secured (%)</b> |
|---------------|--------------------------------------|--------------------------|
| 1.            | ST. Xavier English                   | 70.14                    |
| 2.            | Chandra Sekhar English Medium School | 80.70                    |
| 3.            | Kerala English Medium School         | 65.71                    |
|               | <b>Average</b>                       | <b>72.18</b>             |

As revealed, the average mark is found to be 72.18% and highest being in the School of Chandrasekhar Public School. The students of Kerala Public school have not done well. The reasons ascribed are, delay in admission, frequent absent of the students and poor understanding of Anwasha students.

**(vii) Suggestions for promotion of quality education:** The teachers are in view that the present selection methods in choosing students for Anwasha program is all right and they do not have better suggestions in this regard. The suggestions for improvement in teaching, infrastructure, recognizing inherent talent and creation of competition spirit are given below.

**I. Effective Teaching**

1. Extra coaching
2. More curricular activities
3. Use of teaching learning material
4. Optimum class size
5. Monthly parent meet
6. Regular assessment
7. Outdoor learning experience

**II. Infrastructure**

1. Computer lab
2. Clean environment

**III. Exploration of inherent talent**

1. Competition
2. Group activity
3. Book reading

**IV. Creation of spirit of competitiveness**

1. Sports
2. Arts and culture
3. Prize for success



(Activities of Anwesha Programme)

**4.4.6. STUDENTS:**

**(i) Learning Behavioral traits of Anwesha students:**

The students are the core factors of the Anwesha scheme. The ST and SC children are admitted under the scheme in urban elite English Medium School to receive quality education and not to feel difference in opportunity to attain educational goals. The students who acquire knowledge can better explain the extent to which they are satisfied. Since the sample consists of small ST and SC children who have taken admission in Standard 1 and 2, cannot response to the needs of the study. Therefore the groups were formed taking five students in each the group and discussions were held by the well trained investigators to reveal information on a number of variables as has been explained in table below.

**Table 4.4.13 Learning Behavioral Traits of Anwesha students**

| Variables                               | Schools                                      |  |                                       | Avg. | +/-<br>Than<br>average |
|---|--|--|---------------------------------------|------|------------------------|
|   | ST.<br>Xavier<br>English<br>Medium<br>School | Chandra<br>Sekhar<br>English<br>Medium<br>School | Kerala<br>English<br>Medium<br>School |      |                        |
| <b>1. Class Room Related Activities</b> |  |  |                                       |      |                        |
| (i) Punctuality                         | 2.40   | 1.60   | 3.00                                  | 2.33 | +                      |
| (ii) Attendance                         | 3.00   | 2.00   | 2.60                                  | 2.53 | +                      |
| (iii) Cleanness of uniform              | 3.00   | 1.80   | 3.00                                  | 2.60 | +                      |
| (iv) Silence in the class               | 1.60   | 1.80   | 2.60                                  | 2.00 | +                      |
| <b>2. Understanding of Subject</b>      |  |  |                                       |      |                        |
| (i) Understanding Pronunciation         | 1.60   | 0.80   | 1.00                                  | 1.13 | -                      |
| (ii) Understanding Subject              | 3.00   | 1.60   | 1.00                                  | 1.86 | -                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (iii) Regularity in home assignment        | 1.60        | 1.25        | 1.20        | 1.35        | - |
| (iv) Clarification of Doubts               | 1.40        | 1.00        | 1.40        | 1.26        | - |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 2.60        | 0.60        | 2.40        | 1.86        | - |
| (ii) Permission seeking habit              | 2.00        | 3.00        | 2.00        | 2.33        | + |
| (iii) Approach to teacher to solve problem | 1.40        | 0.60        | 1.60        | 1.20        | - |
| (iv) Playing everyday                      | 2.00        | 2.00        | 2.00        | 2.00        | + |
| (v) Competition                            | 1.40        | 3.00        | 2.60        | 2.33        | + |
| (vi) Liking for School                     | 2.00        | 3.00        | 2.00        | 2.33        | + |
| <b>Average</b>                             | <b>2.07</b> | <b>1.71</b> | <b>2.02</b> | <b>1.93</b> |   |
| <b>Rank</b>                                | <b>I</b>    | <b>II</b>   | <b>III</b>  | -           |   |

A look at the table reveals that Anwasha students are rated above average in the aspect of punctuality, attendance, cleanliness of uniform, silence in class, permission seeking habit, playing every day, competition in campus and liking for school.

On other hand they are rated below average in understanding pronunciation, subject, home assignment, seeking clarification of doubts, mixing with other students and making approach to the teachers on academic problems.

**Comparison of Assessment:** The assessment of teachers and our investigators on learning behavior of Anweshs students were compared to find out difference, if any.

| <b>Learning Traits</b>                  | <b>Assessment of teachers</b> | <b>Assessment of investigators</b> | <b>Mean Average</b> |
|---|-------------------------------|------------------------------------|---------------------|
| <b>1. Class Room Related Activities</b> |                               |                                    |                     |
| (i) Punctuality                         | 2.40                          | 2.33                               | 2.36                |
| (ii) Attendance                         | 2.60                          | 2.53                               | 2.56                |
| (iii) Cleanliness of uniform            | 2.60                          | 2.60                               | 2.60                |
| (iv) Silence in the class               | 2.06                          | 2.00                               | 2.06                |
| <b>2. Understanding of Subject</b>      |                               |                                    |                     |
| (i) Understanding Pronunciation         | 1.46                          | 1.13                               | 1.29                |
| (ii) Understanding Subject              | 1.86                          | 1.86                               | 1.86                |
| (iii) Regularity in home assignment     | 1.40                          | 1.35                               | 1.37                |
| (iv) Clarification of Doubts            | 1.26                          | 1.26                               | 1.26                |
| <b>3. Extracurricular activities</b>    |                               |                                    |                     |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |      |      |      |
|--|------|------|------|
| (i) Mixing with other students             | 2.20 | 1.86 | 2.03 |
| (ii) Permission seeking habit              | 2.33 | 2.33 | 2.33 |
| (iii) Approach to teacher to solve problem | 1.53 | 1.20 | 1.36 |
| (iv) Playing everyday                      | 2.03 | 2.00 | 2.01 |
| (v) Competition                            | 2.46 | 2.33 | 2.39 |
| (vi) Liking for School                     | 2.33 | 2.33 | 2.33 |

### Results:

1. In case of classroom related activities cleanliness of uniform is found at the top followed by attendance and punctuality.
2. In understanding of subject is found to be at top followed by understanding of pronunciation, regularity in home assignment and clarification of doubt.
3. Out of curricular activities competition, liking for school, permission seeking habit, participation in games and sports is found to be in high order. However approach to teachers to solve problem is not up to mark.

### 4.4.7. Hostel Accommodation:

The unique feature of the scheme is to provide hostel accommodation to Anwesha students' free of cost. This incentive attracts SC and ST students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel cultivate habit of being independent along with develop self confidence with greater speed of socialization.

The study covered three hostels in the district of Keonjhar to examine the living condition of the Anwesha students. The information collected on this aspect have been presented on the following headings.

- (i) **Status of survey hostel:** The hostels under survey have the following important features.

**Table 4.4.14 Information about hostel**

| <b>Name of the District</b> | <b>Keonjhar</b>                           |   |   | <b>Total</b> |
|-----------------------------|---|---|---|--------------|
| 1. Name of the hostel       | Urban Education Hostel , Champua          | Urban Education Hostel                    | Urban Education Hostel                    | -            |
| 2. Address of the hostel    | Champua                                   | DD College Road                           | Dehuriposi, Ghatagaon                     | -            |
| 3. Ownership                | SC & ST Dept                              | SC & ST Dept                              | SC & ST Dept                              | -            |
| 4. Total Strength in hostel | 125                                       | 158                                       | 450                                       | 733          |
| 5. Staff in position        |   |   |   |              |
| (i) Hostel Superintendent   | 1   | 1   | 1   | 3            |
| (ii) Tutor                  | 2   | 3   | 9   | 14           |
| (iii) CCA                   | 2   | 2   | 4   | 8            |
| (iv) Warden                 | 0   | 0   | 0   | 0            |
| (v) Matron                  | 0   | 0   | 0   | 0            |
| 6. Students per room        | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | -            |
| 7. Distance to School (K.M) | 2.5                                       | 2.5                                       | 1.5                                       | -            |
| 8. Transport facility       | By Bus Provided by school                 | By Bus Provided by school                 | By Bus Provided by school                 | -            |
| 9. Cot                      | 125                                       | 183                                       | 450                                       | 758          |
| 10. Mosquito net            | 125                                       | 160                                       | 450                                       | 735          |
| 11. Chair                   | 0   | 0   | 305                                       | 305          |
| 12. Table                   | 0   | 0   | 305                                       | 305          |
| 13. Bucket                  | 0   | 0   | 0   | 0            |
| 14. Mug                     | 0   | 0   | 0   | 0            |
| 15. Fan                     | 70  | 32  | 15  | 117          |
| 16. Light                   | 90  | 48  | 24  | 162          |
| 17. Toilet                  | 20  | 24  | 20  | 64           |
| 18. Water supply            | Pipe                                      | Pipe                                      | Pipe                                      | -            |
| 19. Drinking water          | Aqua guard                                | Aqua guard, RO System                     | Bore well                                 | -            |
| 20. Boundary wall           | Exist                                     | Exist                                     | Exist                                     | -            |
| 21. Garden                  | Exist                                     | Exist                                     | Exist                                     | -            |
| 22. Indoor Game             | Nil                                       | Nil                                       | Nil                                       | -            |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

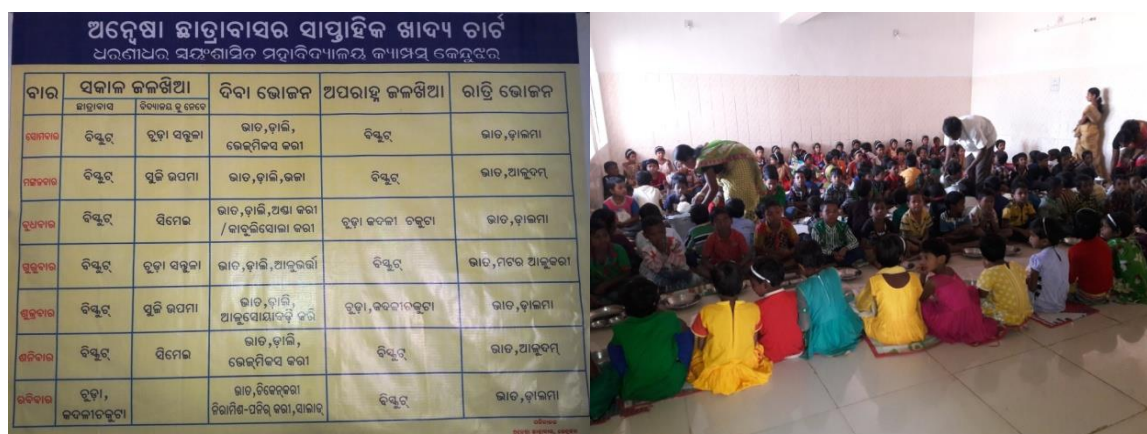
|                |     |     |     |   |
|----------------|-----|-----|-----|---|
| 23. Playground | Nil | Nil | Nil | - |
|----------------|-----|-----|-----|---|

All three hostels are owned by SC&ST Dept. Odisha. The strength of Anwasha boarders is 733. The hostels are provided with required staff. The hostel superintendents, tutor, CCA are found to be 3, 14 and 8 respectively. The distance between hostel and school is within 3 Km. All the schools have own buses for transport. The furniture are available for use of the students. Water supply is continuous and drinking water through aqua guard are available in the hostel. None of the hostel is equipped with indoor games and play ground.

**(ii) Food, health and sanitation:** The hostel management was examined in the context of study environment, food and hygiene's as reflected in table below.

**Table 4.4.15 Problems and solution**

| Problems                    | Solution   |
|-----------------------------|--|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel. Quality of the food needs to be improved. The timings for breakfast, lunch and dinner are 7 A.M, 1 P.M and 8.30 P.M |
| (2) Watching at Night       | Need male watcher to replace female watcher. The female watchers are unable to watch hostel at night.  |
| (3) Washer man              | Provision of washerman is not extended. The beds, bed sheet and uniform dress are not cleaned. Local dhobi be engaged for the purpose  |
| (4) Health card             | Not issued so far. It is to be issued by local doctor  |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1; 50 as in practice, tutor remains absent frequently. It is to be checked.  |



**(Food Chat and hostel)**

**Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.4.8. Parents and their opinion:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

(i) **Socio-personal Information about parents.** The parents are the key stakeholders of the scheme. They admit their children under the scheme. To have an insight to the parental background of the parent sample their socio-economic status was analyzed.

**Table 4.4.16 Socio-Personal information (N=12)**

| <b>Personal information</b>                          | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>1.Age(Years)</b>                                  |                  |                   |
| (i) 30-40  | 7                | 58.33             |
| (ii) 41-50   | 4                | 33.33             |
| (iii) 51 and more                                    | 1                | 8.34              |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>2.Caste</b>                                       |                  |                   |
| (i) SC   | 6                | 50.00             |
| (ii) ST  | 6                | 50.00             |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>3. Education</b>                                  |                  |                   |
| (i) Illiterate                                       | 1                | 8.34              |
| (ii) Primary   | 1                | 8.34              |
| (iii) Middle school                                  | 2                | 16.68             |
| (iv) High School                                     | 6                | 49.96             |
| (v) Graduate   | 2                | 16.68             |
| (vi) Above graduation                                |                  |                   |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>4. Family composition (Members)</b>               |                  |                   |
| (i) Up to 3  | 8                | 66.66             |
| (ii) 4-5   | 4                | 33.34             |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>5. Number of children on education at present</b> |                  |                   |
| (i) One  | 5                | 41.70             |
| (ii) Two   | 6                | 49.96             |
| (iii) Three  | 1                | 8.34              |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>6. Occupation</b>                                 |                  |                   |
| (i) Farming  | 8                | 66.64             |
| (ii) Service   | 2                | 16.68             |
| (iii) business                                       | 0                | 0.00              |
| (iv)Wage earning                                     | 2                | 16.68             |
| <b>Total</b>   | <b>12</b>        | <b>100.00</b>     |
| <b>7. Earning member per family</b>                  |                  |                   |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|   |           |               |
|---|-----------|---------------|
| (i) One                                     | 4         | 33.34         |
| (ii) Two                                    | 8         | 66.66         |
| Total                                       | 12        | 100.00        |
| <b>8. Type of farmer</b>                    |           |               |
| (i) Landless                                | 1         | 8.34          |
| (ii) Marginal                               | 7         | 58.33         |
| (iii) Medium                                | 4         | 33.33         |
| (iv) Large                                  | 0         | 0.00          |
| <b>Total</b>                                | <b>12</b> | <b>100.00</b> |
| <b>9. Year of admission in ANWESHA(No.)</b> |           |               |
| (i) 2015-16                                 | 2         | 16.66         |
| (ii) 2016-17                                | 10        | 83.34         |
| <b>Total</b>                                | <b>12</b> | <b>100.00</b> |

### Results:

- Majority of parents are within age group of 30-40 years, belong to SC and ST caste, have education up to Middle English and High School standard while one of them is illiterate and another has read up to primary level. Of the sample one is landless while majority are marginal and small farmers. None belonged to large farmer category. Of the sample two had admitted their child during 2016 and rest 10 in 2016-17.
- Majority have family size of three members, with one to two school going children and two earning members per family. Farming is the main occupation of majority while few are service holders and wage earners.

**(ii) Sources of Information and influence about Anwasha Program:** The tribal people remain in rural areas. Even today some locations are not accessible to different sources of information. The study attempted to find out the sources of information about Anwasha program along with influential sources.

**Table 4.4.17 Sources of Information and influence about Anwasha program  
(N=12) (Multiple response)**

| Information sources                        | Source of Information |        | Source of influence |        |
|--|-----------------------|--------|---------------------|--------|
|  | F                     | %      | F                   | %      |
| 1.Block+DWO+Media                          | 4                     | 33.33  | 2                   | 16.66  |
| 2. Block+DWO=Village leader+School teacher | 8                     | 67.67  | 10                  | 83.84  |
| Total                                      | 12                    | 100.00 | 12                  | 100.00 |

The study reveals that News paper, friend and relatives, and local school teachers are the main sources of information for them. The DWO and village leaders have limited role in providing information to the tribal parents. The most influential sources that influenced the parents to take admission under Anwasha were found to be friends and relatives.

**(iii) Attraction for Anwasha Program:** In finding out the reasons of attractions of Anwasha program for parents to admit their children under the program, the following responses were obtained.

**Table 4.4.18 Major Attraction for Anwasha Program (N=12) (Multiple response)**

| <b>Attraction points</b>        | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| (i) Free education              | 10               | 83.33             |
| (ii) Quality education          | 11               | 91.66             |
| (iii) Urban education           | 2                | 16.66             |
| (iv).Opportunity given by Govt. | 1                | 8.33              |

As revealed in table, the major attractions of the program are, quality education, free education, urban education and opportunity provided the Government of Odisha.

**(iv) Involvement in admission Process:** The response of the parent-sample reveals the following information about their involvement in admission process of Anwasha program.

1. Application forms to apply are available in DWO and block office.
2. To fill up application form they take help of DWO WEO/local teachers/officers
3. According to them the lottery method of selection is O.K. and do not have alternative suggestions.

**(v) Changes observed with Anwasha student as observed by parents:** The response of the parents was sought about changes they observe with their children as students of Anwasha program. For quantification of response, the scores were assigned as 1,2 and 3 for no change, change to some extent and more changes respectively.

**Table 4.4.19 Changes with Students as observed by the parents**

| <b>Changes</b>             | <b>Average Score</b> | <b>% perceived change</b> |
|----------------------------|----------------------|---------------------------|
| 1. Knowledge               | 1.91                 | 64.00                     |
| 2. Smartness               | 2.25                 | 75.00                     |
| 3. Obediency               | 1.91                 | 63.66                     |
| 4. Well dressed            | 1.75                 | 58.33                     |
| 5. Good manner             | 1.66                 | 55.33                     |
| 6. Sense of responsibility | 1.83                 | 61.00                     |
| 7. Competitiveness         | 1.91                 | 64.00                     |
| 8. Expression of talent    | 1.66                 | 55.33                     |
| 9. Interest for study      | 1.58                 | 52.66                     |
| 10. Respect for others     | 1.83                 | 61.00                     |
| <b>Average</b>             | <b>1.82</b>          | <b>60.66</b>              |

The parents are in opinion that changes are observed with their children because of admission in urban schools. The changes are prominent in case of smartness, knowledge, competitiveness, obediency and sense of responsibility. The changes relatively less found in case of interest in study, good manner, expression of talent and respect to others.

**4.4.9. Community leaders and their opinion:**

Community Leaders are the key persons at village and Panchayat level who are elected or not elected but referred for all activities in the Panchayat. The state Government is trying hard to empower community leaders to lead the fellow villages. The opinion of the community leaders about Anwasha program was sought and analyzed.

**(i) Socio-Personal information about community leaders:** The survey collected opinion of the community leaders about the Anwasha program. The community leaders, who are alert to different programs in the area were selected as respondents. The socio-personal back ground of the community leaders interviewed is presented to have a look about their standing in society.

**Table 4.4.20 Personal Information of Community Leaders (N=12)**

| <b>Variables</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| 1. Age (years)   |                  |                   |
| (i) up to 30     | 4                | 33.34             |
| (ii) 31-40       | 5                | 41.66             |
| (iii) 41-50      | 3                | 25.00             |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                     |   |       |
|---------------------|---|-------|
| 2. Caste            |   |       |
| (i) SC              | 5 | 41.66 |
| (ii) ST             | 7 | 58.34 |
| 3. Education        |   |       |
| (i) Illiterates     | 0 | 0.00  |
| (ii) Primary        | 3 | 25.00 |
| (iii) Middle School | 4 | 33.34 |
| (iv) High School    | 4 | 33.34 |
| (v) Graduation      | 1 | 8.32  |
| 5. Major Occupation |   |       |
| (i) Farming         | 8 | 66.68 |
| (ii) Service        | 2 | 16.66 |
| (iii) Business      | 2 | 16.00 |
| (iv) Wage earning   | 0 | 0.00  |

The sample community leaders are young, belong to ST and SC category and have education primary to graduation level. Farming is their major occupation followed by service and business. Further none of them is wage earner.

**(ii) Awareness about Anwasha program:** The awareness of the community leaders about Anwasha program was ascertained as reflected in table below. The scoring pattern adopted to ascertain awareness by assigning 3, 2 and 1 for very much, much and little.

**Table 4.4.21 Awareness of Anwasha Program (N=12)**

| Awareness  | Aware |       | Not Aware |       |
|--|-------|-------|-----------|-------|
|  | f     | %     | f         | %     |
| 1. Initiation of program                             | 2     | 16.67 | 10        | 83.33 |
| 2. Role of DWO in Anwasha Program                    | 3     | 25.00 | 9         | 75.00 |
| 3. Admission criteria                                | 4     | 33.33 | 8         | 66.67 |
| 4. Fees Govt. sending on them                        | 5     | 41.67 | 7         | 58.33 |
| 5. No. of SC/ST admitted so far                      | 4     | 33.33 | 5         | 66.67 |
| 6. Method of selection                               | 2     | 16.67 | 10        | 83.33 |
| 7. Steps in selection process                        | 3     | 25.00 | 9         | 75.00 |
| 8. Schools where SC and ST students already admitted | 2     | 16.67 | 10        | 83.33 |
| 9. Parents of students admitted                      | 3     | 25.00 | 9         | 75.00 |
| 10. Students who are reading now                     | 3     | 25.00 | 9         | 75.00 |
| Average  | 3     | 25.00 | 9         | 75.00 |

## **Impact of Urban Education Complex in promoting education among the tribals in Odisha**

The community leaders are aware of different components of Anwasha program to the extent of 25%. They have ideas about the program but not in detail. However, the result as a whole could be taken on positive side to explain awareness of community leaders about Anwasha program.

**(iii) Impact of Anwasha scheme on education attainment of SC and ST students:** The impact of Anwasha scheme was viewed by the community leaders very positively. The impact of Anwasha program was measured in a three point scale like, Agree, Disagree and Neutral with assigned score of 3, 2 and 1 respectively.

**Table 4.4.22 Impact of Anwasha scheme on education attainment of SC and ST students (N=12)**

| <b>Opinions</b>  | <b>Average Score</b> | <b>Rank</b> |
|--|----------------------|-------------|
| 1. Benefit to Poorest SC /ST students                            | 2.08                 | II          |
| 2. Complete free education                                       | 2.41                 | I           |
| 3. Quality education than rural areas                            | 2.08                 | II          |
| 4. Increase outlook of the students                              | 1.91                 | III         |
| 5. Scope to recognize inherent talents                           | 1.50                 | VIII        |
| 6. Create spirit of competition                                  | 1.58                 | VII         |
| 7. Helps to removes inequality                                   | 1.50                 | VIII        |
| 8. SC/ST feel their right is taken care of                       | 1.75                 | V           |
| 9. Create interest to understand value of education              | 1.83                 | IV          |
| 10. Strong step for future improvement of SC and ST in education | 1.72                 | VI          |
| <b>Average</b>   | <b>1.83</b>          | -           |

The results show that community leaders are extremely happy on the project as it provides quality education to poor ST and SC students, complete free education along with hostel facilities, better quality education than rural areas, and increase in outlook of ST and SC students. The other changes perceived to be interest to know value of education, feeling right to education, create sense of competition, and removal of inequality.

**(iv) Opinion about method of selection of students in Anwasha program:**

The community leaders expressed that present method of selection process is appropriate and they do not have alternative suggestions.

**(v) Suggestions for Improvement:** The community leaders are satisfied with present method of selection of students for admission. Their suggestions include teaching in English from very beginning is a problem for which the teachers should have enough patience. Better

hostel facilities in term of better food, appointment of tutor are the suggestions of the community leaders.

1. Better hostel facilities
2. Increase in budget
3. Interaction with teacher, DWO a, parents and community leaders at district level at least once in a year.

**4.4.10. Opinion of District Welfare Officer (DWO):**

The views of DWO regarding Anwasha Program are as follows.

1. The DWO is in opinion that Anwasha is one of best programs to educate tribal children as it provides scope or education in elite public schools.
2. The district level committee looking after Anwasha Program is organized five times a year with 100% attendance. Various problems are discussed in the meeting and suggestions are transmitted to competent authorities.
3. Following prescribed criteria, the selection is made through lottery system in presence of members of committee to avoid doubts of parents about the selection process. The criteria of SC/ST at the ratio of 30:70 and boys and girls of 50% are followed without any deviation. Deviation is made when number application is less than required number with due permission.
4. The major problem is admission of students in standard I without pre education like LKG and UKG. The Schools are making complain about it. The complaint is also received for relaxation age so that the drop outs may be admitted in the scheme.
5. The feed backs received by DWO from schools and hostels include deviation in regular attendance, academic progress, preparation of home assignment and other related problems in hostel. The experience of Ashram teachers diploid in hostel as tutors for coaching of the students.
6. The problems encountered by the DWO are,
  - (a) Laundry and washing problem
  - (b) Transportation as the amount provided is insufficient

- (c) For better Tiffin the budget needs to be increased.
- (d) Frequent change of teachers looking after Anwasha students in school
- (e) Tuition of the hostel is to be 1:20 instead of 1:50 ratio
- (f) Parents taking children home frequently
- (g) The regular attendance of the students is lacking for which school principals make complain.
- (h) The tutors are not competent to bridge of the gap at initial stage in studies.
- (i) Health care is not taken care up at regular interval nor health card is issued.

#### **4.5. District Koraput:**

##### **4.5.1. The district at a glance:**

The district came to existence in 1<sup>st</sup> April 1936 with the organization of Odisha as a separate state. It has a history that is very old. The origin of the name ‘Koraput’ is obscure. But theories suggest that it derives its name from Kora-Putti meaning “the hamlet of the nux-vomica” a tree that was once prevalent in the region. Another theory suggests that Koraput is the corrupted form of the word “Karaka pento”, meaning “Hail-stone”. While other folklore refers to Koraput as named after Khora Naiko- a valiant warrior of Nandapur kingdom. Whatever be the past and nomenclature, Koraput remains one of the fabulous gifts of nature with scenic beauty abound. Located among lush green forests, cascades and valleys, Koraput is like a page out of fairy tale that still remains in undiscovered paradise. The statement gives below presents the profile of district Koraput.

| <b>District</b>                        | <b>Magnitude</b>        |
|--|-------------------------|
| Geographical Area                      | 8,807.00 sq.km          |
| No Of Sub-Divisions                    | 2                       |
| No Of Blocks                           | 14                      |
| No Of Tehsils                          | 14                      |
| No Of Gram Panchayat                   | 226                     |
| No Of Villages                         | 2028                    |
| Total-Population                       | 13,79,647               |
| Total Male Population                  | 6,78,809                |
| Total Female Population                | 7,00,838                |
| Literacy Rate                          | 49.21%                  |
| Total Literacy                         | 5,68,090                |
| Total Literacy Male                    | 3,40,843                |
| Total Literacy Female                  | 2,27,247                |
| Scheduled Caste Population             | 1,96,540                |
| SC Male                                | 96,789                  |
| SC Female                              | 99,751                  |
| Scheduled Tribe Population             | 6,97,583                |
| ST Male                                | 3,37,373                |
| ST Female                              | 3,60,210                |
| Sex Ratio                              | 1032                    |
| Major Scheduled Castes Of the District | Dom, Dhoba              |
| Major Scheduled Tribes Of the District | Paroja, Khond, Bhattada |

**(Source: Odisha Reference Year Book 201**

**4.5.2. Sample of the study:**

The study on project ‘Impact of Urban Education Complex in promoting education among the tribals in Odisha’ was under taken in eight districts of the state and the district Koraput is one of them. Under the project Anwasha, the ST and SC students were admitted in urban schools of the district Koraput as follows.

**Table 4.5.1 Admission of students under Anwasha**

| Year         | Number of schools participated | Total      | Students admitted |            |            |           |           |           |
|--------------|--------------------------------|------------|-------------------|------------|------------|-----------|-----------|-----------|
|              |                                |            | ST                |            |            | SC        |           |           |
|              |                                |            | Boys              | Girls      | Total      | Boys      | Girls     | Total     |
| 2015-16      | 1                              | 34         | 12                | 12         | 24         | 5         | 5         | 10        |
| 2016-17      | 10                             | 255        | 88                | 88         | 176        | 40        | 39        | 79        |
| <b>Total</b> | <b>10</b>                      | <b>289</b> | <b>100</b>        | <b>100</b> | <b>200</b> | <b>45</b> | <b>44</b> | <b>89</b> |

(In 2016-17 nine schools were added in addition to only of previous year)

During the years under report, 289 students were admitted in 10 schools under Anwasha program. The ST students were admitted to the tune of 100 boys and 100 girls totaling 200 and SC students of 45 boys and 44 girls totaling 89.

**Table 4.5.2 Sample study - Keonjhar District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leaders          | 12     |
| 7. Hostel Superintendent      | 3      |
| 8. District Welfare Officer   | 1      |

The data collection was limited to three schools out of 10 schools in which Anwasha students have been admitted in the district. The schools included in the study are, Bikash Vidyalaya, Netaji English Medium School and Novel Sidharth English Medium School.

**4.5.3. Particulars about Survey School:** The information with regard to schools under study was provided by the respective principals that have been presented here.

**Table 4.5.3 Particulars of Sample Schools**

| Schools                            | Year of Establishment | Affiliated to   | Total students | Students Std.1 |            | Students Std.2 |           |
|------------------------------------|-----------------------|-----------------|----------------|----------------|------------|----------------|-----------|
|                                    |                       |                 |                | Total          | Anwasha    | Total          | Anwasha   |
| 1. Novel Sidharth Eng. Med. School | 2015                  | CBSE            | 127            | 89             | 50         | 38             | 0         |
| 2. Bikash Vidyalaya                | 1994                  | Govt. of Odisha | 111            | 72             | 58         | 39             | 29        |
| 3. Netaji Eng. Med. School         | 1993                  | CBSE            | 83             | 68             | 58         | 15             | 0         |
| <b>Total</b>                       | -                     | -               | <b>321</b>     | <b>229</b>     | <b>166</b> | <b>92</b>      | <b>29</b> |

The total strength of students in standard I & II of three schools is 321 out of which the Anwasha students are 195 which represent 60.74% of the total.

**4.5.4. Principal of Urban Schools and their opinion:**

The principals are the custodians of schools as well as students. They assume full responsibility of teaching, administration as well as infrastructural development. The data collected from the principals have been presented under the following headings

**(i) Infrastructure:** The present day education is very much concerned with infrastructure development for creating learning environment in the campus. The quality education depends on infrastructural development and it is more so in case of small children who take admission for learning.

**Table 4.5.4 Availability of Infrastructure**

| Details of Infrastructure   | Bikash Vidyalay | Netaji Eng. School | Novel Sidharth Eng. School |
|-----------------------------|-----------------|--------------------|----------------------------|
| 1. Seats per class          | 30              | 30                 | 30                         |
| 2. Adequacy of Space, light | Standard        | Standard           | Standard                   |
| 3. Pucca road               | Well connected  | Well connected     | Well connected             |
| 4. Transport                | Well provided   | Well provided      | Well provided              |
| 5. Compound wall            | Exist (5 ft)    | Exist (4 ft)       | Exist (6 ft)               |
| 6. Play ground              | Well Maintained | Well               | Well maintained            |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                             |                          |                          |                          |
|-----------------------------|--------------------------|--------------------------|--------------------------|
|                             |                          | maintained               |                          |
| 7. Game and sport materials | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water           | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl  | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet  | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                  | Medium type              | Medium type              | Not possessed            |
| 12. Library                 | Not possessed            | Not possessed            | Not possessed            |

- Seats arrangement in each class is up to standard and number being 30 in each case
- Schools are well connected with pucca road
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 4-6 ft in average
- Good play grounds are maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Gardens are in schools with seasonal flowers except Novel Sidharth English Medium School.
- None of the schools has Library and reading materials

The selection of public schools for the purpose fulfills requirements to offer quality teaching.

**(ii) Teaching Aids:** Teaching aids are the important tools to enhance learning efficiency of the students. The school authorities are emphasizing for use of teaching aids for better learning environment specifically in lower classes. It is an established fact that there is correlation between use of teaching aids and learning outcome of the students.

**Table 4.5.5 Availability of Teaching Aids**

| <b>Variables</b>         | <b>Bikash Vidyalay</b>     | <b>Netaji English Medium School</b> | <b>Novel Sidharth English Medium School</b> |
|--------------------------|----------------------------|-------------------------------------|---|
| 1. Black and white board | Medium sized in each class | Medium sized in each class          | Medium sized in each class                  |
| 2. LCD                   | Do not possess             | Standard and in operation           | Standard and in operation                   |
| 3. Projector             | Good projector             | Good projector                      | Good projector                              |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                      |               |               |               |
|----------------------|---------------|---------------|---------------|
| 4. TV                | Possess       | Not possessed | Not possessed |
| 5. Wall magazines    | Well arranged | Not Present   | Well arranged |
| 6. Information board | Displayed     | Displayed     | Displayed     |
| 7. Map Chart         | Adequate      | Adequate      | Adequate      |
| 8. Models            | Various types | Not Possessed | Various types |

- All the classes have black and white boards
- LCD is not there in Bikash Vidyalaya, these are used on specific seminars/meetings not in regular class in other two schools
- TV is only found in Bikash Vidyalaya mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of student's interest except Netaji English Medium School
- Information boards are placed close to school office
- Models of various types kept for small children and used as per needs except Netaji English Medium School
- From teaching aid point of view the selection of school is perfect.

**(iii) Teaching staff:** The teaching staffs are the core consideration for offering quality education. The schools having qualified and trained teachers are more efficient in imparting quality education.

**Table 4.5.6 Status of teaching staff**

| Variables                                 | Bikash<br>Vidyalay | Netaji<br>English<br>Medium<br>School | Novel<br>Sidharth<br>English<br>Medium<br>School | Total |
|---|--------------------|---------------------------------------|--|-------|
| 1. No. of trained teachers                | 7                  | 9                                     | 10   | 26    |
| 2. No. of un-trained teachers             | 19                 | 7                                     | 14   | 44    |
| 3. Non-teaching staff                     | 3                  | 7                                     | 7  | 17    |
| 4. Male teachers                          | 7                  | 4                                     | 2  | 13    |
| 4. Female teachers                        | 19                 | 16                                    | 22   | 57    |
| 5. Teachers in charge of ANWESHA students | 5                  | 6                                     | 4  | 15    |
| 6. Teacher-student ratio                  | 1:17               | 1:30                                  | 1:35   | 1:27  |

A look at the table reveals that schools have less trained teachers compared to untrained teachers. The non-teaching staffs of equal number are in position having highest in case of

Netaji and Novel Schools. The number of female teachers is more compared to male teachers. A good number of teachers are in charge of Anwasha students in all the schools. The teacher-student ration is 1:27 which is within the range of desirability. In short, the sampled schools are almost well equipped to offer quality teaching.

**4.5.5. Teachers of Urban Schools and their opinion:**

The teachers of the schools are upholders of name and fame. The efficiency, sincerity, work culture of the teachers contributes immensely for the gain of the knowledge of the students. The study attempted to analyze the reactions of teachers towards performance of Anwasha students in detail. The findings in this regard have been presented under the following headings.

**(i) Personal information of teachers:** The study attempted to ascertain the personal background of the teachers to have insight into teaching capacity as well as their attitude towards Anwasha program.

**Table 4.5.7 Personal Profile of teachers**

| <b>Variables</b>                     | <b>Bikash Vidyalaya</b> | <b>Netaji English Medium School</b> | <b>Novel Sidharth English medium School</b> |
|--------------------------------------|-------------------------|-------------------------------------|---|
| 1. Age (Year)                        | 23                      | 29                                  | 42  |
| 2. Education                         | B. Sc                   | M.A.                                | M.A   |
| 3. Training                          | Not trained             | Trained                             | Trained                                     |
| 4. Total teaching Experience (Years) | 4                       | 5                                   | 5   |
| 5. Exp in the present school (years) | 4                       | 7 month                             | 2   |
| *6. Special Training                 | Not availed             | Not availed                         | Not availed                                 |
| 7. Subjects taught                   | Math, EVS               | English                             | Odia, EVS, Math                             |

\*Special training are given for skill teaching of 2-3 week duration  
(EVS = Environmental Science)

The information contained in table reveals that all the teachers are young, and well qualified. The teachers of Netaji and Novel schools are trained while the teachers of Bikash School lacks behind. The total years of teaching experience is up to standard so also the in present school. The sample teachers’ teach subject like, Math, Odia, English and environmental science.

(ii) **School environment and use of facilities:** The schools and their environment are important consideration for assessment. The availability of facilities and their use is of prime importance. The response of the sample teachers in this aspect was measured assigning the scores of 1, 2 and 3 for less, rarely and more respectively.

**Table 4.5.8 School environment and use of facilities**

| Variables                            | Schools          |                              |                                      | Score Average |
|--------------------------------------|------------------|------------------------------|--------------------------------------|---------------|
|                                      | Bikash Vidyalaya | Netaji English Medium School | Novel Sidharth English medium School |               |
| 1. Sitting arrangement in class room | 3                | 2                            | 3                                    | 2.66          |
| 2. Library                           | 1                | 2                            | 3                                    | 2.00          |
| 3. Toilet                            | 3                | 3                            | 2                                    | 2.66          |
| 4. Accessibility to teachers         | 3                | 2                            | 3                                    | 2.66          |
| 5. Drinking water                    | 3                | 3                            | 3                                    | 3.00          |
| 6. Common facilities                 | 1                | 3                            | 3                                    | 2.33          |
| <b>Average</b>                       | <b>2.33</b>      | <b>2.50</b>                  | <b>2.83</b>                          | <b>2.58</b>   |

The average score is 2.85 which indicate more of positive value. The students use infrastructural facilities as expected. However, accessibility to teacher’s room and use of library need attention of the authorities.



**(Anwasha students in classroom)**

(iii) **Understanding the language and subject:** The SC and ST students coming from remote areas are unable to catch up pronunciation of class teacher and that too starting with

English. The understanding of subject is related to the language. As expressed by the teachers in these areas Anwasha students are deficient but will make up after assimilation within the culture of English Medium School.

**Table 4.5.9 Reaction about understanding language, subject and response in class**

| Variables                   | Schools          |                              |                                      |
|-----------------------------|------------------|------------------------------|--------------------------------------|
|                             | Bikash Vidyalaya | Netaji English Medium School | Novel Sidharth English medium School |
| 1. Understand language      | Below average    | Average                      | Average                              |
| 2. Response in class        | Average          | Average                      | Average                              |
| 3. Understanding of subject | Average          | Average                      | Average                              |

The results indicate that the Anwasha students are average in understanding subject, response in the class and understanding language except in case of Bikash Vidyalaya. The students are rated as average by the teachers.

**(iv) Attributes of learning behaviour of Anwasha students:** In consultation with school teachers other knowledgeable persons as much as 14 attributes were selected to rate the Anwasha students. The rating of the teachers was measured on a three point scale of more, equal and less with assigned score of 3,2 and 1 respectively.

**Table 4.5.10 Attributes of learning behaviour of Anwasha students**

| Variables                               | Schools         |                          |                            | Avg. | +/- Than average |
|---|-----------------|--------------------------|----------------------------|------|------------------|
|   | Bikash Vidyalay | Netaji Eng medium School | Novel Sidharth Eng. School |      |                  |
| <b>1. Class Room Related Activities</b> |                 |                          |                            |      |                  |
| (i) Punctuality                         | 2.70            | 2.50                     | 3.0                        | 2.73 | +                |
| (ii) Attendance                         | 3.00            | 2.60                     | 3.0                        | 2.86 | +                |
| (iii) Cleanliness of uniform            | 2.30            | 2.30                     | 3.0                        | 2.53 | +                |
| (iv) Silence in the class               | 1.80            | 3.00                     | 1.80                       | 2.20 | +                |
| <b>2. Understanding of Subject</b>      |                 |                          |                            |      |                  |
| (i) Understanding Pronunciation         | 0.6             | 1.8                      | 1.6                        | 1.33 | -                |
| (ii) Understanding Subject              | 0.2             | 0.4                      | 1.0                        | 0.53 | -                |
| (iii) Regularity in home assignment     | 2.10            | 2.60                     | 1.20                       | 1.96 | +                |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (iv) Clarification of Doubts               | 0.2         | 1.2         | 1.2         | 0.86        | - |
| <b>3. Extracurricular activities</b>       | 1.2         | 0.4         | 1.0         | 0.86        | - |
| (i) Mixing with other students             | 0.2         | 0.4         | 2.8         | 1.13        | - |
| (ii) Permission seeking habit              | 0.8         | 1.6         | 2.0         | 1.46        | - |
| (iii) Approach to teacher to solve problem | 1.40        | 1.40        | 1.40        | 1.40        | - |
| (iv) Regular Play                          | 2.20        | 2.20        | 2.20        | 2.20        | + |
| (v) Competition                            | 0.6         | 1.40        | 1.60        | 1.20        | - |
| (vi) Liking for School                     | 1.4         | 2.00        | 3.0         | 2.13        | + |
| <b>Average</b>                             | <b>1.28</b> | <b>1.84</b> | <b>2.12</b> | <b>1.61</b> |   |
| <b>Rank</b>                                | <b>III</b>  | <b>II</b>   | <b>I</b>    | -           |   |

The score analysis reveals that Anwesha students are rated above average in case of punctuality, attendance, cleanliness of uniform, silence in class, regular in home assignment, regular play and liking for school.

On other hand they are rated below average in understanding pronunciation, subject, clarification of doubts, mixing with other students, permission seeking habits, and competition in campus.

**(v) Counseling and Problem solving Mechanism:** The emphasis has been given to bring Anwesha students at par with urban students in teaching and learning process. For this, constant counseling is necessary. The study found out mechanism of counseling for Anwesha students as adopted in sample schools.

**Table 4.5.11 Academic Problem solving mechanism**

| <b>Bikash Vidyalaya</b>              | <b>Netaji English Medium School</b> | <b>Novel Sidharth English medium School</b> |
|--------------------------------------|-------------------------------------|---|
| 1. Use of local language             | 1. Local Language                   | 1. Play way                                 |
| 2. Group activities                  | 2. TLM                              | 2. Encouragement                            |
| 3. Teaching Learning Materials (TLM) |                                     |   |

The normal counseling methods followed by the sample schools are, use of local language in teaching, group activity, use of Teaching, learning materials, play way teaching and constant encouragement to move forward.

**(vi) Test Performance of Anwesha students:** It was within framework of the study to assess learning achievement of Anwesha students. The marks obtained by Anwesha

students in last unit test were examined to know their performance. The last test performance of 20 Anwasha students were considered taking 10 from top and 10 from bottom of the mark list.

**Table 4.5.12 Test scores of Anwasha students (Mark in %)**

| Sl.No | School                               | Marks secured |
|-------|--------------------------------------|---------------|
| 1.    | Bikash Vidyalaya                     | 72.00         |
| 2.    | Netaji English Medium School         | 62.22         |
| 3.    | Novel Sidharth English medium School | 92.22         |
|       | <b>Average</b>                       | <b>75.48</b>  |

As indicated, the average mark obtained by Anwasha student is 75.48%. The performance of the students of Netaji Medium School is the lowest. The reasons assigned are, poor coaching in hostel and absence of students. However, the school has not taken steps to have extra class for Anwasha students to bridge up the deficiencies.

**(vii) Suggestions for Promotion of quality education:** The teachers out of their experience can better suggest, the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the headings of (I) effective teaching (II) infrastructures required (III) recognition of inherent talent and (IV) creation of spirit of competitiveness.

**I. Effective Teaching:** The following suggestions were obtained from three schools under survey.

1. Regular attendance
2. Clean surrounding
3. Remedial classes
4. Play method
5. Constant evaluation

**II. Infrastructures:** The following infrastructures were suggested to make learning situation more effective.

1. Computer lab
2. Trained teacher

**III. Exploration of inherent talent:** It is admitted fact that tribal students have inherent talents which remain dormant without being explored. For this suggestions are,

1. Extracurricular activities
2. Cultural Programme
3. Interaction with teachers
4. Motivation to move ahead

**IV. Creation of spirit of competitiveness:** The suggestions to create spirit of competition among SC and ST students include,

1. Regular Competition
2. Mixing with other students
3. Encouragement by teachers
4. Group activity for better interaction

The above suggestions on effective teaching, infrastructure, and exploration of inherent talent and creation of spirit of competition would lead to quality education for which Anwasha program has been launched.

#### **4.5.6. STUDENTS:**

##### **(i) Learning Behavioural traits of Anwasha students**

The students of Anwasha have been in the focus of the state government to make them equal to urban students. The expectation is that SC and ST students in English Medium School will perform equal to urban students in terms of learning behaviour. The scheme also aims at removing the feeling of inequality of the tribal population. The present study made an assessment of the learned behaviour of Anwasha students as reflected in table.

**Table 4.5.13 Learning Behavioral Traits of Anwasha students**

| Variables                               | Schools            |                                |                                     | Avg. | +/-<br>Than<br>average |
|---|--------------------|--------------------------------|-------------------------------------|------|------------------------|
|   | Bikash<br>Vidyalay | Netaji Eng<br>medium<br>School | Novel<br>Sidharth<br>Eng.<br>School |      |                        |
| <b>1. Class Room Related Activities</b> |                    |                                |                                     |      |                        |
| (i) Punctuality                         | 2.6                | 2.4                            | 3.0                                 | 2.66 | +                      |
| (ii) Attendance                         | 2.6                | 3.0                            | 3.0                                 | 2.86 | +                      |
| (iii) Cleanliness of uniform            | 2.2                | 2.2                            | 3.0                                 | 2.46 | +                      |
| (iv) Silence in the class               | 1.4                | 3.0                            | 1.8                                 | 2.06 | +                      |
| <b>2. Understanding of Subject</b>      |                    |                                |                                     |      |                        |
| (i) Understanding Pronunciation         | 0.6                | 0.8                            | 1.6                                 | 1.00 | -                      |
| (ii) Understanding Subject              | 0.4                | 0.2                            | 1.0                                 | 0.53 | -                      |
| (iii) Regularity in home assignment     | 2.0                | 1.2                            | 2.6                                 | 1.93 | +                      |
| (iv) Clarification of Doubts            | 1.2                | 0.2                            | 1.2                                 | 0.86 | -                      |
| <b>3. Extracurricular activities</b>    |                    |                                |                                     |      |                        |
| (i) Mixing with other students          | 0.4                | 0.2                            | 2.8                                 | 1.13 | -                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (ii) Permission seeking habit              | 0.8         | 1.4         | 2.0         | 1.40        | - |
| (iii) Approach to teacher to solve problem | 2.0         | 3.0         | 3.0         | 2.66        | + |
| (iv) Playing everyday                      | 2.20        | 2.20        | 2.20        | 2.20        | + |
| (v) Competition                            | 0.6         | 1.4         | 1.4         | 1.13        | - |
| (vi) Liking for School                     | 0.4         | 2.0         | 3.0         | 1.80        | + |
| <b>Average</b>                             | <b>1.40</b> | <b>1.68</b> | <b>2.32</b> | <b>1.80</b> |   |
| <b>Rank</b>                                | <b>III</b>  | <b>II</b>   | <b>I</b>    | -           |   |

### Results:

Score analysis reveals that the Anwasha students are above average in case of punctuality, attendance, cleanliness of uniform, silence in the class, regularity in home assignment, approach to teacher, regular play and liking for school.

On other hand they are rated below average in respect of understanding, pronunciation, subject, clarification of doubts, mixing with other students, permission seeking habit and competition. However, the Anwasha students are on the way of improving as the score is very close to mean average

**Comparison of Assessment:** The rating made by the teachers and our investigators were compared to find difference, if, any as reflected in table

| Learning Traits                            | Assessment of teachers | Assessment of investigators | Mean Average |
|--|------------------------|-----------------------------|--------------|
| <b>1. Class Room Related Activities</b>    |                        |                             |              |
| (i) Punctuality                            | 2.73                   | 2.66                        | 2.69         |
| (ii) Attendance                            | 2.86                   | 2.86                        | 2.86         |
| (iii) Cleanness of uniform                 | 2.53                   | 2.46                        | 2.49         |
| (iv) Silence in the class                  | 2.20                   | 2.06                        | 2.13         |
| <b>2. Understanding of Subject</b>         |                        |                             |              |
| (i) Understanding Pronunciation            | 1.33                   | 1.00                        | 1.16         |
| (ii) Understanding Subject                 | 0.53                   | 0.53                        | 0.53         |
| (iii) Regularity in home assignment        | 1.96                   | 1.93                        | 1.94         |
| (iv) Clarification of Doubts               | 0.86                   | 0.86                        | 0.86         |
| <b>3. Extracurricular activities</b>       |                        |                             |              |
| (i) Mixing with other students             | 1.13                   | 1.13                        | 1.13         |
| (ii) Permission seeking habit              | 1.46                   | 1.40                        | 1.43         |
| (iii) Approach to teacher to solve problem | 1.40                   | 2.66                        | 2.03         |
| (iv) Playing everyday                      | 2.20                   | 2.20                        | 2.20         |



|                        |      |      |      |
|------------------------|------|------|------|
| (v) Competition        | 1.20 | 1.13 | 1.16 |
| (vi) Liking for School | 2.13 | 1.80 | 1.96 |

**Results:**

1. Punctuality, attendance, cleanliness of uniform are very much satisfactory where as silence in the class of the students need to be given due attention.
2. In understanding the pronunciation and regularity in home assignment is up to satisfaction while understanding understanding of subject and clarification of doubt is much below the average requiring attention of the teachers.
3. Out of extra curricular activities better performance is observe in case of games and sports, approach to teacher to solve the problem and liking for school is found to be satisfactory where as in case of competition and mixing with other students is not up to mark.

**4.5.7. Hostel Accommodation:**

The unique feature of the scheme is to provide free hostel accommodation besides education in elite schools to Anwasha students' free of cost. This incentive attracts ST and SC students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization.



**(Anwasha students in class room)**

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

The study covered three hostels in the district of Koraput to examine the living condition of the Anwasha students. The information collected on this aspect has been presented on the following headings.

**(i) Status of survey hostel:** The status of the survey hostels is presented as per recorded statement presented by the hostel managers.

**Table 4.5.14 Information about hostel**

| Name of the District                    | Koraput                                   |   |   | Total |
|---|---|---|---|-------|
| 1. Name of the hostel                   | Urban Education Hostel , Jaipur           | Urban Education Hostel                    | Urban Education Hostel                    | -     |
| 2. Address of the hostel                | Jaipur, Koraput, Odisha                   | PHD Colony, Gandhinagar, koraput          | Sunabedha                                 | -     |
| 3. Ownership                            | SC & ST Dept                              | SC & ST Dept                              | SC & ST Dept                              | -     |
| 4. Total Strength of boarders in hostel | 155                                       | 144                                       | 118                                       | 417   |
| 5. Staff in position                    |   |   |   |       |
| 6. Hostel Superintendent                | 1   | 1   | 1   | 3     |
| 7. Tutor                                | 3   | 2   | 2   | 7     |
| 8. CCA                                  | 3   | 3   | 3   | 9     |
| 9. Warden                               | 1   | 0   | 1   | 2     |
| 10. Matron                              | 0   | 0   | 0   | 0     |
| 11. Students per room                   | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | -     |
| 12. Distance from school (K.M)          | 3   | 2   | 6   | 11    |
| 13. Transport facility                  | By Bus Provided by school                 | By Bus Provided by school                 | By Bus Provided by school                 | -     |
| 14. Cot                                 | 100                                       | 144                                       | 100                                       | 344   |
| 15. Mosquito net                        | 0   | 40  | 0   | 40    |
| 16. Chair                               | 0   | 4   | 0   | 4     |
| 17. Table                               | 0   | 1   | 0   | 1     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                    |            |           |           |     |
|--------------------|------------|-----------|-----------|-----|
| 18. Bucket         | 0          | 10        | 5         | 15  |
| 19. Mug            | 0          | 10        | 5         | 15  |
| 20. Fan            | 20         | 70        | 12        | 102 |
| 21. Light          | 40         | 87        | 6         | 133 |
| 22. Toilet         | 20         | 24        | 10        | 54  |
| 23. Water supply   | Pipe       | Pipe      | Pipe      | -   |
| 24. Drinking water | Aqua guard | Bore well | Bore well | -   |
| 25. Boundary wall  | Exist      | Exist     | Exist     | -   |
| 26. Garden         | Exist      | Exist     | Exist     | -   |
| 27. Indoor Game    | Nil        | Nil       | Nil       | -   |
| 28. Playground     | Nil        | Nil       | Nil       | -   |

The survey covered three hostels namely, ANWESHA Hostel, Jaipur, ANWESHA Hostel, PH.D Colony, Gandhi Nagar and ANWESHA Hostel, Sunabeda. The student strength at the time of interview is reported to be 155, 144 and 118 for the hostels Jaipur, Gandhi Nagar and Sunabeda respectively. The total employees in each hostel consist of three superintendents, 7 tutors, 9 CCA and 2 wardens. The hostels are been provided with tutors for coaching along with maintaining of study hours. The hostels are good, and located in close proximity of concerned schools with provision of transport for going to the schools. Accommodation per room is as per capacity. The overall observation is that hostels are up to standard.



**(Anwasha students in hostel)**

**(ii) Food, health and Sanitation:** The reports provided by the hostel managers about food, health and sanitation as given below.

**Table 4.5.15 Problems Need Attention**

| <b>Problems</b>             | <b>Solution</b>  |
|-----------------------------|--|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel. The quality of food is poor as vegetables, eggs etc are not provided. The timings for breakfast, launch and dinner are 7AM, 1.30PM and 8PM. |
| (2) Watching at Night       | Need male watcher to replace female watcher. It is required as female watchers feel insecurity to watch hostel at night.   |
| (3) Washer man              | The beds, bed sheet, uniform dress are not cleaned. Local dhobi be engaged for the purpose The boarders are not provided washer man services   |
| (4) Health card             | Not issued so far. It is to be issued by local doctor  |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1; 50 as in practice, tutor remains absent frequently. It is to be checked.  |

**Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @ 1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @ 1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint

competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.5.8. Parents and their opinion:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha scheme is boon for them. The study attempted to examine the opinions of tribal parents about Anwasha program.

**(i) Socio-personal Information about parents:** The socio-economic conditions of individuals reveal their feeling, condition, attitude and many other aspects. There is need to know the parents who admit their children under Anwasha program along with their social standing.

**Table 4.5.16 Socio-Personal Information (N=12)**

| <b>Personal information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| <b>1.Age(Years)</b>         |                  |                   |
| (i) 30-40                   | 3                | 25.00             |
| (ii) 41-50                  | 6                | 50.00             |
| (iii) 51 and more           | 3                | 25.00             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>2.Caste</b>              |                  |                   |
| (i) SC                      | 10               | 18.33             |
| (ii) ST                     | 2                | 16.77             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>3. Education</b>         |                  |                   |
| (i) Illiterate              | 3                | 25.00             |
| (ii) Primary                | 3                | 25.00             |
| (iii) Middle school         | 3                | 25.00             |
| (iv) High School            | 1                | 8.34              |
| (v) Graduate                | 2                | 16.66             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |           |               |
|--|-----------|---------------|
| <b>4. Family composition (Members)</b>               |           |               |
| (i) Up to 3  | 5         | 41.66         |
| (ii) 4-5   | 7         | 58.34         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |
| <b>5. Number of children on education at present</b> |           |               |
| (i) One  | 10        | 83.33         |
| (ii) Two   | 2         | 16.67         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |
| <b>6. Occupation</b>                                 |           |               |
| (i) Farming  | 5         | 41.67         |
| (ii) Service   | 1         | 8.33          |
| (iii).Business                                       | 2         | 16.66         |
| (iv)Wage earning                                     | 4         | 34.34         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |
| <b>7. Earning member per family</b>                  |           |               |
| (i) One  | 8         | 66.66         |
| (ii) Two   | 4         | 33.34         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |
| <b>8. Type of farmer</b>                             |           |               |
| (i) Landless   | 6         | 50.00         |
| (ii) Marginal  | 6         | 50.00         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |
| <b>9. Year of admission in ANWESHA(No.)</b>          |           |               |
| (i) 2015-16  | 0         | 0.00          |
| (ii) 2016-17   | 12        | 100.00        |

To provide required information, 12 parents of Anwasha students were interviewed. The parents are within different age groups like up to 30 years (25%), 31- to 40 years (50%) and 51 years and above (25%). Most of them belong to SC category, read up to primary, middle school and high school standard. Out of them 25% are illiterates and only 2 (16.66%) went up to graduation level. The average family is composed of three members with one or two earning members. Majority of parents have one child in school. The farming is their major source of earning followed by wage earning and business. About 50% of them are landless and the rest are marginal farmers.

**(ii) Sources of information and influence about Anwasha Program:** The tribal people of the state do not have much contact with different sources of information. They are localized in

nature. The study attempted to locate their major sources of information and influence that lead them to admit their children under Anwasha scheme.

**Table 4.5.17 Sources of Information and influence about Anwasha program (N=12)  
(Multiple response)**

| Information sources                        | Source of Information |               | Source of influence |               |
|--|-----------------------|---------------|---------------------|---------------|
|  | F                     | %             | F                   | %             |
| 1.Block+DWO+Medis                          | 4                     | 33.33         | 2                   | 16.66         |
| 2. Block+DWO=Villsge leader+School teacher | 8                     | 67.67         | 10                  | 83.84         |
| <b>Total</b>                               | <b>12</b>             | <b>100.00</b> | <b>12</b>           | <b>100.00</b> |

As observed in table, friend relatives, village leaders are major sources of information for them. They were influenced by local teachers and friends relatives followed by village leaders to admit their children under Anwasha program. The local sources play important role in providing information to the tribal people. The role of mass media in this aspect is not visible at all.

**(iii) Attraction for Anwasha Program:** In finding out the major reasons of attractions for Anwasha program for which the parents admit their children, the following responses were obtained.

**Table 4.5.18 Major Attraction for Anwasha Program (N=12) (Multiple response)**

| Attraction points                | Frequency | Percentage |
|----------------------------------|-----------|------------|
| (i). Free education              | 10        | 83.33      |
| (ii). Quality education          | 10        | 83.33      |
| (iii). Urban education           | 1         | 8.33       |
| (iv). Opportunity given by Govt. | 5         | 41.66      |

The parents were attracted for Anwasha program to admit their children because of free education with free hostel facilities, quality education, and availing of opportunities provided by the state Government.

**(iv) Involvement in admission Process:** During interview it was ascertained that parents receive forms from DWO and block office, availed help of officials to fill up the forms to submit the application. The educated parents did all these work themselves. None of them expressed better alternative method of selection than is followed at present. In their opinion the present lottery method of selection was quite satisfactory.

**(v) Changes with Anwasha students as observed by parents:** The response of the parents was sought about changes they observe with their children under Anwasha program. For quantification of response, the scores were assigned as 1, 2 and 3 for no change, change to some extent and more changes respectively.

**Table 4.5.19 Changes with Anwasha students as observed by parents**

| <b>Changes</b>             | <b>Score</b> | <b>% of perceived change</b> |
|----------------------------|--------------|------------------------------|
| 1. Knowledge               | 1.83         | 61.00                        |
| 2. Smartness               | 2.16         | 72.00                        |
| 3. Obediency               | 2.41         | 80.33                        |
| 4. Well dressed            | 2.25         | 75.00                        |
| 5. Good manner             | 2.08         | 69.33                        |
| 6. Sense of responsibility | 1.75         | 58.33                        |
| 7. Competitiveness         | 2.08         | 69.33                        |
| 8. Expression of talent    | 2.00         | 66.66                        |
| 9. Interest for study      | 1.83         | 61.00                        |
| 10. Respect for others     | 2.00         | 66.66                        |

The analysis reveal that visible changes were observed in case of obedience, well dress, smartness, knowledge, and good manner. The improvements were found with expression of talent, interest for study, respect to others and sense of responsibility.

#### **4.5.9. COMMUNITY LEADERS AND THEIR OPINION:**

The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement of ST and SC category, the community leaders are expected to be aware of the scheme. The opinion of the community leaders were sought about awareness and functioning of Anwasha scheme in their locality. The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** The socio-personal information of the sample community leaders were collected and analyzed as given in table below.

**Table 4.5.20 Personal Information of Community leaders (N=12)**

| <b>Personal Information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| 1. Age (Year)               |                  |                   |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                            |   |       |
|----------------------------|---|-------|
| (i) 30-40                  | 8 | 66.66 |
| (ii) 41-50                 | 4 | 33.33 |
| 2. Education               |   |       |
| (i) Primary                | 3 | 25.00 |
| (ii) Middle English School | 2 | 16.67 |
| (iii) High School          | 7 | 58.33 |
| 3. Caste                   |   |       |
| (i) SC                     | 6 | 50.00 |
| (ii) ST                    | 6 | 50.00 |
| 4. Major Occupation        |   |       |
| (i) Farming                | 6 | 50.00 |
| (ii) Service               | 2 | 16.67 |
| (iii) Business             | 1 | 8.33  |
| (iv) Wage Earning          | 3 | 25.00 |

The selected community leaders are young, have good education, belong to ST and SC category and mostly depend on farming and wage earning for livelihood.

**(ii) Awareness about Anwasha program:** The community leaders remain aware of major activities launched in community. The new program Anwasha was launched in the year 2015-16. The awareness of sample community leaders about the scheme was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.

**Table 4.5.21 Awareness of Anwasha Program (N=12)**

| Awareness                          | Aware    |              | Not aware |              |
|------------------------------------|----------|--------------|-----------|--------------|
|                                    | f        | %            | f         | %            |
| 1. Initiation of program           | 2        | 16.67        | 10        | 83.33        |
| 2. Role of DWO in Anwasha program  | 2        | 16.67        | 10        | 83.33        |
| 3. Admission criteria              | 3        | 25.00        | 9         | 75.00        |
| 4. Fees Govt. spending on them     | 4        | 33.33        | 8         | 66.67        |
| 5. No. of SC/ST admitted so far    | 3        | 25.00        | 9         | 75.00        |
| 6. Method of selection             | 4        | 33.33        | 8         | 66.67        |
| 7. Steps in selection process      | 5        | 41.67        | 7         | 58.33        |
| 8. Schools where Students admitted | 6        | 50.00        | 6         | 50.00        |
| 9. Parents of students admitted    | 6        | 50.00        | 6         | 50.00        |
| 10. Students who are reading now   | 4        | 33.33        | 8         | 66.67        |
| <b>Average</b>                     | <b>4</b> | <b>33.33</b> | <b>8</b>  | <b>66.67</b> |

## **Impact of Urban Education Complex in promoting education among the tribals in Odisha**

The community leaders are aware of amount that Govt. spending for the scheme, admission criteria, and method of selection, steps in selection process, initiation and role of DWO to a varying degree. It is observed in some components they are well aware and in some not fully aware. The overall awareness is 66.67%

**(iii) Impact of Anwasha scheme on education attainment of ST and SC students:** The impact of the programme was ascertained from community leaders over ten important parameters. The outcome of the scheme as realized by community leaders has been analyzed. The response were assigned with scores of 3, 2 and 1 for agree, disagree and neutral respectively.

**Table 4.5.22 Impact of scheme on education attainment of SC and ST students (N=12)**

| <b>Opinions</b>   | <b>Average Score</b> | <b>Rank</b> |
|---|----------------------|-------------|
| 1. Poorest SC /ST students avail education in urban areas and feel themselves equal to urban students | 2.66                 | II          |
| 2. Complete free education  | 1.66                 | V           |
| 3. Quality education than rural areas   | 2.00                 | IV          |
| 4. Increase outlook of the students   | 2.00                 | IV          |
| 5. Scope to recognize inherent talents  | 2.33                 | III         |
| 6. Create spirit of competition   | 2.33                 | III         |
| 7. Removes inequality   | 2.00                 | IV          |
| 8. SC/ST feel their right is taken care of  | 3.00                 | I           |
| 9. Create interest to understand value of education   | 2.33                 | III         |
| 10. Strong step for future improvement of SC and ST community   | 2.33                 | III         |
| <b>Average Score</b>  | <b>2.26</b>          | <b>-</b>    |

The community leaders realize impact of Anwasha program. The impact is expressed in favour of realization of tribes about their right for quality education, benefits for the children of poorest of poor, scope to recognize talent, creation of interest for competition, understanding value of education and improvement of future. In other aspects like, increase in outlook, free education and removal of inequality are the realizations of community leaders. In short the community leaders have high appreciation for the scheme.

**(iv) Opinion about method of selection of students in Anwasha program:** The community leaders expressed the present lottery system to select student is quite OK and they do not have alternative suggestions.

**(v) Suggestions for improvement:** The suggestions of community leaders include,

1. Better Hostel Facilities
2. Close monitoring
3. Supplementing local Language with English
4. Creation of study atmosphere
5. Increasing of Stipend

**4.5.10. Opinion of District Welfare Officer (DWO):**

The views of DWO on Anwasha programme are,

1. To promote education among SC/ST students, Anwasha is one of the best programmes.
2. The district level committee is organized once a year with 100% attendance.
3. The criteria of selection is based on SC/ST 30:70, boys/girls 50:50, age within 5-7 years and possession of BPL cards and through lottery system the selection is made out of total applicants.
4. Some selected schools are unwilling to admit SC/ST Anwasha students because of lack of infrastructure facilities. The parents and community leaders are very cooperative and they are kept informed about selection process through lottery system.
5. Constant feed backs received from schools about poor performance of Anwasha students. The problem is to develop academic program as the new entrants do not have basic leaning to read in English Medium School. The feed backs from hostel reveals need of mosquito nets, blanket, mats etc.
6. The tutors appointed in hostel are neither competent nor regular on duties.
7. Problems that need attention are,
  - (i) Late admission creates problem in teaching.
  - (ii) Separate class for Anwasha students as they do not cop up with other students.
  - (iii) Appointment of male watchman for safety.
  - (iv) Need appointment of sweeper cum watchman.
  - (v) Appointment of dhobi is essential for cleaning up of uniform, dress materials, bed sheets etc.

- (vi) Increase in budget for student per year. The present budget is not sufficient to meet breakfast, tiffin, lunch and dinner.
- (vii) Remedial course to keep Anwasha students at par with others.

#### **4.6. District Mayurbhanj:**

##### **4.6.1. The District at a glance:**

With the size of land it forms around 6.68% of total geographical area of the state, it is the largest district of Odisha by area. The district is landlocked and hilly. Its frontiers touch two states viz Bihar and West Bengal. It is flanked by Keonjhar and Bihar in the west, West Bengal to its East, district of Balasore to its South and west Bengal and Bihar to its north. Also with an area of 1641.89 Sq.km under forests, it is the district with largest area under forest in the state. The district is known worldwide for its unique form of dance 'the Chhau and the Jhumar'. Another thing that is typical of Mayurbhanj is "The Mudi", the puffed rice which is a very popular diet of the place. Mayurbhanj district is mainly inhabited by the tribals who constitute 57.67% of its population, Bhumijas and Kolhas being the chief among them.

| <b>District</b>                        | <b>Magnitude</b>    |
|--|---------------------|
| Geographical Area                      | 10,418.00 sq.km     |
| No Of Sub-Divisions                    | 4                   |
| No Of Blocks                           | 26                  |
| No Of Tahsils                          | 26                  |
| No Of Gram Panchayat                   | 382                 |
| No Of Villages                         | 3950                |
| Total-Population                       | 25,19,738           |
| Total Male Population                  | 12,56,213           |
| Total Female Population                | 12,63,525           |
| Literacy Rate                          | 63.17%              |
| Total Literacy                         | 13,69,397           |
| Total Literacy Male                    | 7,94,171            |
| Total Literacy Female                  | 5,75,226            |
| Scheduled Caste Population             | 1,84,682            |
| SC Male                                | 92,127              |
| SC Female                              | 92,555              |
| Scheduled Tribe Population             | 14,79,576           |
| ST Male                                | 7,30,487            |
| ST Female                              | 7,49,089            |
| Sex Ratio                              | 1006                |
| Major Scheduled Castes Of the District | Patial,Dhoba,Dom    |
| Major Scheduled Tribes Of the District | Santal,Kolha,Bhumij |

**(Source: Odisha Reference Year Book 2014)**

**4.6.2. Sample of the study:**

The study on project, project ‘**Impact of Urban Education Complex in promoting education among the tribals in Odisha**’ was under taken in eight districts of the state and the district Mayurbhanj is one of them. Under the project Anwasha, the ST and SC students were admitted in urban schools of the district Mayurbhanj is as follows.

**Table 4.6.1 Admission of students under Anwasha program**

| Year         | Number of schools participated | Total      | Students admitted |            |            |            |            |            |
|--------------|--------------------------------|------------|-------------------|------------|------------|------------|------------|------------|
|              |                                |            | ST                |            |            | SC         |            |            |
|              |                                |            | Boys              | Girls      | Total      | Boys       | Girls      | Total      |
| 2015-16      | 10                             | 395        | 138               | 138        | 276        | 60         | 59         | 119        |
| 2016-17      | 14                             | 520        | 180               | 180        | 360        | 80         | 80         | 160        |
| <b>Total</b> | <b>14</b>                      | <b>915</b> | <b>318</b>        | <b>318</b> | <b>636</b> | <b>140</b> | <b>139</b> | <b>279</b> |

(In 2016-17 four schools were added in addition to 10 of previous year)

The total strength of students in standard I and II of three schools were 915 out of which ST students were 636 (69.01%) and SC students 279 (30.49%) and together contributed to total number.

**Table 4.6.2 Sample study - Mayurbhanj District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leader           | 12     |
| 7. Hostel Superintended       | 3      |
| 8. District Welfare Officer   | 1      |

**4.6.3. Particulars about Survey School:** Out of 24 schools admitted Anwasha students, three schools namely Kerala Public School, ST Xavier High School and Venkateswar School. The particulars about three schools are given below.

**Table 4.6.3 Particulars of Sample Schools**

| Schools                   | Year of Establishment | Affiliated to           | Total students | Students Std. I |            | Students Std. II |            |
|---------------------------|-----------------------|-------------------------|----------------|-----------------|------------|------------------|------------|
|                           |                       |                         |                | Total           | Anwasha    | Total            | Anwasha    |
| 1. Kerala Public School   | 1995                  | ICSE                    | 226            | 107             | 48         | 119              | 49         |
| 2. ST. Xavier High School | 2015                  | CBSE                    | 197            | 92              | 43         | 105              | 42         |
| 3. Venkateswar School     | 2010                  | BEO & Private Managemen | 151            | 76              | 47         | 75               | 48         |
| <b>Total</b>              | -                     | -                       | <b>574</b>     | <b>275</b>      | <b>138</b> | <b>299</b>       | <b>139</b> |

The table reveals that in three schools the students of std. I & II is 574, out of which Anwasha students account for 277 (48.25%). The strength of Anwasha students is highest in Kerala Public school followed by Venkateswar and ST. Xavier.

**4.6.4. Principals of Urban Schools and their opinion:** The principals of the three selected schools were included in the sample. The information collected from the principals has been presented under the following headings.

**(i) Infrastructure:** The infrastructure of school is the important factor to attract students and to earn name and fame. The status of schools in this respect is given in table below.

**Table 4.6.4 Availability of Infrastructure**

| Details of Infrastructure   | Kerala Public School     | ST. Xavier High School   | Venkateswar School       |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 1. Seats per class          | 30                       | 40                       | 35                       |
| 2. Adequacy of Space, light | Standard                 | Standard                 | Standard                 |
| 3. Pucca road               | Under construction       | Well connected           | Well connected           |
| 4. Transport                | Well provided            | Well provided            | Well provided            |
| 5. Compound wall            | Exist (4 ft)             | Exist (6 ft)             | Exist (4 ft)             |
| 6. Play ground              | Well Maintained          | Well maintained          | Well maintained          |
| 7. Game and sport materials | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water           | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl  | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet  | Continuous water         | Continuous               | Continuous water         |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|             |                 |                 |                 |
|-------------|-----------------|-----------------|-----------------|
|             | supply          | water supply    | supply          |
| 11. Garden  | Medium type     | Medium type     | Medium type     |
| 12. Library | Well maintained | Well maintained | Well maintained |

- Seats arrangement in each class is up to standard ranging from 30 to 40
- Space and light adequate in all schools
- All Schools are well connected with pucca road.
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 4-6 ft in average
- Good play grounds are maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Gardens are with seasonal flowers
- Library well equipped with adequate reading materials in three schools.

The selection of public schools for the purpose fulfills requirements to offer quality teaching.

(ii) **Teaching aids:** The status of survey schools with respect to availability of teaching aids was investigated as mentioned in table below.

**Table 4.6.5 Availability of Teaching Aids**

| Variables                | Kerala Public School       | ST. Xavier High School     | Venkateswar School         |
|--------------------------|----------------------------|----------------------------|----------------------------|
| 1. Black and white board | Medium sized in each class | Medium sized in each class | Medium sized in each class |
| 2. LCD                   | Standard and in operation  | Standard and in operation  | Do not possess             |
| 3. Projector             | Good projector             | Good projector             | Good projector             |
| 4. TV                    | Possess                    | Not possessed              | Possessed                  |
| 5. Wall magazines        | Well arranged              | Well arranged              | Well arranged              |
| 6. Information board     | Displayed                  | Displayed                  | Displayed                  |
| 7. Map Chart             | Adequate                   | Adequate                   | Adequate                   |
| 8. Models                | Various types              | Various types              | Various types              |

- All the classes have black and white boards
- LCD is not present in Venkateswar school out of the three, these are used on specific seminars/meetings not in regular class.



- The ST. Xavier high school does not possess TV where as other two schools possess TV, mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of students interest
- Information boards are placed close to school offices
- Models of various types kept for small children and used as per requirements
- From teaching aid point of view the selection of school is proper and suitable

(iii) **Teaching staff:** The Principals of the sample school were requested to furnish details of staff strength. The schools should be well equipped by manpower for smooth running.

**Table 4.6.6 Status of teaching staffs**

| <b>Variables</b>                          | <b>Kerala Public School</b> | <b>ST. Xavier High School</b> | <b>Venkateswar School</b> | <b>Total</b> |
|---|-----------------------------|-------------------------------|---------------------------|--------------|
| 1. Number of trained teachers             | 18                          | 12                            | 6                         | 36           |
| 2. No. of un-trained teachers             | 10                          | 8                             | 6                         | 24           |
| 3. Non-teaching staff                     | 8                           | 6                             | 4                         | 20           |
| 4. Male teachers                          | 9                           | 5                             | 4                         | 18           |
| 4. Female teachers                        | 19                          | 15                            | 8                         | 42           |
| 5. Teachers in charge of ANWESHA students | 9                           | 2                             | 4                         | 15           |
| 6. Teacher-student ratio                  | 1:35                        | 1:20                          | 1:28                      | 1:28         |

As revealed in table the total strength of qualified teachers in three schools is 356 and non-qualified teachers 24. The female teachers are almost more than two times of male teachers. About 15 teachers in three schools are in charge of Anwasha students and highest being in Kerala Public School. The teacher-student ratio is 1: 28 which is within norm. In short the schools are well manned by required teachers.

**4.6.5. Teachers and urban school and their opinion:**

The teachers are the key stake holders of Anwasha program as they have to teach the subject as well manners. The success of program is related to the degree to which the teachers take interest in the study of Anwasha students. The study made elaborated analysis about the feeling, attitude and reactions of the teachers. The findings in this respected have been presented under the following headings.

**(i) Personal information of teachers:** The background information of the teachers indicates about their efficiency in teaching, managing students and offering quality education. The personal information of the sample teachers are furnished in table below.

**Table 4.6.7 Personal Profile of the teachers**

| <b>Variables</b>                            | <b>Kerala Public School</b> | <b>ST. Xavier High School</b> | <b>Venkateswar School</b> |
|---|-----------------------------|-------------------------------|---------------------------|
| 1. Age(year)                                | 20                          | 35                            | 32                        |
| 2. Education                                | B.A                         | B.A                           | B.A                       |
| 3. Training                                 | Not availed                 | Not availed                   | Availed                   |
| 4. Total teaching experience (Years)        | 2                           | 6                             | 2                         |
| 5. Experience in the present school (Years) | 2                           | 2                             | 1                         |
| *6. Special Training                        | Not availed                 | Availed                       | Availed                   |
| 7. Subject taught                           | English                     | Math, EVS                     | English, Math             |

\*Special trainings are arranged by their authorities for 3-4 weeks to up to date the teaching skill of the teachers.

It is observed that the teachers are young, graduate and one of them has under gone special training (Venkateswar School). Their teaching experience varies from 2-6 years and in present school only up to 2 years. The teachers teach English, mathematics and environmental science (EVS). The intake of Anwasha students in each of the school in both the years is within 48.

**(ii) School environment and use of facilities:** The school environment is very important to access the impact of teaching and the learning habit of the students. The environments of sample schools are presented in table below. For quantification of response the scores were assigned as 1, 2 and 3 for less, rarely and same as like other students.

**Table 4.6.8 School environment and use of facilities**

| Variables                            | Schools              |                        |                    | Score Average |
|--------------------------------------|----------------------|------------------------|--------------------|---------------|
|                                      | Kerala Public School | ST. Xavier High School | Venkateswar School |               |
| 1. Sitting arrangement in class room | 3                    | 3                      | 2                  | 2.66          |
| 2. Library                           | 1                    | 3                      | 2                  | 2.00          |
| 3. Toilet                            | 3                    | 3                      | 2                  | 2.66          |
| 4. Accessibility to teachers         | 1                    | 3                      | 2                  | 2.33          |
| 5. Drinking water                    | 2                    | 3                      | 2                  | 2.33          |
| 6. Common facilities                 | 2                    | 3                      | 2                  | 2.33          |
| <b>Average</b>                       | <b>2.00</b>          | <b>3.00</b>            | <b>2.00</b>        | <b>2.33</b>   |

A look at the table reveals that in providing good school environment ST. Xavier stands first followed by Kerala Public School and Venkateswar on equal footing. The overall average score is 2.33 which reveals that environment is up to satisfaction. However, in case of library the attention of schools is required as this component is not taken care of.



**(Anwasha students in class room)**

**(iii) Understanding Language and subject and response in the class:** The central theme of the study is to critically examine the level of understanding of language, subject along with response in the class. The response of the teachers in this regard is given below.

**Table 4.6.9 Opinion about understanding language, subject and response in class**

| Variables                         | School               |                        |                    |
|-----------------------------------|----------------------|------------------------|--------------------|
|                                   | Kerala Public School | ST. Xavier High School | Venkateswar School |
| 1. Understand language            | Below Average        | Below Average          | Below Average      |
| 2. Response in the class          | Average              | Average                | Average            |
| 3. Level of understanding subject | Average              | Average                | Average            |

The reaction about understanding of language is rated below average, while in case of response in the class and understanding of subject is rated as average by the teachers.

(iv) **Attributes of learning behaviour of Anwasha students:** There exists difference between Anwasha students and urban students on number of variables relating to teaching and learning behavior. The difference was measured by assigning scores 3, 2 and 1 for more, equal and less respectively.

**Table 4.6.10 Attributes of learning behaviour of Anwasha students as rated by the teachers**

| Variables                               | Schools              |                        |                    | Avg. | +/- Than average |
|---|----------------------|------------------------|--------------------|------|------------------|
|   | Kerala Public School | ST. Xavier High School | Venkateswar School |      |                  |
| <b>1. Class Room Related Activities</b> |                      |                        |                    |      |                  |
| (i) Punctuality                         | 2.80                 | 2.10                   | 3.00               | 2.63 | +                |
| (ii) Attendance                         | 2.00                 | 2.00                   | 2.60               | 2.00 | -                |
| (iii) Cleanness of uniform              | 2.20                 | 1.60                   | 3.00               | 2.27 | -                |
| (iv) Silence in the class               | 2.60                 | 2.20                   | 2.00               | 2.27 | -                |
| <b>2. Understanding of Subject</b>      |                      |                        |                    |      |                  |
| (i) Understanding Pronunciation         | 2.60                 | 2.40                   | 1.60               | 2.20 | -                |
| (ii) Understanding Subject              | 1.80                 | 2.20                   | 2.60               | 2.20 | -                |
| (iii) Regularity in home assignment     | 2.30                 | 2.60                   | 2.00               | 2.30 | -                |
| (iv) Clarification of Doubts            | 2.00                 | 1.60                   | 2.60               | 2.06 | -                |
| <b>3. Extracurricular activities</b>    |                      |                        |                    |      |                  |
| (i) Mixing with other students          | 3.00                 | 2.80                   | 2.00               | 2.6  | +                |
| (ii) Permission seeking habit           | 2.80                 | 2.30                   | 3.00               | 2.70 | +                |
| (iii) Approach to teacher to            | 2.40                 | 2.60                   | 1.20               | 2.06 | -                |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                        |             |             |             |             |   |
|------------------------|-------------|-------------|-------------|-------------|---|
| solve problem          |             |             |             |             |   |
| (iv) Playing everyday  | 2.20        | 2.40        | 2.20        | 2.27        | - |
| (v) Competition        | 2.60        | 2.20        | 2.40        | 2.40        | + |
| (vi) Liking for School | 2.60        | 1.80        | 3.00        | 2.47        | + |
| <b>Average</b>         | <b>2.42</b> | <b>2.20</b> | <b>2.37</b> | <b>2.33</b> |   |
| <b>Rank</b>            | <b>I</b>    | <b>III</b>  | <b>II</b>   | -           |   |

The analysis over 16 variables reveals that Kerala Public School occupies first position followed by Venkateswar and ST. Xavier School. The Anwasha students are rated above average in the matter of Punctuality, mixing with other students, permission seeking habit, competition and liking for school.

In case of attendance, cleanliness of uniform, silence in class, understanding Pronunciation, understanding subject, regularity in home assignment, clarification of doubts, approach to teacher to solve problem and playing every day are rated below the average.

**(v) Counseling and Problem solving Mechanism:** The teachers adopt a variety of methods to improve standard of the students .The methods adopted for academic improvement as reported by sample teachers is presented below.

**Table 4.6.11 Academic problem solving mechanism**

| Kerala Public School | ST. Xavier High School | Venkateswar School |
|----------------------|------------------------|--------------------|
| 1.Extra class        | 1.Story telling        | 1.Use of A.V aids  |
|                      | 2. Other Activities    |                    |

The counseling methods adopted by schools are organizing of extra class, storytelling, activities and use of audio visual aids.

**(vi) Test Performance of Anwasha students:** The attempt was made to find marks obtained by Anwasha students in last unit test. For the purpose the marks of top 10 and bottom 10 were taken into consideration

**Table 4.6.12 Test marks of Anwasha students (Mark in %)**

| Sl. No | School                 | Marks secured (%) |
|--------|------------------------|-------------------|
| 1.     | Kerala Public School   | 68.38             |
| 2.     | ST. Xavier High School | 87.78             |
| 3.     | Venkateswar School     | 65.57             |

|  |                |              |
|--|----------------|--------------|
|  | <b>Average</b> | <b>73.91</b> |
|--|----------------|--------------|

The average mark of the students of three schools is 73.91%. The marks of the students of Kerala Public school and Venketeswar School are at par. The highest mark is obtained by the ST. Xavier School. The poor mark of the students is ascribed to the reasons associated with coaching in hostel and frequent absence of students

**(vii) Suggestions for Promotion of quality education:** The teachers out of their experience can better suggest the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the headings of (I) effective teaching (II) infrastructures required (III) recognition of inherent talent and (IV) creation of spirit of competitiveness.

**(I) Effective teaching:**

1. Writing practice
- 2 Regular in class
- 3 Better hostel tuition
- 4 Use of audio visual aids

**(II) Infrastructures:**

1. Game equipments

**(III) Exploration of inherent talent:**

1. Competition
- 2 Class observations
- 3 Parents meet
- 4 Appreciation and encouragement

**(IV) Creation of spirit of competitiveness:**

1. Teaching by example
- 2 Extracurricular activities
- 3 Motivation
- 4 Competition

**4.6.6. STUDENTS:**

**(i) Learning Behavioral traits of Anwasha students:** The SC and ST students and quality education are the major themes of Anwasha Scheme. It is hypothesized that the SC and ST students will imbibe good learning qualities like urban students and feels themselves equal to them. To assess the learning traits of the sample students as many as 15 indicators were used. It is further clarified that since the students are very young within age group of seven years they may not response well. Keeping such consideration in view the students were group consisting of five in each group and were interviewed through group discussions by trained investigators.

**Table 4.6.13 Learning Behavioral traits of Anwasha students**

| Variables                                  | Schools                    |                                 |                       | Avg.        | +/-<br>Than<br>average |
|--|----------------------------|---------------------------------|-----------------------|-------------|------------------------|
|  | Kerala<br>Public<br>School | ST.<br>Xavier<br>High<br>School | Venkateswar<br>School |             |                        |
| <b>1. Class Room Related Activities</b>    |                            |                                 |                       |             |                        |
| (i) Punctuality                            | 2.80                       | 2.00                            | 3.00                  | 2.60        | +                      |
| (ii) Attendance                            | 2.60                       | 2.00                            | 2.00                  | 2.00        | +                      |
| (iii) Cleanliness of uniform               | 2.00                       | 1.60                            | 3.00                  | 2.20        | +                      |
| (iv) Silence in the class                  | 2.40                       | 2.20                            | 2.00                  | 2.20        | +                      |
| <b>2. Understanding of Subject</b>         |                            |                                 |                       |             |                        |
| (i) Understanding Pronunciation            | 2.40                       | 2.60                            | 1.60                  | 2.20        | +                      |
| (ii) Understanding Subject                 | 2.60                       | 2.20                            | 1.80                  | 2.20        | +                      |
| (iii) Regularity in home assignment        | 2.40                       | 2.20                            | 2.00                  | 2.20        | +                      |
| (iv) Clarification of Doubts               | 2.60                       | 1.60                            | 2.00                  | 2.06        | -                      |
| <b>3. Extracurricular activities</b>       |                            |                                 |                       |             |                        |
| (i) Mixing with other students             | 2.80                       | 2.00                            | 3.00                  | 2.60        | +                      |
| (ii) Permission seeking habit              | 2.80                       | 2.20                            | 3.00                  | 2.66        | +                      |
| (iii) Approach to teacher to solve problem | 2.40                       | 2.40                            | 1.20                  | 2.00        | -                      |
| (iv) Playing everyday                      | 2.20                       | 2.40                            | 2.00                  | 2.20        | +                      |
| (v) Competition                            | 2.60                       | 2.40                            | 2.20                  | 2.40        | +                      |
| (vi) Liking for School                     | 2.60                       | 1.60                            | 3.00                  | 2.40        | +                      |
| <b>Average</b>                             | <b>2.51</b>                | <b>2.10</b>                     | <b>2.27</b>           | <b>2.28</b> |                        |
| <b>Rank</b>                                | <b>I</b>                   | <b>III</b>                      | <b>II</b>             | -           |                        |

**Results:**

Score analysis reveals that the Anwasha students are rated by the teachers to be above average in case of punctuality, attendance, cleanliness of uniform, silence in the class, understanding, pronunciation, subject, regularity in home assignment, mixing with other students, permission seeking habit, regular play, competition and liking for school.

On other hand they are rated below average in respect of clarification of doubts and approach to teacher to solve problem.

However, the Anwasha students are on the way of improving as the score is very close to mean average.

**Comparison of Assessment by teachers and Investigators**

| <b>Learning Traits</b>                     | <b>Assessment of teachers</b> | <b>Assessment of investigators</b> | <b>Mean Average</b> |
|--|-------------------------------|------------------------------------|---------------------|
| <b>1. Class Room Related Activities</b>    |                               |                                    |                     |
| (i) Punctuality                            | 2.63                          | 2.60                               | 2.61                |
| (ii) Attendance                            | 2.00                          | 2.00                               | 2.00                |
| (iii) Cleanness of uniform                 | 2.27                          | 2.20                               | 2.23                |
| (iv) Silence in the class                  | 2.27                          | 2.20                               | 2.23                |
| <b>2. Understanding of Subject</b>         |                               |                                    |                     |
| (i) Understanding Pronunciation            | 2.20                          | 2.20                               | 2.20                |
| (ii) Understanding Subject                 | 2.20                          | 2.20                               | 2.20                |
| (iii) Regularity in home assignment        | 2.30                          | 2.20                               | 2.25                |
| (iv) Clarification of Doubts               | 2.06                          | 2.06                               | 2.06                |
| <b>3. Extracurricular activities</b>       |                               |                                    |                     |
| (i) Mixing with other students             | 2.60                          | 2.60                               | 2.60                |
| (ii) Permission seeking habit              | 2.70                          | 2.66                               | 2.68                |
| (iii) Approach to teacher to solve problem | 2.06                          | 2.00                               | 2.03                |
| (iv) Playing everyday                      | 2.27                          | 2.20                               | 2.23                |
| (v) Competition                            | 2.40                          | 2.40                               | 2.40                |
| (vi) Liking for School                     | 2.47                          | 2.40                               | 2.43                |

**Results**

1. In case of class room related activities, the achievements of the students in punctuality, attendance, use of clean uniform and remaining silence in the class is quite satisfactory. The school authorities have paid attention to these aspects.

2. In case of understanding the standard of Anwasha students is satisfactory as the score point is more than 2 in case of all traits.

2. In case of extra curricular activities, permission seeking habit, liking for school, participation in games, mixing with urban students and competition, students are found to be good and up to mark.



**4.6.7. Hostel Accommodation:**

The unique feature of the scheme is to provide hostel accommodation besides elite schools to Anwasha students' free of cost. This incentive attracts ST and SC students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization.



**(Anwasha students in class room)**

The study covered three hostels in the district of Mayurbhanj to examine the living condition of the Anwasha students. The information collected on this aspect has been presented on the following headings.

**(i) Status of survey hostel:** The hostels are life line of the students. Being away from home, the students learn as how to live independently. The status of the survey hostels reveals the following information.

**Table 4.6.14 Information about hostel**

| Name of the District  | Mayurbhanj                        |                          |                          | Total |
|-----------------------|-----------------------------------|--------------------------|--------------------------|-------|
| 1. Name of the hostel | Urban Education Hostel , Baripada | Urban Education Hostel , | Urban Education Hostel , | -     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                                  |   | Bahubandha   | Rairangpur   |     |
|----------------------------------|---|--|--|-----|
| 2. Address of the hostel         | TTI Campus,<br>Takatpur, Baripada               | At-<br>Bahubandha,<br>Po-Urmal                     | UB High<br>School<br>campus                        | -   |
| 3. Ownership                     | SC & ST Dept                                    | SC & ST<br>Dept                                    | SC & ST<br>Dept                                    | -   |
| 4. Total Strength in hostel      | 143   | 172  | 318  | 633 |
| 5. Staff in position             |   |  |  |     |
| (i) Hostel Superintendent        | 1   | 1  | 1  | 3   |
| (ii) Tutor                       | 4   | 6  | 4  | 14  |
| (iii) CCA                        | 4   | 6  | 4  | 14  |
| (iv) Warden                      | 0   | 0  | 0  | 0   |
| (v) Matron                       | 1   | 2  | 1  | 4   |
| 6. Students per room             | Not fixed, adjusted<br>by according to<br>space | Not fixed,<br>adjusted by<br>according to<br>space | Not fixed,<br>adjusted by<br>according to<br>space | -   |
| 7. Distance from school<br>(K.M) | 2   | 4  | 20   | -   |
| 8. Transport facility            | By Bus Provided<br>by school                    | By Bus<br>Provided by<br>school                    | By Bus<br>Provided by<br>school                    | -   |
| 9. Cot                           | 65  | 65   | 170  | 300 |
| 10. Mosquito net                 | 0   | 172  | 0  | 172 |
| 11. Chair                        | 0   | 10   | 0  | 10  |
| 12. Table                        | 0   | 5  | 0  | 5   |
| 13. Bucket                       | 4   | 20   | 0  | 24  |
| 14. Mug                          | 4   | 20   | 0  | 24  |
| 15. Fan                          | 38  | 20   | 0  | 58  |
| 16. Light                        | 45  | 20   | 0  | 65  |
| 17. Toilet                       | 10  | 15   | 0  | 25  |
| 18. Water supply                 | Pipe  | Pipe   | Pipe   | -   |
| 19. Drinking water               | Bore well                                       | Bore well  | Bore well  | -   |
| 20. Boundary wall                | Exist   | Exist  | Exist  | -   |
| 21. Garden                       | Exist   | Exist  | Exist  | -   |
| 22. Indoor Game                  | Nil   | Nil  | Nil  | -   |
| 23. Playground                   | Nil   | Nil  | Nil  | -   |

All the three hostels are owned and accommodate 633 students of Anwasha scheme. The hostels have good number of employees to look after comforts of the boarders. The hostels have been provided tutors for coaching of the students. The hostels are situated in close proximity of the schools and have transport facilities. Up to 40 boarders are accommodated in each room and the boarders have been provided required furniture. Drinking water facility, toilets, pipe water supply etc. have been provided in the hostel. Therefore hostel facilities may be rated as very good. However cupboard and indoor game facilities are not provided in any of the hostels.

**(ii) Food, health and Sanitation:** The health, hygiene and food are the major parameters of hostel life. The survey hostels reveal the following information about status of health, hygiene and food status.

**Table 4.6.15 Problems Need Attention**

| <b>Problems</b>             | <b>Solution</b>   |
|-----------------------------|---|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel. The timings for breakfast, launch and dinner are found to be 7AM, 1.30PM and 8.30PM. |
| (2) Watching at Night:      | Need male watcher to replace female watcher as female watchers fail to do watching at night. This is a common complain in all the hostels.  |
| (3) Washer man              | The beds, bed sheet dress are not cleaned. Local dhobi be engaged for the purpose The washer man services are not provided for the boarders.  |
| (4) Health card             | Not issued so far. It is to be issued by local doctor   |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1: 50 as in practice, tutor remains absent frequently. It is to be checked.   |

**Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.6.8. Parents and their opinion:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

The findings of the study in relation to opinions of the parents of Anwasha have been presented under the following headings.

**(i) Socio-Personal information about parents:** The personal information of the parents was examined to assess their back ground, interest and status for extending cooperation as being an important stakeholder of Anwasha Scheme. The table given below reveals the personal information of sample parents.

Table 4.6.16 Socio-Personal information (N=12)

| Personal information                                 | Frequency | Percentage |
|--|-----------|------------|
| <b>1.Age(Years)</b>                                  |           |            |
| (i) Up to 30   | 6         | 50.00      |
| (i) 31-40  | 4         | 33.34      |
| (ii) 41-50   | 2         | 16.66      |
| (iii) 51 and more                                    | 0         | 0.00       |
| <b>2.Caste</b>                                       |           |            |
| (i) SC   | 3         | 25.00      |
| (ii) ST  | 9         | 75.00      |
| <b>3. Education</b>                                  |           |            |
| (i) Illiterate                                       | 2         | 16.66      |
| (ii) Primary   | 2         | 16.66      |
| (iii) Middle school                                  | 2         | 16.66      |
| (iv) High School                                     | 4         | 33.36      |
| (v) Above high school                                | 2         | 16.66      |
| <b>4. Family composition (Members)</b>               |           |            |
| (i). Up to 3   | 3         | 25.00      |
| (ii). 4-5  | 9         | 75.00      |
| <b>5. Number of children on education at present</b> |           |            |
| (i). One   | 4         | 33.33      |
| (ii). Two  | 4         | 33.33      |
| (iii). Three   | 4         | 33.34      |
| (iv). Four   | 0         | 0.00       |
| <b>6. Occupation</b>                                 |           |            |
| (i). Farming   | 10        | 83.34      |
| (ii). Service  | 0         | 0.00       |
| (iii). Business                                      | 0         | 0.00       |
| (iv). Wage earning                                   | 2         | 16.66      |
| <b>7. Earning member per family</b>                  |           |            |
| (i). One   | 11        | 91.67      |
| (ii). Two  | 1         | 8.33       |
| (iii). Three   | 0         | 0.00       |
| (iv). Four   | 0         | 0.00       |
| <b>8. Type of farmers</b>                            |           |            |
| (i). Landless  | 2         | 16.66      |
| (ii). Marginal                                       | 10        | 83.34      |
| (iii). Small   | 0         | 0.00       |
| (iv). Large  | 0         | 0.00       |

**Results:**

1. The parents are young, belong to ST and SC category, have education up to High school and above. Out of 12 sample two (16.66%) are illiterates.
2. Most of the sample have family composition of 4 to members, and have children on school up to 4 per family. Farming is their main occupation and have one earning members per family.

**(ii) Sources of Information and influence about Anwasha Program:** It was within frame work of the study to find out as which are the sources of information that they depend on for information about Anwasha program.

**Table 4.6.17 Sources of information and influence about Anwasha program (N=12)  
(Multiple response)**

| Sources                    | Sources of information |               | Sources of Influence |               |
|----------------------------|------------------------|---------------|----------------------|---------------|
|                            | F                      | %             | F                    | %             |
| 1. Block+DWO               | 2                      | 16.67         | 2                    | 16.67         |
| 2. Block+DWO+Media         | 4                      | 33.33         | 3                    | 25.00         |
| 3.DWO+Media+School teacher | 6                      | 50.00         | 7                    | 58.33         |
| <b>Total</b>               | <b>12</b>              | <b>100.00</b> | <b>12</b>            | <b>100.00</b> |

The parents use multiple sources to gather information about Anwasha program. The sources like DWO, media like radio and TV along with local teachers are the most sought sources of information. The decisions of the parents are also influenced by multiple sources as stated in table.

**(iii) Attraction for Anwasha Program:** The reasons of attraction for Anwasha program was investigated which indicated the following results.

**Table 4.6.18 Major attraction for Anwasha program (N=12) (Multiple response)**

| Attraction points      | Frequency | Percentage |
|------------------------|-----------|------------|
| (i) Free education     | 10        | 83.33      |
| (ii) Quality education | 11        | 91.66      |
| (iii) Urban education  | 3         | 25.00      |

The parents are in view that free and quality education is two important attractions for admitting their children in Anwasha program. The program has touched their mind and soul.

**(iv) Involvement in admission Process:** It was ascertained that parents obtain application forms from block and DWO office, get them filled up and submit in DWO office. They are not involved in any other step of admission process.

**(v) Changes with Anwasha students as observed by parents:** The parents are concerned with study of their children. They also observe the changes with their children because admission in Anwasha program. Their reaction in this context was examined. The opinion of the parents was assessed against the response of very much, much and no change by assigning the scores of 3, 2 and 1 respectively.

**Table 4.6.19 Changes with Anwasha students as observed by parents**

| <b>Changes</b>             | <b>Average Score</b> | <b>% perceived Change</b> |
|----------------------------|----------------------|---------------------------|
| 1. Knowledge               | 2.16                 | 72.00                     |
| 2. Smartness               | 2.25                 | 75.00                     |
| 3. Obediency               | 1.83                 | 61.00                     |
| 4. Well dressed            | 2.25                 | 75.00                     |
| 5. Good manner             | 1.91                 | 63.66                     |
| 6. Sense of responsibility | 1.50                 | 50.00                     |
| 7. Competitiveness         | 1.66                 | 55.33                     |
| 8. Expression of talent    | 1.58                 | 52.66                     |
| 9. Interest for study      | 1.75                 | 58.33                     |
| 10. Respect for others     | 1.66                 | 55.33                     |
| <b>Average</b>             | <b>1.85</b>          | <b>61.66</b>              |

The average achievement in change is 61, 66%. The maximum changes as reported by the sample is found in case of gain in knowledge, smartness, well dress, followed by good manner, obedience and interest for study. The changes observed in other aspects are, spirit of competitiveness, expression of talent, sense of responsibility.

**(IV) Suggestions for improvement:** The parents suggested improvement in hostel condition in terms of better food, tuition in hostel by providing good tutors and regular health check up.

#### **4.6.9. COMMUNITY LEADERS AND THEIR OPINION:**

The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement, the community leaders are aware of the scheme. The opinion of the community leaders were sought about functioning of Anwasha scheme in their locality.

The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** The community leaders are the key influential in tribal community. They are consulted by the fellow tribes about all the activities of the community. The study attempted to find out the opinions of the community leaders about this new intervention Anwasha program.

**Table 4.6.20 Personal Information of community leaders (N=12)**

| <b>Personal Information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| <b>1. Age ( year)</b>       |                  |                   |
| (i) 30-40                   | 0                | 0.00              |
| (ii) 41-50                  | 12               | 100.00            |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>2. Education</b>         |                  |                   |
| (i) Primary                 | 0                | 0.00              |
| (ii) Middle English School  | 0                | 0.00              |
| (iii) High School           | 0                | 0.00              |
| (iv) Above high school      | 12               | 100.00            |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>3. Caste</b>             |                  |                   |
| (i) SC                      | 0                | 0.00              |
| (ii) ST                     | 12               | 100.00            |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>4. Major Occupation</b>  |                  |                   |
| (i) Farming                 | 8                | 66.66             |
| (ii) Service                | 0                | 0.00              |
| (iii) Business              | 4                | 33.34             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |

The data reveal that the sample community leaders are of middle aged, all have education above High school, belong to ST category and mostly depend on farming followed by business for living.

**(ii) Awareness about Anwasha program:** Since Anwasha is a new intervention in tribal community, it was planned to know the awareness of community leaders about the program in detail. The awareness of community leaders about Anwasha scheme was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.



**Table 4.6.21 Awareness of Anwasha Program (N=12)**

| Awareness                          | Aware |       | Not Aware |       |
|------------------------------------|-------|-------|-----------|-------|
|                                    | f     | %     | f         | %     |
| 1. Initiation of program           | 2     | 16.67 | 10        | 83.33 |
| 2. Role of DWO in Anwasha program  | 2     | 16.67 | 10        | 83.33 |
| 3. Admission criteria              | 3     | 25.00 | 9         | 75.00 |
| 4. Fees Govt. spending on them     | 4     | 33.33 | 8         | 66.67 |
| 5. No. of SC/ST admitted so far    | 2     | 16.67 | 10        | 83.33 |
| 6. Method of selection             | 2     | 16.67 | 10        | 83.33 |
| 7. Steps in selection process      | 2     | 16.67 | 10        | 83.33 |
| 8. Schools where Students admitted | 3     | 25.00 | 9         | 75.00 |
| 9. Parents of students admitted    | 2     | 16.67 | 10        | 83.33 |
| 10. Students who are reading now   | 1     | 8.33  | 11        | 91.67 |

The community leaders are more aware of fees for students, schools where the students have been admitted, role of DWO, admission criteria, mode of selection, steps in selection process and parents of admitted students in order. On the whole the parents are aware of program but are not aware of different components of the program.

**(iii) Impact of Anwasha scheme on education attainment of SC and ST students:** The impact of the program is the concern of all stakeholders. Beside knowledge, what impact the program generate in the community is also important to know. The response were assigned with scores of 3,2and 1 to response of agree, disagree and neutral response respectively.

**Table 4.6.22 Impact of scheme on education attainment of SC and ST students (N=12)**

| Opinions                                   | Average Score | Rank |
|--|---------------|------|
| 1. Benefit to poorest SC /ST students      | 1.83          | III  |
| 2. Complete free education                 | 2.33          | I    |
| 3. Better education than rural areas       | 2.08          | II   |
| 4. Increase outlook of the students        | 1.75          | IV   |
| 5. Scope to recognize inherent talents     | 1.66          | V    |
| 6. Create spirit of competition            | 1.83          | III  |
| 7. Helps to removes inequality             | 1.75          | IV   |
| 8. SC/ST feel their right is taken care of | 1.75          | IV   |

|   |             |    |
|---|-------------|----|
| 9. Create interest to understand value of education           | 1.75        | IV |
| 10. Strong step for future improvement of SC and ST education | 1.75        | IV |
| <b>Average Score</b>  | <b>1.84</b> | -  |

The overall impact of Anwasha program is found to be 61.33%. The points where impact is comparatively more realized are, quality education, free education, spirit of competition, increase outlook of the students, feeling removal of inequality, right to education, understanding the value of education, bright educational future and scope for recognition of inherent talent. The community leaders in short appreciate the program and realize its impact on many aspects.

**(iv) Opinion about method of selection of students in Anwasha program:** The community leaders expressed that the present lottery method to select students for Anwasha program is OK.

**(v) Suggestions for improvement:** The important suggestions are

1. To give preference to PTG group
2. To increase stipend
3. Construct better hostel and better management of hostels

#### **4.6.10. Opinion of District Welfare Officer (DWO):**

The DWO of the district has more than 12 years including one year and eight months in present position. The views/opinion of DWO with respect to Anwasha Programme is as follows.

1. The programme provides opportunity to poor SC/ST students to read in Public English Medium School which will open the path of prosperity for them in future.
2. Including sub-divisional level, the meetings of the committee was organized 10 times during 2015-16 to regular admission of Anwasha students with about 90% attendance.
3. The steps in admission process include advertisement in local newspaper with number of seats, name of the public school and application form. The forms are submitted to ITDA/sub-division and through lottery system names are selected for admission. The criteria of admission like age 5 to 7 years with ratio of SC/ST 30:70 and boys/girls 50:50 in strictly adhered. To make selection better quota system is to be adopted for PTG, child labour, displaced families and disables.

4. The parents and community leaders are co-operative and never make complain about selection process.
5. The feedbacks from schools receive includes
  - (i) Non-performance of SC/ST students
  - (ii) Tiffin as per students
  - (iii) Preparing students to go to schools
  - (iv) Health problems. Some of these problems have been solved.
6. Problems that need attention are
  - (i) Admission at standard I without pre-education.
  - (ii) Medicines for first aids kit kept in hostel
  - (iii) Initial stage, the SC/ST students feel shy and do not learn. They should be kept in separate class, till they acquire completely to read with other students.
  - (iv) Inadequate funding for cleaning of hostel and providing of good standard food.
  - (v) No provision for medicine at present

#### **4.7. District Rayagada:**

##### **4.7.1. The District at a glance:**

Situated to the south of Odisha the district of Rayagada was carved out of east while Koraput on 2nd October 1992. With a long and glorious historical record evident by copper plates, rock inscriptions as well as different coins the District is basically a tribal district and is inhabited by approximately 57.52% tribes, the kandhas and Saoras being the main tribal group. It is also one of the mineral rich districts of Odisha. It is flanked on the south by the borders of Andhra Pradesh and district of Koraput, in the west by Kalahandi, in the east by Gajapati, and Kandhamal in the north.

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

| District                                     | Magnitude            |
|--|----------------------|
| Geographical Area                            | 7,073.00 sq.km       |
| No of Sub-Divisions                          | 2                    |
| No of Blocks                                 | 11                   |
| No of Tehsils                                | 11                   |
| No of Gram Panchayat                         | 171                  |
| No of Villages                               | 2667                 |
| Total-Population                             | 8,31,109             |
| Total Male Population                        | 4,09,792             |
| Total Female Population                      | 4,21,317             |
| Literacy Rate                                | 49.76%               |
| Total Literacy                               | 2,47,829             |
| Total Literacy Male                          | 1,62,061             |
| Total Literacy Female                        | 1,56,132             |
| Scheduled Caste Population                   | 3,42,427             |
| SC Male                                      | 68,068               |
| SC Female                                    | 71,446               |
| Scheduled Tribe Population                   | 18,74,263            |
| ST Male                                      | 2,59,040             |
| ST Female                                    | 2,82,865             |
| Sex Ratio                                    | 1,051                |
| Major Major Scheduled Castes of the District | Dom, Dhoba           |
| Scheduled Tribes of the District             | Khond, Saora, Shabar |

(Source: Odisha Reference Year Book 2014)

### 4.7.2. Sample of the study:

The study on project, project ‘Impact of Urban Education Complex in promoting education among the tribals in Odisha’ was under taken in eight districts of the state and the district Rayagada is one of them. Under the project Anwasha, the ST and SC students were admitted in urban schools of the district Rayagada is as follows.

**Table 4.7.1 Admission of students under Anwasha program**

| Year    | Number of schools participated | Total students | Students admitted |       |       |      |       |       |
|---------|--------------------------------|----------------|-------------------|-------|-------|------|-------|-------|
|         |                                |                | ST                |       |       | SC   |       |       |
|         |                                |                | Boys              | Girls | Total | Boys | Girls | Total |
| 2015-16 | 8                              | 260            | 90                | 90    | 180   | 40   | 40    | 80    |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|              |           |            |            |            |            |            |            |            |
|--------------|-----------|------------|------------|------------|------------|------------|------------|------------|
| 2016-17      | 13        | 510        | 177        | 177        | 354        | 78         | 78         | 156        |
| <b>Total</b> | <b>13</b> | <b>770</b> | <b>267</b> | <b>267</b> | <b>534</b> | <b>118</b> | <b>118</b> | <b>236</b> |

(In 2016-17 five schools were added in addition to 8 of previous year)

During the years under report, 770 students were admitted in 13 schools under Anwasha program. The ST students consisted of 267 boys and 267 girls totaling 534 and SC students of 118 boys and 118 girls totaling 236. The rate of admission of Anwasha students was quite good.

**Table 4.7.2 Sample study - Rayagada District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leaders          | 12     |
| 7. Hostel Superintended       | 3      |
| 8. District Welfare Officer   | 1      |

The data collection was limited to three schools out of 13 schools in which Anwasha students have been admitted in the district. The schools included in the study are, Sacred Heart School, Rayagada, Deepti Convent School, Rayagada, and Vignan Vidyalaya.

**4.7.3. Particulars about Survey School:** The information with regard to schools under study was provided by the respective principals as have been presented here under.

**Table 4.7.3 Particulars of Sample School**

| Schools                | Year of Establishment | Affiliated to | Total students | Students Std.1 |         | Students Std.2 |         |
|------------------------|-----------------------|---------------|----------------|----------------|---------|----------------|---------|
|                        |                       |               |                | Total          | Anwasha | Total          | Anwasha |
| 1. Sacred Heart School | 1969                  | ICSE          | 171            | 103            | 41      | 68             | 21      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                          |      |                       |            |            |            |            |           |
|--------------------------|------|-----------------------|------------|------------|------------|------------|-----------|
| 2. Deepti Convent School | 2003 | ICSE                  | 220        | 110        | 30         | 110        | 0         |
| 3.Vignan Vidyalaya       | 1999 | State Govt. of Odisha | 147        | 77         | 42         | 70         | 26        |
| <b>Total</b>             | -    | -                     | <b>538</b> | <b>290</b> | <b>113</b> | <b>248</b> | <b>47</b> |

The total strength of students in three schools is 538 in standard I and II..Out of the total,Anwasha students represent 160 in both standard I and II.

The student strength is highest in Deepti Comment School (220) followed by Sacred Heart school and Vigyan Vidyalaya. The total Anwasha students of the three schools are 160 and highest being in the school of Vigyan Vidyalaya ( 68) closely followed by Sacred Heart School (62) and Deepti Convent (30). Thus selection of the schools for admitting Anwasha students is OK.

**4.7.4. Principals of Urban Schools and their opinion:** The principals of the three selected schools were included in the sample. The information collected from the principals has been presented under the following headings.

**(i) Infrastructure:** The infrastructure available in the school is an indicator of imparting quality education. In English Medium School, the required infrastructures are maintained to attract students for admission as well as name and fame. The infrastructures of the three sampled schools are given in table.

**Table 4.7.4 Availability of Infrastructure**

| <b>Variables</b>            | <b>Sacred Heart School, Rayagada</b> | <b>Deepti Convent School, Rayagada</b> | <b>Vignan Vidyalaya</b> |
|-----------------------------|--------------------------------------|--|-------------------------|
| 1. Seats per class          | 30                                   | 35                                     | 40                      |
| 2. Adequacy of Space, light | Standard                             | Standard                               | Standard                |
| 3.Pucca road                | Well connected                       | Well connected                         | Well connected          |
| 4.Transport                 | Well provided                        | Well provided                          | Well provided           |
| 5.Compound wall             | Exist (5 ft)                         | Exist (4 ft)                           | Exist (6 ft)            |
| 6. Play ground              | Does not exist                       | Well maintained                        | Does not exist          |
| 7. Game and sport materials | Adequate                             | Adequate                               | Adequate                |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                            |                          |                          |                          |
|----------------------------|--------------------------|--------------------------|--------------------------|
| 8. Drinking water          | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                 | Does not exist           | Medium type              | Does not exist           |
| 12. Library                | Well maintained          | Well maintained          | Well maintained          |

- Seats arrangement in each class is up to standard and varies in between 30 to 40
- Space and light are adequate in all schools
- Schools are well connected with pucca road.
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 5-6 ft in average
- Good play grounds is only in Deepti Convent while it does not exist in Sacred Heart school and Vignan vidyalaya.
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Garden only exists in the school of Deepti Convent and in other two schools gardens are not there.
- Library well equipped with adequate reading materials in three schools.

The selection of public schools for the purpose fulfills requirements to offer quality teaching.

(ii) **Teaching aids:** Out of five important elements of teaching-learning situation like, teacher, student, subject matter physical facility and teaching aid (Teaching-Learning Materials TLM), the last one is more important in case of lower classes. The teaching aids are must to impart effective teaching. The survey found out availability and use of teaching aids in survey schools as follows.

**Table 4.7.5 Availability of Teaching Aids**

| Variables                | Sacred Heart School, Rayagada | Deepti Convent School, Rayagada | Vignan Vidyalaya           |
|--------------------------|-------------------------------|---------------------------------|----------------------------|
| 1. Black and white board | Medium sized in each class    | Medium sized in each class      | Medium sized in each class |
| 2. LCD                   | Standard and in operation     | Standard and in operation       | Standard and in operation  |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                      |                |                |                |
|----------------------|----------------|----------------|----------------|
| 3. Projector         | Good projector | Good projector | Good projector |
| 4. TV                | Not Possessed  | Possessed      | Possessed      |
| 5. Wall magazines    | Well arranged  | Well arranged  | Well arranged  |
| 6. Information board | Displayed      | Displayed      | Displayed      |
| 7. Map Chart         | Adequate       | Adequate       | Adequate       |
| 8. Models            | Various types  | Various types  | Various types  |

- All the schools have have black and white boards in classes
- LCD are used on specific seminars/meetings not in regular class
- TV is only found in Deepti Convent school, mostly used for national/international games
- Wall magazines are placed on wall depicting interesting features of students interest
- Information boards are placed close to school offices
- Models of various types kept for small children and used as per requirement
- From teaching aid point of view the selection of school is perfect.

(ii) **Teaching staffs:** The teaching staff position of three schools under survey as has been provided is presented below.

**Table 4.7.6 Status of teaching staffs**

| Variables                                 | Sacred Heart School, Rayagada | Deepti Convent School, Rayagada | Vignan Vidyalaya | Total |
|---|-------------------------------|---------------------------------|------------------|-------|
| 1. Number of trained teachers             | 23                            | 30                              | 10               | 63    |
| 2. No. of un-trained teachers             | 14                            | 6                               | 6                | 26    |
| 3. Non-teaching staff                     | 12                            | 2                               | 4                | 18    |
| 4. Male teachers                          | 10                            | 4                               | 1                | 15    |
| 4. Female teachers                        | 27                            | 32                              | 15               | 74    |
| 5. Teachers in charge of ANWESHA students | 4                             | 8                               | 4                | 16    |
| 6. Teacher-student ratio                  | 1:30                          | 1:35                            | 1:20             | 1:28  |

Data reveal that total teachers of the schools are 89 (both trained 63 and un-trained 26). The proportion of un-trained teacher is also high. The female teachers are more than male teachers almost by five times. The teacher-student ratio is 1:28 and in each school the number of teachers in charge of Anwesha students is also quite good. On the basis of data provided, the schools are well chosen considering the need of the students.



**4.7.5. Teachers of urban schools and their opinion:**

The teachers are the key stake holders of Anwasha program as they have to teach the subject as well manners. The success of program is related to the degree to which the teachers take interest in the study of Anwasha students. The study made elaborated analysis about the feeling, attitude and reactions of the teachers. The findings in this respect have been presented under the following headings.

**(i) Personal information of teachers:** The teachers are the core actors of educational system. Their personal information has been the cause for name and fame of the schools.

**Table 4.7.7 Personal Profile of teachers**

| <b>Variables</b>                            | <b>Sacred Heart School, Rayagada</b> | <b>Deepti Convent School, Rayagada</b> | <b>Vignan Vidyalaya</b> |
|---|--------------------------------------|--|-------------------------|
| 1. Age (Year)                               | 25                                   | 38                                     | 32                      |
| 2. Education                                | B.A                                  | M.A                                    | B.A                     |
| 3. Training                                 | Not trained                          | Trained                                | Not Trained             |
| 4. Total teaching experience (Years)        | 4                                    | 4                                      | 10                      |
| 5. Experience in the present school (Years) | 2                                    | 3                                      | 10                      |
| *6. Special Training                        | Availed                              | Availed                                | Not availed             |
| 7. Subject teaching in class                | English                              | Hindi, Social Science                  | Math                    |

- Special training is given to teachers on skill of teaching by concerned authorities for 2-3 weeks,
- The sample teachers are very young, have good qualification base to teach students at Standard I and II. The teachers of Sacred Heart and Vignan Vidyalaya are not trained against trained teachers of Deepti Convent School.
- The teachers have limited years of experience in teaching and present school.
- The teachers of Sacred Heart and Deepti Convent have availed special training while teacher of Vignan Vidyalaya has not availed.

**(ii) School environment and use of facilities:** The school environment, status of teaching staff and aptitudes of teachers are directly associated with quality of education. The

environment of survey schools were examined covering six important variables as noted below. For quantification of response, the scores were assigned as 1, 2 and 3 for less, rarely and same as like other students.

**Table 4.7.8 School environment and use of facilities**

| Variables                            | Schools                       |                                 |                  | Score Average |
|--------------------------------------|-------------------------------|---------------------------------|------------------|---------------|
|                                      | Sacred Heart School, Rayagada | Deepti Convent School, Rayagada | Vignan Vidyalaya |               |
| 1. Sitting arrangement in class room | 3                             | 3                               | 3                | 3.00          |
| 2. Library                           | 3                             | 2                               | 3                | 2.67          |
| 3. Toilet                            | 3                             | 3                               | 3                | 3.00          |
| 4. Accessibility to teachers room    | 1                             | 2                               | 3                | 2.00          |
| 5. Drinking water                    | 3                             | 3                               | 3                | 3.00          |
| 6. Common facilities                 | 3                             | 3                               | 3                | 3.00          |
| <b>Average</b>                       | <b>2.67</b>                   | <b>2.67</b>                     | <b>3.00</b>      | <b>2.77</b>   |

The data reveal that all the schools fulfill requirements in respect of sitting arrangement, provision of toilet, drinking water and common facilities. However, in case of library facilities and accessibility to teacher has been limited. Out of three schools Vignan Vidyalaya stands first equally followed by Sacred Heart School and Deepti Convent School in the



matter of school environment.

**(Anwasha students with teachers)**

(iii) **Understanding Language and subject and response in the class:** It was invariably observed that the Anwasha students coming from rural areas are not able to catch up the language and pronunciation of the teachers. They face problem in understanding the language used by the class teachers. The rating of teachers in this regard is presented here under.

**Table 4.7.9 Reaction about understanding language, subject and response in class**

| Variables                            | Schools                       |                                 |                  |
|--------------------------------------|-------------------------------|---------------------------------|------------------|
|                                      | Sacred Heart School, Rayagada | Deepti Convent School, Rayagada | Vignan Vidyalaya |
| 1. Understand language in class      | Below Average                 | Above Average                   | Average          |
| 2. Response in class                 | Below Average                 | Average                         | Average          |
| 3. Level of understanding of subject | Below Average                 | Above Average                   | Average          |

As per rating of the teachers of Sacred Heart School the Anwasha students rated below average in understanding of language, response in the class and level of understanding subject where as other two schools rate them above average and average.

(iv) **Attributes of learning behavior of Anwasha students** The outcome of learning is reflected with students in terms behavior, manner, test performance and in related attributes. The study assessed rating of the teachers in this regard on a three point scale. The response was measured by assigning scores of 3, 2 and 1 for more, equal and less respectively.

**Table 4.7.10 Attributes of learning behaviour of Anwasha students as rated by the teachers**

| Variables                               | Schools                       |                                 |                  | Avg. | +/- Than average |
|---|-------------------------------|---------------------------------|------------------|------|------------------|
|   | Sacred Heart School, Rayagada | Deepti Convent School, Rayagada | Vignan Vidyalaya |      |                  |
| <b>1. Class Room Related Activities</b> |                               |                                 |                  |      |                  |
| (i) Punctuality                         | 2.20                          | 2.00                            | 2.60             | 2.26 | -                |
| (ii) Attendance                         | 2.60                          | 3.00                            | 2.40             | 2.66 | +                |
| (iii) Cleanness of uniform              | 2.60                          | 1.60                            | 2.20             | 2.13 | -                |
| (iv) Silence in the class               | 3.00                          | 2.40                            | 3.00             | 2.80 | +                |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| <b>2. Understanding of Subject</b>         |             |             |             |             |   |
| (i) Understanding Pronunciation            | 2.20        | 1.60        | 2.60        | 2.13        | - |
| (ii) Understanding Subject                 | 2.20        | 2.20        | 2.20        | 2.20        | - |
| (iii) Regularity in home assignment        | 1.80        | 2.00        | 2.40        | 2.06        | - |
| (iv) Clarification of Doubts               | 2.00        | 1.20        | 2.20        | 1.80        | - |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 3.00        | 2.40        | 3.00        | 2.80        | + |
| (ii) Permission seeking habit              | 3.00        | 2.80        | 3.00        | 2.93        | + |
| (iii) Approach to teacher to solve problem | 2.40        | 1.80        | 2.20        | 2.13        | - |
| (iv) Regular Play                          | 2.80        | 2.80        | 2.80        | 2.80        | + |
| (v) Competition                            | 1.80        | 1.60        | 1.80        | 1.73        | - |
| (vi) Liking for School                     | 3.00        | 2.80        | 3.00        | 2.93        | + |
| <b>Average</b>                             | <b>2.47</b> | <b>2.15</b> | <b>2.52</b> | <b>2.38</b> |   |
| <b>Rank</b>                                | <b>II</b>   | <b>III</b>  | <b>I</b>    | -           |   |

As per rating of teachers over 16 parameters, Vignan Vidyalaya occupied first position followed by Sacred Heart School and Deepti Convent School.

The score analysis reveals that Anwasha students are rated above average in case of attendance, silence in class, mixing with other students, permission seeking habits, regular play and liking for school.

On other hand they are rated below average in punctuality, cleanliness of uniform, understanding pronunciation, understanding subject, regularity in home assignment, approach to teacher to solve problem and competition in campus.

**(v) Counseling and Problem solving Mechanism:** The counseling mechanism adopted by survey schools for better performance of Anwasha students were examined which yielded the following information.

**Table 4.7.11 Problem solving mechanism**

| <b>Sacred Heart School, Rayagada</b> | <b>Deepti Convent School, Rayagada</b> | <b>Vignan Vidyalaya</b>             |
|--------------------------------------|--|-------------------------------------|
| 1. Good tutor                        | 1. Personal Care                       | 1. Teaching Learning Material (TLM) |
| 2. Functions                         | 2. Motivation                          |                                     |

The response of the schools revealed that, good teacher, school functions, personal care, motivation and use of teaching learning materials are used as mechanism to solve the academic problems of the students.

**(vi) Test Performance of Anwasha students:** The core aspect of the study was to determine as to what extent Anwasha students performed well in academic aspects. For the purpose marks secured by the students in last unit test was taken into consideration by selecting 20 students taking 10 from top and 10 from bottom level of performance.

**Table 4.7.12 Test marks of Anwasha students**

| <b>Sl. No</b> | <b>School</b>                   | <b>Marks secured (%)</b> |
|---------------|---------------------------------|--------------------------|
| 1             | Sacred Heart School, Rayagada   | 77.20                    |
| 2             | Deepti Convent School, Rayagada | 72.00                    |
| 3             | Vignan Vidyalaya                | 72.50                    |
|               | <b>Average</b>                  | <b>73.90</b>             |

As observed in table the Anwasha students have secured good parentage of mark in all the three schools. This is very good indication of achievement. Moreover the average marks of three schools are at par.

**(vii) Suggestions for Promotion of quality education:** The teachers out of their experience can better suggest the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the headings of (I) effective teaching (II) infrastructures required (III) recognition of inherent talent and (IV) creation of spirit of competitiveness.

**(I) Effective teaching:**

1. Good teacher,
2. coverage of course
3. use of Teaching learning Material(TLM)

**(II) Infrastructures:**

1. Cleanliness and sanitation of schools,
2. Exhibition of moral writing on walls

**(III) Exploring of inherent talent:**

1. Number competition and awarding of prizes

**(IV) Creation of sprit of competitiveness:**

1. School function and prize for good achievement

**4.7.6. STUDENTS:**

**(i) Learning Behavioral traits of Anwasha students:** The ST and SC students and quality education are the major themes of Anwasha Scheme. It is hypothesized that the ST and SC students will imbibe good learning qualities like urban students and feels themselves equal to them. To assess the learning traits of the sample students as many as 14 indicators were used. It is further clarified that since the students are very young within age group of seven years they may not response well. Keeping such consideration in view the students were grouped consisting of five in each group and were interviewed through group discussions by trained investigators.

**Table 4.7.13 Learning Behavioral traits of Anwasha students**

| Variables                               | Schools                                |  |                     | Avg. | +/-<br>Than<br>average |
|---|--|--|---------------------|------|------------------------|
|   | Sacred<br>Heart<br>School,<br>Rayagada | Deepti<br>Convent<br>School,<br>Rayagada | Vignan<br>Vidyalaya |      |                        |
| <b>1. Class Room Related Activities</b> |  |  |                     |      |                        |
| (i) Punctuality                         | 2.20                                   | 2.00                                     | 2.40                | 2.20 | -                      |
| (ii) Attendance                         | 2.40                                   | 3.00                                     | 2.20                | 2.53 | -                      |
| (iii) Cleanliness of uniform            | 2.40                                   | 1.60                                     | 2.2                 | 2.06 | -                      |
| (iv) Silence in the class               | 3.00                                   | 2.00                                     | 3.00                | 2.66 | +                      |
| <b>2. Understanding of Subject</b>      |  |  |                     |      |                        |
| (i) Understanding Pronunciation         | 2.00                                   | 1.60                                     | 2.20                | 1.93 | -                      |
| (ii) Understanding Subject              | 2.20                                   | 2.20                                     | 2.20                | 2.20 | -                      |
| (iii) Regularity in home assignment     | 1.60                                   | 2.00                                     | 2.40                | 3.00 | +                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| (iv) Clarification of Doubts               | 2.00        | 1.00        | 2.20        | 1.73        | - |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 3.00        | 2.20        | 3.00        | 2.73        | + |
| (ii) Permission seeking habit              | 3.00        | 2.60        | 3.00        | 2.86        | + |
| (iii) Approach to teacher to solve problem | 2.20        | 1.80        | 2.20        | 1.93        | - |
| (iv) Regular playing                       | 2.80        | 2.80        | 2.80        | 2.80        | + |
| (v) Competition                            | 1.80        | 1.40        | 1.80        | 1.66        | - |
| (vi) Liking for School                     | 3.00        | 2.60        | 3.00        | 2.86        | + |
| <b>Average</b>                             | <b>2.24</b> | <b>2.12</b> | <b>2.30</b> | <b>2.10</b> |   |
| <b>Rank</b>                                | <b>II</b>   | <b>III</b>  | <b>I</b>    | -           |   |

### Results:

The score analysis reveals that on 14 parameters, the school Vignan Vidyalaya stands first followed by Sacred Heart School and Deepti convent.

Further the students are rated above average in the areas of remaining silence in class, regularity in home assignment, mixing with other students, seeking permission from the teacher, regular playing and liking for the school in which they read.

On other hand, the students are rated below average on the matter of punctuality, attendance in class, cleanliness of uniform, understanding pronunciation, understanding of subject, seeking clarification of doubts, approach to teacher and competition in campus.

**Comparison of Assessment:** Further analysis was made to compare rating of teachers and our investigators on same 14 parameters which yielded the following results.

| Learning Traits                         | Assessment of teachers | Assessment of investigators | Mean Average |
|---|------------------------|-----------------------------|--------------|
| <b>1. Class Room Related Activities</b> |                        |                             |              |
| (i) Punctuality                         | 2.26                   | 2.20                        | 2.23         |
| (ii) Attendance                         | 2.66                   | 2.53                        | 2.56         |
| (iii) Cleanness of uniform              | 2.13                   | 2.06                        | 2.09         |
| (iv) Silence in the class               | 2.80                   | 2.66                        | 2.73         |
| <b>2. Understanding of Subject</b>      |                        |                             |              |
| (i) Understanding Pronunciation         | 2.13                   | 1.93                        | 2.03         |

|  |      |      |      |
|--|------|------|------|
| (ii) Understanding Subject                 | 2.20 | 2.20 | 2.20 |
| (iii) Regularity in home assignment        | 2.06 | 3.00 | 2.53 |
| (iv) Clarification of Doubts               | 1.80 | 1.73 | 1.76 |
| <b>3. Extracurricular activities</b>       |      |      |      |
| (i) Mixing with other students             | 2.80 | 2.73 | 2.76 |
| (ii) Permission seeking habit              | 2.93 | 2.86 | 2.89 |
| (iii) Approach to teacher to solve problem | 2.13 | 1.93 | 2.03 |
| (iv) Playing everyday                      | 2.80 | 2.80 | 2.80 |
| (v) Competition                            | 1.73 | 1.66 | 1.69 |
| (vi) Liking for School                     | 2.93 | 2.86 | 2.89 |

**Results:**

1. The achievements of the students in case of punctuality, attendance, use of clean uniforms and maintaining silence in the class is quite satisfactory for the reason of alertness of the teachers about Anwasha students.

2. Regularity in home assignment, understanding of subject and pronunciation of the teachers are found to be up to satisfaction while Anwasha students lack in seeking clarification of doubts in class.

3. In case of extra-curricular activities liking for school, permission seeking habit, participation in games/sports and mixing with other students are found to be satisfactory while they lack in competition.

**4.7.7. Hostel Accommodation:**

The unique feature of the scheme is to provide hostel accommodation free of cost. This incentive attracts ST and SC students for the program. The students under the scheme have enough opportunity to receive quality education like urban students and will not have differential feeling in the field of education. The other aspect is that students in hostel will cultivate habit of being independent and develop self confidence with greater speed of socialization.

The study covered three hostels in the district of Rayagada to examine the living condition of the Anwasha boarders. The information collected on this aspect is presented on the following headings.



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

(i) **Status of survey hostel:** Status of the hostel of the survey hostels reveals the following information.

**Table 4.7.14 Information about hostel**

| Name of the District          | Rayagada   |  |  | Total |
|-------------------------------|--|--|--|-------|
| 1. Name of the hostel         | U E P Anwasha,<br>Gunupur                          | Anwasha<br>Hostel                                  | Urban<br>Hostel                                    | -     |
| 2. Address of the hostel      | In front of<br>Tahasil Ofc ,<br>Gunupur            | Saipriya<br>Nagar,<br>Rayagada                     | Govt.<br>Ugratara<br>High<br>school<br>Campus      | -     |
| 3. Ownership                  | Govt. Building                                     | Rented   | SSD<br>Department                                  | -     |
| 4. Total Strength in hostel   | 109  | 235  | 173  | 517   |
| 5. Staff in position          |  |  |  |       |
| (i) Hostel Superintendent     | 1  | 1  | 1  | 3     |
| (ii) Tutor                    | 2  | 6  | 3  | 11    |
| (iii) CCA                     | 2  | 6  | 3  | 11    |
| (iv) Warden                   | 1  | 1  | 1  | 3     |
| (v) Matron                    | 0  | 0  | 0  | 0     |
| 6. Students per room          | Not fixed,<br>adjusted by<br>according to<br>space | Not fixed,<br>adjusted by<br>according to<br>space | Not fixed,<br>adjusted by<br>according to<br>space | -     |
| 7. Distance from school (K.M) | 0.5  | 2  | 8  | -     |
| 8. Transport facility         | By Bus Provided<br>by school                       | By Bus<br>Provided by<br>school                    | By Bus<br>Provided<br>by school                    | -     |
| 9. Cot                        | 109  | 200  | 91   | 400   |
| 10. Mosquito net              | 0  | 0  | 0  | 0     |
| 11. Chair                     | 0  | 0  | 0  | 0     |
| 12. Table                     | 0  | 0  | 0  | 0     |
| 13. Bucket                    | 0  | 6  | 17   | 23    |
| 14. Mug                       | 0  | 6  | 17   | 23    |
| 15. Fan                       | 20   | 40   | 33   | 93    |
| 16. Light                     | 40   | 20   | 50   | 110   |
| 17. Toilet                    | 12   | 60   | 10   | 82    |
| 18. Water supply              | Pipe   | Pipe   | Pipe   | -     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                    |           |           |           |   |
|--------------------|-----------|-----------|-----------|---|
| 19. Drinking water | Bore well | Bore well | Bore well | - |
| 20. Boundary wall  | Exist     | Exist     | Exist     | - |
| 21. Garden         | Exist     | Exist     | Exist     | - |
| 22. Indoor Game    | Nil       | Nil       | Nil       | - |
| 23. Playground     | Nil       | Nil       | Nil       | - |

Out of the three hostels, Saipriya Anwasha hostel is operating on a rented house where as the two other hostels U.E.P Anwasha, Gunupur and Urban Education Programme boy's hostel have their own hostel buildings. The hostels accommodate 517 boarders in these three hostels. The number of employees of the hostels are three hostel superintendents, 11 tutors, 11 CCA (Cook cum attendants) and three warden.. Tutors are provided for coaching in hostel with specific study hour. The hostels are situated in a close proximity of the schools and transports are provided for attending school and back to hostel.. The students are accommodated as per availability of space. The facilities of the three hostels fulfill the requirements except cup board and indoor games.

**(ii) Food, health and Sanitation:** The important aspects of hostel are food, health and hygiene and it assumes greater importance in case of small children. Moreover, in life building process the hostel life play very important role.

**Table 4.7.15 Problems Need Attention**

| Problems                    | Solution   |
|-----------------------------|--|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel The quality of food is not up to standard as sufficient vegetables, eggs, milk are not provided. |
| (2) Watching at Night:      | Need male watcher to replace female watcher Male watchers are better to watch hostels at night which female watchers can not do.   |
| (3) Washer man              | Services of washer man has not been provided to the boarders. It is a common problem, the beds, bed sheet dress are not cleaned. Local dhobi be engaged for the purpose.   |
| (4) Health card             | Not issued so far. It is to be issued by local doctor  |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 and not 1: 50 as in practice, tutor remains absent frequently. It is to be checked. Their competency is to be considered to teach  |

|  |                                 |
|--|---------------------------------|
|  | students of different syllabus. |
|--|---------------------------------|

**Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.7.8. Parents and their opinion:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

The findings of the study in relation to opinions of the parents of Anwasha have been presented under the following headings.

**(i) Socio-Personal information about parents:** The Socio-economic condition of the parents influence education of the children. The study attempted to have an insight about the parental background as has been analyzed below.

**Table 4.7.16 Socio-Personal information (N=12)**

| <b>Personal information</b>                          | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>1. Age(Years)</b>                                 |                  |                   |
| (i) 30-40  | 10               | 83.33             |
| (ii) 41-50   | 2                | 16.67             |
| (iii) 51 and more                                    |                  |                   |
| <b>2. Caste</b>                                      |                  |                   |
| (i) SC   | 4                | 33.33             |
| (ii) ST  | 8                | 66.67             |
| <b>3. Education</b>                                  |                  |                   |
| (i) Illiterate                                       | 6                | 50.00             |
| (ii) Primary   | 3                | 25.00             |
| (iii) Middle school                                  | 2                | 16.66             |
| (iv) High School                                     | 1                | 8.33              |
| (v) Graduate   | 0                | 0.00              |
| <b>4. Family composition (Members)</b>               |                  |                   |
| (i) Up to 3  | 2                | 16.66             |
| (ii) 4-5   | 10               | 83.34             |
| <b>5. Number of children on education at present</b> |                  |                   |
| (i) One  | 6                | 50.00             |
| (ii) Two   | 4                | 33.33             |
| (iii) Three  | 1                | 8.33              |
| (iv) Four  | 1                | 8.33              |
| <b>6. Occupation</b>                                 |                  |                   |
| (i) Farming  | 8                | 66.66             |
| (ii) Service   | 0                | 0.00              |
| (iii) Business                                       | 0                | 0.00              |
| (iv)Wage earning                                     | 4                | 33.34             |
| <b>7. Earning member per family</b>                  |                  |                   |
| (i) One  | 9                | 75.00             |
| (ii) Two   | 3                | 25.00             |
| (iii) Three  | 0                | 0.00              |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                           |   |       |
|---------------------------|---|-------|
| (iv) Four                 | 0 | 0.00  |
| <b>8. Type of farmers</b> |   |       |
| (i) Landless              | 4 | 33.34 |
| (ii) Marginal             | 8 | 66.66 |
| (iii) Small               | 0 | 0.00  |
| (iv) Large                | 0 | 0.00  |

### Results:

1. The analysis reveals that parents are mostly young, majority belong to ST category followed by SC.
2. About 50% of them are illiterate, 16.66% read up to primary level and 8.33% up to high school while none stepped into college education.
3. Majority have family size of 4-5 members, one or two earning members and have farming as major occupation followed by business, many of them have one child in school.
4. They mostly come under landless and marginal farmer group.

### (ii) Sources of Information and influence about Anwesha Program:

The tribal are not in constant touch with different sources of information. The study attempted to find out the sources that provide them information about Anwesha program and their influence in making decision to admit their children under the program.

**Table 4.7.17 Sources of information and influence about Anwesha program (N=12)  
(Multiple response)**

| Sources                     | Sources of information |               | Sources of Influence |               |
|-----------------------------|------------------------|---------------|----------------------|---------------|
|                             | F                      | %             | F                    | %             |
| 1. Block+DWO                | 3                      | 25            | 2                    | 16.67         |
| 2. Block+DWO+Media          | 3                      | 25            | 3                    | 25.00         |
| 3. DWO+Media+School teacher | 6                      | 50.00         | 7                    | 58.33         |
| <b>Total</b>                | <b>12</b>              | <b>100.00</b> | <b>12</b>            | <b>100.00</b> |

Multiple sources provide information about Anwesha program to tribal families. The local sources like village leaders, local teachers play active role in providing information as well as influencing to admit children under Anwesha program.

The local teachers, DWO officer, block officer and friend and relatives are the major source of information for the sample parents about Anwasha programme.

**(iii) Attraction for Anwasha Program:** It was within frame work of the study to know the reasons of attraction for the parents to enroll their children under Anwasha scheme. The response was analyzed and presented in table below.

**Table 4.7.18 Major attraction for Anwasha program (N=12) (Multiple response)**

| <b>Attraction points</b>        | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| (i) Free education              | 8                | 66.66             |
| (ii) Quality education          | 7                | 58.33             |
| (iii) Urban education           | 3                | 25.00             |
| (iv) Opportunity given by Govt. | 2                | 16.66             |

The response reveals that free and quality education have tempted them to enroll their children under Anwasha program. For tribal people, it is a golden opportunity to educate children in English Medium Public School which is relatively very costly.

**(iv) Involvement in admission Process.** Parent sample expressed that they obtain application forms from block and DWO office. The applications were filled by other people and to some extent by themselves. Their involvement is limited to obtaining of application forms and submission after these are duly filled up. They are not involved in any other steps of admission process.

**(v) Changes with Anwasha students as observed by parents:** The parents are interested to know the benefit of the programme in terms of changes with their children. The opinion of the parents in this regard was assessed against the response of very much, much and no change by assigning the scores of 3, 2 and 1 respectively.

**Table 4.7.19 Changes with students as observed by the parents (N=12)**

| <b>Changes</b>             | <b>Average Score</b> | <b>% perceived Change</b> |
|----------------------------|----------------------|---------------------------|
| 1. Knowledge               | 2.00                 | 66.66                     |
| 2. Smartness               | 1.83                 | 61.00                     |
| 3. Obediency               | 2.00                 | 66.66                     |
| 4. Well dressed            | 2.25                 | 75.00                     |
| 5. Good manner             | 1.58                 | 52.66                     |
| 6. Sense of responsibility | 1.50                 | 50.00                     |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                         |             |              |
|-------------------------|-------------|--------------|
| 7. Competitiveness      | 1.91        | 63.66        |
| 8. Expression of talent | 1.83        | 61.00        |
| 9. Interest for study   | 2.08        | 69.33        |
| 10. Respect for others  | 1.50        | 50.00        |
| <b>Average</b>          | <b>1.84</b> | <b>61.59</b> |

The reaction of the parents was measured against 10 important parameters to know to what extent they realize changes have occurred with their children. The highest change is expressed in case of well dressed, followed by interest in study, obedience, knowledge gain, and competitive attitude. The changes in respect of other areas were expressed in the matter of smartness, expression of talent, good manner, sense of responsibility and respect for elders. These expressions are quite satisfying. The overall changes are measured to be 61.59%.

### **(VI) Suggestions for Improvement:**

- (i) Age restriction should be relaxed so that other students can take admission
- (ii) The drop outs are to be given chance to come under Anwasha program.
- (iii) The stipend for the boarders to be increased
- (iv) The parents be given fund to accompany their children to hostel and school

### **4.7.9. COMMUNITY LEADERS AND THEIR OPINION:**

The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement, the community leaders ought to be aware of the scheme. The opinion of the community leaders were sought about functioning of Anwasha scheme in their locality. The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** The socio-personal information of the sample community leaders were collected and analyzed as given in table below.

**Table 4.7.20 Personal Information of community leaders (N=12)**

| Personal Information       | Frequency | Percentage    |
|----------------------------|-----------|---------------|
| <b>1. Age (Year)</b>       |           |               |
| (i) 30-40                  | 6         | 50.00         |
| (ii) 41-50                 | 6         | 50.00         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>2. Education</b>        |           |               |
| (i) Primary                | 7         | 58.33         |
| (ii) Middle English School | 4         | 33.33         |
| (iii) High School          | 1         | 8.34          |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>3. Caste</b>            |           |               |
| (i) SC                     | 5         | 41.66         |
| (ii) ST                    | 7         | 58.34         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |
| <b>4. Major Occupation</b> |           |               |
| (i) Farming                | 9         | 75.00         |
| (ii) Service               | 1         | 8.34          |
| (iii) Business             | 2         | 16.66         |
| <b>Total</b>               | <b>12</b> | <b>100.00</b> |

The sample community leaders are found to be within age group up to 50 years, educated mostly up to primary and middle school level and belong to both ST and SC social category. Their major occupation is farming followed by business. The sample community leaders represent wider aspects of tribal life.

**(ii) Awareness about Anwasha program:** The awareness of community leaders about Anwasha scheme was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.

**Table 4.7.21 Awareness of Anwasha Program (N=12)**

| Awareness                         | Aware |       | Not Aware |       |
|-----------------------------------|-------|-------|-----------|-------|
|                                   | f     | %     | f         | %     |
| 1. Initiation of program          | 3     | 25.00 | 9         | 75.00 |
| 2. Role of DWO in Anwasha Program | 2     | 16.67 | 10        | 83.33 |
| 3. Admission criteria             | 1     | 8.33  | 11        | 91.67 |
| 4. Fees Govt. spending on them    | 3     | 25.00 | 10        | 75.00 |
| 5. No. of SC/ST admitted so far   | 3     | 25.00 | 10        | 75.00 |
| 6. Method of selection            | 2     | 16.67 | 10        | 83.33 |
| 7. Steps in selection process     | 1     | 8.33  | 11        | 91.67 |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|   |   |       |    |       |
|---|---|-------|----|-------|
| 8. Schools where Students admitted          | 2 | 16.67 | 10 | 83.33 |
| 9. Parents of students admitted             | 2 | 16.67 | 10 | 83.33 |
| 10. Students who are reading now at present | 1 | 8.33  | 11 | 91.67 |
| Average                                     | 2 | 16.66 | 10 | 83.34 |

The awareness among community leader varies on different components of the program and highest being in case of initiation of program, student admitted and Govt. fees provided to the students. The overall awareness is estimated to be 16.66% only

**(iii) Impact of Anwasha scheme on education attainment of SC and ST students:** The Community leaders have respect in tribal community. The study tried to ascertain the degree to which community leaders feel the program as tribal friendly. The responses so received are analyzed. The response were assigned with scores of 3,2and 1 to response of agree, disagree and neutral respectively.

**Table 4.7.22 Impact of scheme on education attainment of SC and ST students (N=12)**

| Opinions   | Average Score | Rank |
|--|---------------|------|
| 1. Benefit to poorest SC /ST students                            | 2.00          | IV   |
| 2. Complete free education                                       | 2.66          | I    |
| 3. Quality education than rural areas                            | 2.50          | II   |
| 4. Increase outlook of the students                              | 2.25          | III  |
| 5. Scope to recognize inherent talents                           | 1.75          | VI   |
| 6. Create spirit of competition                                  | 1.58          | VII  |
| 7. Helps to removes inequality                                   | 1.50          | VIII |
| 8. SC/ST feel their right is taken care of                       | 1.75          | VI   |
| 9. Create interest to understand value of education              | 1.83          | V    |
| 10. Strong step for future improvement of SC and ST in education | 1.50          | VIII |
| <b>Average Score</b>   | <b>1.93</b>   | -    |

The expression of sample is that free education, quality learning, increased outlook and interest to understand value of education are outcome of the project that benefit tribal population immensely. The other benefits are, scope to recognize inherent talent, spirit of competition, removal on inequality and step for future improvement in order.

**(iv) Opinion about method of selection of students in Anwesha program:** The community leaders expressed satisfaction on selection process for admission and they do not have other better suggestions.

**(v) Suggestions for improvement:** The suggestions include

- (i) Better hostel facilities, food and health check up.
- (ii) Increase in budget
- (iii) Interaction of parent, hostel authorities and community leaders once a year.

**4.7.10. Opinion of District Welfare Officer (DWO):**

The DWO having experience of 37 years in service is now working in present post since last five months. The views/opinion of DWO regarding implementation of Anwesha program is as follows.

1. It is a good scheme to promote English Medium education among SC/ST students. Normally three times, the District Level Committee meets to review the Anwesha programme. The attendance is almost of 100% each time.
2. As per Govt. order Letter No. 11990/SSD dt. 16.6.2015, SC & ST Department. BPL categories, SC/ST community (30:70), boys/girls (50:50) up to 7 years of age are considered for admission through lottery system.
3. The parents and community are co-operative. The project is free of pressure, tussles and compliance to parents. It is a good project to promote quality education among SC/ST communities.
4. The feed backs from schools received are, to increase schools fees by 5% and to increase transport cost. From hostel, poor feedback is review about health care of the boarders. The SC/ST department has been approached to hike the budget.
5. Problems like hike in annual school fees, transport cost has been solved by District Level Committee and first aid services are provided to the boarders of the hostel.
6. Problem
  - (i) Pre-admission education
  - (ii) In adequate funding
  - (iii) Posting of ANM in hostel
  - (iv) Appointment of tutors @1:15

#### **4.8. District Sundargarh:**

##### **4.8.1. The District at a glance:**

Constituted on the 1st January, 1948 out of the two ex-States of Gangpur and Bonai the district has 43% of the entire landmass under forest. With numerous colourful tribes dotting its landscape and with abundant mining potential sitting pretty over vast tracts of the Chotnagpur Plateau regions, the district offers great mining potentialities and a mosaic of rich cultural heritage. The district is bounded by Ranchi District of Jharkhand on the North, Raigarh district of Chhattisgarh on the west and North-West, Jharsuguda, Sambalpur and Angul District of Odisha on the South and South-East and Singhbhum District of Jharkhand and Keonjhar District of Odisha on the East. The statement below presents the profile of the district Sundar Garh

| <b>District</b>                        | <b>Mangitude</b>    |
|--|---------------------|
| Geographical Area                      | 9,712.00 sq km      |
| No of Sub-Divisions                    | 3                   |
| No of Blocks                           | 17                  |
| No of Tahsils                          | 18                  |
| No of Gram Panchayat                   | 262                 |
| No of Villages                         | 1764                |
| Total-Population                       | 18,30,673           |
| Total Male Population                  | 9,35,601            |
| Total Female Population                | 8,95,072            |
| Literacy Rate                          | 73.34%              |
| Total Literacy                         | 10,15,485           |
| Total Literacy Male                    | 7,61,538            |
| Total Literacy Female                  | 5,96,302            |
| Scheduled Caste Population             | 1,57,745            |
| SC Male                                | 96,582              |
| SC Female                              | 61,163              |
| Scheduled Tribe Population             | 3,94,687            |
| ST Male                                | 58,246              |
| ST Female                              | 3,36,441            |
| Sex Ratio                              | 973                 |
| Major Scheduled Castes of the District | Ganda,Pano,Dhoba    |
| Major Scheduled Tribes of the District | Oraon, Munda, Kisan |

**(Source: Odisha Reference Year Book 2014)**

**4.8.2. Sample of the study:**

The study on project, ‘Impact of Urban Education Complex in promoting education among the tribals in Odisha’ was under taken in eight districts of the state and the district Sundargarh is one of them. Under the project Anwasha, the SC and ST students were admitted in urban schools of the district Sundargarh is as follows.

**Table 4.8.1 Admission of students under Anwasha Program**

| Year         | Number of schools participated | Total      | Students admitted |            |            |            |            |            |
|--------------|--------------------------------|------------|-------------------|------------|------------|------------|------------|------------|
|              |                                |            | ST                |            |            | SC         |            |            |
|              |                                |            | Boys              | Girls      | Total      | Boys       | Girls      | Total      |
| 2015-16      | 21                             | 453        | 160               | 160        | 320        | 67         | 66         | 133        |
| 2016-17      | 18                             | 513        | 180               | 180        | 360        | 77         | 76         | 153        |
| <b>Total</b> | <b>21</b>                      | <b>966</b> | <b>340</b>        | <b>340</b> | <b>680</b> | <b>144</b> | <b>142</b> | <b>286</b> |

(In 2016-17 three schools were dropped out of 21 of the previous year)

During the years under report, 966 students were admitted in 21 schools under Anwasha program. A total of 680 ST students were admitted consisting of of 340 boys and 340 girls against 286 of SC students consisting 144 boys and 142 girls.

**Table 4.8.2 Sample study-Sundargarh District**

| Particulars                   | Number |
|-------------------------------|--------|
| 1. Number of schools included | 3      |
| 2. Principals                 | 3      |
| 3. Teachers                   | 3      |
| 4. Students                   | 60     |
| (i) Boys                      | 30     |
| (ii) Girls                    | 30     |
| (iii) SCs                     | 18     |
| (iv) STs                      | 42     |
| 5. Parents                    | 12     |
| 6. Community leaders          | 12     |
| 7. Hostel Superintended       | 3      |
| 8. District Welfare Officer   | 1      |

**4.8.3. Particulars about Survey Schools:** The information with regard to schools under study was provided by the respective principals as have been presented here under.

**Table 4.8.3 Particulars of Sample Schools**

| Schools                       | Year of Establishment | Affiliated to | Total students | Students Std.1 |            | Students Std.2 |           |
|-------------------------------|-----------------------|---------------|----------------|----------------|------------|----------------|-----------|
|                               |                       |               |                | Total          | Anwasha    | Total          | Anwasha   |
| 1. S. B. Xavier               | 2001                  | CBSE          | 135            | 83             | 50         | 52             | 19        |
| 3. Indo English Medium School | 1974                  | CBSC          | 224            | 110            | 40         | 114            | 38        |
| 2. Aurobindo Eng. Med. School | 1973                  | Govt. Odisha  | 164            | 84             | 34         | 80             | 39        |
| <b>Total</b>                  | -                     | -             | <b>523</b>     | <b>277</b>     | <b>124</b> | <b>246</b>     | <b>96</b> |

The survey covered three schools out of 21 as per design of the study. The three schools are S.B. Xavier, Sri Aurobindo and Indo-English medium school. The School Sri Aurobindo is the oldest one followed by Indo-English and S. B. Xavier. The strength of student is highest in Indo-English School followed by Sri Aurobindo and S. B. Xavier. The strength of Anwasha student is highest in Indo-English (78) followed by Sri Aurobindo (73) and S.B. Xavier (69).

**4.8.4. Principals of Urban Schools and their opinion:** The principals of the three selected schools were included in the sample. The information collected from the principals has been presented under the following headings.

**(i) Infrastructure:** The English medium Schools are better furnished than Govt. Schools. These are managed by private bodies and cost of education is comparatively very high. The infrastructure of the selected three schools as reported as shown in table.

**Table 4.8.4 Availability of Infrastructure**

| Variables                   | S.B. Xavier     | Sri Aurobindo   | Indo English    |
|-----------------------------|-----------------|-----------------|-----------------|
| 1. Seats per class          | 25              | 30              | 40              |
| 2. Adequacy of Space, light | Standard        | Standard        | Standard        |
| 3. Pucca road               | Well connected  | Well connected  | Well connected  |
| 4. Transport                | Well provided   | Well provided   | Well provided   |
| 5. Compound wall            | Exist (5 ft)    | Exist (6 ft)    | Exist (5 ft)    |
| 6. Play ground              | Well Maintained | Well maintained | Well maintained |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                             |                          |                          |                          |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 7. Game and sport materials | Adequate                 | Adequate                 | Adequate                 |
| 8. Drinking water           | Provided with aqua-guard | Provided with aqua-guard | Provided with aqua-guard |
| 9. Toilet for Boy and girl  | Adequate                 | Adequate                 | Adequate                 |
| 10. Water supply to toilet  | Continuous water supply  | Continuous water supply  | Continuous water supply  |
| 11. Garden                  | Medium type              | Medium type              | Medium type              |
| 12. Library                 | Well maintained          | Well maintained          | Well maintained          |

- Seats arrangement in each class is up to standard and highest being 40 in Indo-English school followed by Sri Aurobind 30 and St.Xavier 25
- Space and light adequate in all schools
- Schools are well connected with pucca road
- All schools have buses for to and fro of the students to the places of residence/hostel
- Compound walls are in each school with ht of 5-6 ft in average
- Good play grounds are maintained in each school
- Game and sport materials are in use in each school ( both indoor and outdoor games)
- Toilets are separate for boys and girls and maintained well
- Gardens are with seasonal flowers
- Library well equipped with adequate reading materials in three schools.

The selection of public schools for the purpose fulfills requirements to offer quality teaching.

**(ii) Teaching aids:** Teaching-Learning situation of any school increases the efficiency of teaching and also learning habit of the students. The authorities are very much concerned about possession and use of teaching aids for quality teaching. Our survey in this regard yielded the following results.

**Table 4.8.5 Availability of Teaching Aids**

| Variables                | S.B. Xavier                | Sri Aurobindo              | Indo English               |
|--------------------------|----------------------------|----------------------------|----------------------------|
| 1. Black and white board | Medium sized in each class | Medium sized in each class | Medium sized in each class |
| 2. LCD                   | Not possessed              | Not possessed              | Standard and in operation  |
| 3. Projector             | Not Possessed              | Good projector             | Good projector             |
| 4. TV                    | Not Possessed              | Possessed                  | Possessed                  |
| 5. Wall magazines        | Well arranged              | Well arranged              | Well arranged              |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                      |                            |                            |                            |
|----------------------|----------------------------|----------------------------|----------------------------|
| 6. Information board | Big size                   | Big size                   | Medium size                |
| 7. Map Chart         | Adequate                   | Adequate                   | Adequate                   |
| 8. Models            | Various types              | Various types              | Various types              |
| 9. Library           | Medium sized in each class | Medium sized in each class | Medium sized in each class |

- All the schools have black and white boards in the classes
- LCD is only found in Indo English which is used on specific seminars/meetings not in regular class
- TV is present in the schools of Aurobindo and Indo-English school mostly used for news of national and international interest
- Wall magazines are placed on the walls depicting interesting features of students interest
- Information boards are placed close to school offices
- Models of various types kept for small children and used as per requirements

From teaching aid point of view the selection of school is proper and suitable

**(iii) Teaching staffs:** The strength of good and efficient teaching staff is the core factor for offering quality teaching. It is expected that English Medium schools should maintain optimum teachers and for such reasons the school fees is of much higher. The study examined the status of staff position of the sampled schools.

**Table 4.8.6 Status of teaching staffs**

| Variables                                 | S.B. Xavier | Sri Aurobindo | Indo English | Total |
|---|-------------|---------------|--------------|-------|
| 1. Number of trained teachers             | 4           | 12            | 38           | 54    |
| 2. No. of un-trained teachers             | 15          | 15            | 0            | 30    |
| 3. Non-teaching staff                     | 7           | 19            | 17           | 43    |
| 4. Male teachers                          | 0           | 6             | 7            | 13    |
| 4. Female teachers                        | 19          | 21            | 31           | 71    |
| 5. Teachers in charge of ANWESHA students | 5           | 8             | 4            | 17    |
| 6. Teacher-student ratio                  | 1:17        | 1:25          | 1:30         | 1:24  |

The status of teaching staff reveals that trained teachers in three schools are 54 and highest being in the school of Indo-English followed by Sri Aurobindo and S.B. Xavier. The non-trained teachers are more in the schools of Xavier and Sri Aurobindo. Indo-English school

has not recruited untrained teachers. The female teachers are more than five times in all the three schools taken together while male teachers are not recruited in S.B. Xavier. The teachers looking after Anwasha students in each school are also good in number. The teacher-student ratio is observed to be 1:24.

**4.8.5. Teachers of Urban Schools and their opinion:**

The teachers are the key stake holders of Anwasha program as they have to teach the subject as well manners. The success of program is related to the degree to which the teachers take interest in the study of Anwasha students. The study made elaborated analysis about the feeling, attitude and reactions of the teachers. The findings in this respected have been presented under the following headings.

**(i) Personal information of teachers:** The personal information always forms the basis for analysis. The teachers, their back ground and feeling provided good inputs to understand their efficiency in providing quality education.

**Table 4.8.7 Personal Profile of teachers**

| <b>Variables</b>                            | <b>S.B. Xavier</b> | <b>Sri Aurobindo</b> | <b>Indo English</b> |
|---|--------------------|----------------------|---------------------|
| 1. Age(year)                                | 38                 | 34                   | 42                  |
| 2. Education                                | B.A.               | M.A                  | M.A                 |
| 3. Training                                 | Not trained        | Not trained          | Availed training    |
| 4. Total teaching experience (Years)        | 12                 | 4                    | 4                   |
| 5. Experience in the present school (Years) | 10                 | 2                    | 4                   |
| *6. Special Training                        | Not availed        | Not availed          | Availed             |
| 7. Subject teaching in class                | Math               | English              | English, SST.GK     |

- Special training on teaching skill is given to teachers of 2-3 week duration

The data reveal that all the teachers are young, have graduation and post graduation qualification, experience in teaching and offer classes in Math, English, SST and G.K. The teacher respondent of Indo-English school has received special training where as the teachers of S.B. Xavier and Sri Aurobindo have yet undergone such training.



**(ii) School environment and use of facilities:** The teaching environment of school is very important in offering quality education. For small children the schools must be well equipped with student friendly environment. The responses received in this context were quantified by assigning scores of 3, 2 and 1 respectively for very much, much and little.

**Table 4.8.8 School environment and use of facilities**

| Variables                            | Schools     |               |              | Average Score |
|--------------------------------------|-------------|---------------|--------------|---------------|
|                                      | S.B. Xavier | Sri Aurobindo | Indo English |               |
| 1. Sitting arrangement in class room | 3           | 3             | 3            | 3.00          |
| 2. Library                           | 3           | 3             | 3            | 3.00          |
| 3. Toilet                            | 3           | 3             | 3            | 3.00          |
| 4. Accessibility to teachers         | 3           | 3             | 3            | 3.00          |
| 5. Drinking water                    | 3           | 3             | 3            | 3.00          |
| 6. Common facilities                 | 3           | 3             | 3            | 3.00          |
| <b>Average</b>                       | <b>3</b>    | <b>3</b>      | <b>3</b>     | <b>3.00</b>   |

The results reveal that the sampled schools fulfill all the six parameters as stated in table. It is therefore concluded that schools were correctly selected for Anwasha program.



**(Anwasha students in class with urban students)**

**(iii) Understanding Language and subject and response in the class:** The important aspect that we searched for is level of understanding of students in the language and subject. The study examined the issue and followings results were obtained.

**Table 4.8.9 Understanding language, subject and response in class**

| Variables                         | School        |               |               |
|-----------------------------------|---------------|---------------|---------------|
|                                   | S.B. Xavier   | Sri Aurobindo | Indo English  |
| 1. Understand language            | Below Average | Average       | Below Average |
| 2. Response in class              | Average       | Average       | Average       |
| 3. Level of understanding subject | Average       | Above Average | Below Average |

The table reveals that understanding language and subject are rated below average, while in case of response in the class was average. The School Sri Aurobindo rated Anwasha students above average in understanding of subject.

**(iv) Attributes of learning behaviour of Anwasha students:** The learning outcome is normally is measured on variety of variables. The response of the teachers in these respect were obtained on a three point scale of more, equal or less and was measured by assigning scores of 3, 2 and 1 respectively.

**Table 4.8.10 Attributes of learning behaviour of Anwasha students as rated by the teachers**

| Variables                                  | Schools      |               |              | Avg. | +/-<br>Than<br>average |
|--|--------------|---------------|--------------|------|------------------------|
|  | S. B. Xavier | Sri Aurobindo | Indo-English |      |                        |
| <b>1. Class Room Related Activities</b>    |              |               |              |      |                        |
| (i) Punctuality                            | 2.60         | 2.80          | 2.80         | 2.73 | +                      |
| (ii) Attendance                            | 2.80         | 2.60          | 2.40         | 2.60 | +                      |
| (iii) Cleanliness of uniform               | 3.00         | 3.00          | 2.80         | 2.93 | +                      |
| (iv) Silence in the class                  | 2.60         | 2.60          | 2.40         | 2.53 | +                      |
| <b>2. Understanding of Subject</b>         |              |               |              |      |                        |
| (i) Understanding Pronunciation            | 2.40         | 2.00          | 1.80         | 2.06 | -                      |
| (ii) Understanding Subject                 | 2.20         | 2.00          | 1.60         | 1.93 | -                      |
| (iii) Regularity in home assignment        | 2.40         | 1.60          | 2.60         | 2.20 | -                      |
| (iv) Clarification of Doubts               | 2.00         | 1.80          | 1.60         | 1.80 | -                      |
| <b>3. Extracurricular activities</b>       |              |               |              |      |                        |
| (i) Mixing with other students             | 2.80         | 2.60          | 1.80         | 2.40 | +                      |
| (ii) Permission seeking habit              | 2.80         | 2.80          | 2.40         | 2.67 | +                      |
| (iii) Approach to teacher to solve problem | 2.00         | 1.60          | 1.40         | 1.67 | -                      |
| (iv) Regular Playing                       | 2.80         | 2.20          | 2.40         | 2.46 | +                      |

|                        |             |             |             |             |   |
|------------------------|-------------|-------------|-------------|-------------|---|
| (v) Competition        | 2.00        | 1.80        | 2.00        | 1.93        | - |
| (vi) Liking for School | 2.80        | 2.80        | 2.60        | 2.73        | + |
| <b>Average</b>         | <b>2.51</b> | <b>2.30</b> | <b>2.18</b> | <b>2.33</b> |   |
| <b>Rank</b>            | <b>I</b>    | <b>II</b>   | <b>III</b>  | -           |   |

As per rating of teachers over 14 parameters S.B Xavier stands first followed by Sri Aurobindo and Indo English School.

The score analysis reveals that Anwasha students are rated above average in case of punctuality, attendance, cleanliness of uniform, silence in the class, mixing with other students, permission seeking habit, regular play and liking for school.

On other hand they are rated below average in understanding pronunciation, understanding subject, regularity in home assignment, approach to teacher to solve problem and competition.

**(v) Counseling and Problem solving Mechanism:** For academic deficiency the teachers have to adopt different methods so that the students come up to the standard. The study listed the mechanisms followed by the sample school to make up the deficiencies.

**Table 4.8.11 Academic problem solving mechanism**

| <b>S.B. Xavier</b> | <b>Sri Aurobindo</b> | <b>Indo English</b>        |
|--------------------|----------------------|----------------------------|
| 1.Counselling      | 1.Counselling        | 1. Counseling              |
| 2.Book reading     | 2. Hostel watch      | 2.Group discussion         |
| 3. Handwriting     | 3.Home task          | 3. Extra Language teaching |
| 4. Memorizing      |                      | 4. Test                    |

The schools adopted counseling, book reading, writing, memorizing, hostel watch, home task, group discussion, extra class, teaching after class time, and test to remove deficiencies of Anwasha students.

**(vi) Test Performance of Anwasha students:** To understand correctly the standard of Anwasha students the mark secured by them in last unit test was analyzed. For the purpose the marks secured by 20 Anwasha student taking top 10 and bottom 10 were examined.

**Table 4.8.12 Test performance of Anwasha students (% mark)**

| <b>Sl. No</b> | <b>School</b>  | <b>Marks secured</b> |
|---------------|----------------|----------------------|
| 1.            | S. B. Xavier   | 60.76                |
| 2.            | Sri Aurobindo  | 42.66                |
| 3.            | Indo-English   | 54.51                |
|               | <b>Average</b> | <b>52.64</b>         |

The poor performance of Anwasha student is due negligence of the school as they have not taken any step to bridge the deficiency of the students. As reported, the tutors are not regular in hostel and students remain absent. All these factors lead for poor performance of Anwasha students in unit test.

**(vii) Suggestions for Promotion of quality education:** The teachers out of their experience can better suggest the types of improvement required for quality education. The suggestions obtained from the teachers in this regard are presented under the headings of (I) effective teaching (II) infrastructures required (III) recognition of inherent talent and (IV) creation of spirit of competitiveness.

**(I) Effective teaching:** The suggestions for effective teaching as mentioned by the sample teachers are as follows.

1. Writing skill
- 2 Reading
- 3 Arithmetic exercise
- 4 Separate class
- 5 Home work
- 6 English Language with local meaning
- 7 Project work

**(II) Infrastructures:** The suggestions for better infrastructure as report by teachers are given below.

1. Well lighted room
- 2 Game material
- 3 Chart and poster
- 4 Smart board
- 5 Story book
- 6 Tiffin provision
- 7 Washing facility

**(III) Exploring of inherent talent:** The suggestions as how to explore the inherent talents of Anwasha students were received as follows.

1. Weekly test
- 2 Song competition
- 3 Drawing competition
- 4 Spelling test
- 5 Speech
- 6 Reading test
- 7 School function
- 8 Special class
- 9 Competition

**(IV) Competitive spirit:** To create spirit of competition among Anwasha students the following suggestions were obtained.

1. Project work
- 2 SUPW
- 3 Story competition
- 4 G.K. Test
- 5 Cartoon show
- 6 Writing
- 7 Frequent competitions
- 8 Encouragement

#### 4.8.6. STUDENTS:

(i) **Learning behavioural traits of Anwasha students:** The ST and SC students and quality education for them are the major themes of Anwasha Scheme. It is hypothesized that the ST and SC students will imbibe good learning qualities like urban students and feels themselves equal. To assess the learning traits of the sample students as many as 14 indicators were used. It is further clarified that since the students are very young within age group of seven years they may not response well. Keeping such consideration in view, the students were grouped consisting of five in each group and were interviewed through group discussions by trained investigators.



(Anwasha students in class)

Table 4.8.13 Learning Behavioral traits of Anwasha students

| Variables                               | Schools         |                  |                  | Avg. | +/-<br>Than<br>average |
|---|-----------------|------------------|------------------|------|------------------------|
|   | S. B.<br>Xavier | Sri<br>Aurobindo | Indo-<br>English |      |                        |
| <b>1. Class Room Related Activities</b> |                 |                  |                  |      |                        |
| (i) Punctuality                         | 2.60            | 2.60             | 2.80             | 2.66 | +                      |
| (ii) Attendance                         | 2.60            | 2.40             | 2.40             | 2.46 | +                      |
| (iii) Cleanliness of uniform            | 3.00            | 2.80             | 2.80             | 2.86 | +                      |
| (iv) Silence in the class               | 2.60            | 2.40             | 2.40             | 2.46 | +                      |
| <b>2. Understanding of Subject</b>      |                 |                  |                  |      |                        |
| (i) Understanding Pronunciation         | 2.40            | 1.80             | 1.80             | 2.00 | -                      |
| (ii) Understanding Subject              | 2.00            | 2.00             | 1.60             | 1.86 | -                      |
| (iii) Regularity in home                | 2.40            | 1.40             | 2.60             | 2.13 | -                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |             |             |             |             |   |
|--|-------------|-------------|-------------|-------------|---|
| assignment                                 |             |             |             |             |   |
| (iv) Clarification of Doubts               | 1.80        | 1.80        | 1.60        | 1.73        | - |
| <b>3. Extracurricular activities</b>       |             |             |             |             |   |
| (i) Mixing with other students             | 2.60        | 2.60        | 1.80        | 2.33        | + |
| (ii) Permission seeking habit              | 2.60        | 2.60        | 2.40        | 2.53        | + |
| (iii) Approach to teacher to solve problem | 1.80        | 1.60        | 1.40        | 1.60        | - |
| (iv) Regular Play                          | 2.60        | 2.00        | 2.40        | 2.33        | + |
| (v) Competition                            | 1.80        | 1.80        | 2.00        | 1.86        | - |
| (vi) Liking for School                     | 2.60        | 2.60        | 2.60        | 2.60        | + |
| <b>Average</b>                             | <b>2.38</b> | <b>2.17</b> | <b>1.18</b> | <b>2.24</b> |   |
| <b>Rank</b>                                | <b>I</b>    | <b>II</b>   | <b>III</b>  | -           |   |

### Results:

Score analysis reveals that the Anwasha students are above average in case of punctuality, attendance, cleanliness of uniform, silence in the class, mixing with other students, permission seeking habit, regular play and liking for school.

On other hand they are rated below average in respect of understanding pronunciation, understanding subject, regularity in home assignment, clarification of doubts, approach to teacher to solve problem, and competition.

Comparison of assessment of teachers and investigators: The score on learning behavioral traits assigned by teacher and our investigators were compared to assess the difference.

| Learning Traits                         | Assessment of teachers | Assessment of investigators | Mean Average |
|---|------------------------|-----------------------------|--------------|
| <b>1. Class Room Related Activities</b> |                        |                             |              |
| (i) Punctuality                         | 2.73                   | 2.80                        | 2.76         |
| (ii) Attendance                         | 2.60                   | 2.40                        | 2.50         |
| (iii) Cleanness of uniform              | 2.93                   | 2.80                        | 2.86         |
| (iv) Silence in the class               | 2.53                   | 2.40                        | 2.46         |
| <b>2. Understanding of Subject</b>      |                        |                             |              |
| (i) Understanding Pronunciation         | 2.06                   | 1.80                        | 1.93         |
| (ii) Understanding Subject              | 1.93                   | 1.60                        | 1.76         |
| (iii) Regularity in home assignment     | 2.20                   | 2.60                        | 2.40         |
| (iv) Clarification of Doubts            | 1.80                   | 1.60                        | 1.70         |
| <b>3. Extracurricular activities</b>    |                        |                             |              |
| (i) Mixing with other students          | 2.40                   | 1.80                        | 2.10         |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|  |      |      |      |
|--|------|------|------|
| (ii) Permission seeking habit              | 2.67 | 2.40 | 2.53 |
| (iii) Approach to teacher to solve problem | 1.67 | 1.40 | 1.53 |
| (iv) Playing everyday                      | 2.46 | 2.40 | 2.43 |
| (v) Competition                            | 1.93 | 2.00 | 1.96 |
| (vi) Liking for School                     | 2.73 | 2.60 | 2.66 |

### Results:

1. All class room activities like punctuality, attendance, use of uniforms and maintaining silence in the class are very much satisfactory as score is 2.50 and above.
2. In case of subject matter, home assignment, understanding pronouncisation are better over understanding the subject and clarification of doubts.
3. In case of extra curricular activities better achievement is observed in case of liking for school, participation in games, permission taking habit, and competition over mixing with students and making approach to teachers to solve problems.

The result reveals complete agreement between assessment of teacher and investigator in assessing of 14 parameters as contained in table.. In other words the assessments of both the raters are same. No significant difference was observed in assessment of both raters.



(Anwasha students in hostel)

- (j) **Status of survey hostel:** Status of the hostel of the survey hostels reveals the following information. The status of hostel is related to academic achievement. The basic facts about hostels are given below.

**Table 4.8.14 Information about hostel**

| <b>Name of the District</b>   | <b>Sundargarh</b>                         |   |   | <b>Total</b> |
|-------------------------------|---|---|---|--------------|
| 1. Name of the hostel         | Urban Education Hostel , Rourkela-1       | Urban Education Hostel , Rourkela-2       | Urban Education Hostel , Sundargarh       | -            |
| 2. Address of the hostel      | Uditanagar, Rourkela                      | Inside Govt. Boys Hostel, Uditanagar      | At- Bhawanipur, Near Netaji Park          | -            |
| 3. Ownership                  | SC & ST Dept                              | SC & ST Dept                              | SC & ST Dept                              | -            |
| 4. Total Strength in hostel   | 348                                       | 241                                       | 227                                       | 817          |
| 5. Staff in position          |   |   |   |              |
| (i) Hostel Superintendent     | 1   | 1   | 1   | 3            |
| (ii) Tutor                    | 8   | 12  | 12  | 32           |
| (iii) CCA                     | 8   | 12  | 12  | 32           |
| (iv) Warden                   | 2   | 3   | 3   | 8            |
| (v) Matron                    | 0   | 0   | 0   | 0            |
| 6. Students per room          | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | Not fixed, adjusted by according to space | -            |
| 7. Distance from School (K.M) | 5   | 5   | 7   | -            |
| 8. Transport facility         | By Bus Provided by school                 | By Bus Provided by school                 | By Bus Provided by school                 | -            |
| 9. Cot                        | 265                                       | 241                                       | 227                                       | 733          |
| 10. Mosquito net              | 148                                       | 241                                       | 227                                       | 616          |
| 11. Chair                     | 0   | 0   | 4   | 4            |
| 12. Table                     | 0   | 0   | 1   | 24           |
| 13. Bucket                    | 0   | 0   | 24  | 24           |
| 14. Mug                       | 0   | 0   | 24  | 24           |
| 15. Fan                       | 60  | 80  | 45  | 185          |
| 16. Light                     | 60  | 141                                       | 95  | 296          |
| 17. Toilet                    | 30  | 31  | 14  | 75           |
| 18. Water supply              | Aquaguard-2 no.                           | Aquaguard-2 no.                           | Pipe                                      | -            |
| 19. Drinking water            | Bore well                                 | Bore well                                 | Bore well                                 | -            |



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                   |       |       |       |   |
|-------------------|-------|-------|-------|---|
| 20. Boundary wall | Exist | Exist | Exist | - |
| 21. Garden        | Exist | Exist | Exist | - |
| 22. Indoor Game   | Nil   | Nil   | Nil   | - |
| 23. Playground    | Nil   | Nil   | Nil   | - |

All hostels are owned and all the boarders have been sponsored by Anwasha scheme. The Urban Education complex-I accommodates as many as 348 students and Urban Education Complex-II to the tune of 241 students. The Urban Education Complex, Bhawanipur has 227 boarders. The total employee of hostels varies from 13 to 18. Tutors have been provided in the hostel. The hostels are situated in close proximity of the schools and have transport facilities. The accommodation of boarder per room varies from 14 to 21 which are permissible as per norm. All the three hostels have required infrastructure except cupboard indoor game and play ground. It is therefore inferred that the hostels are good and boarders friendly

**(ii) Food, health and Sanitation:** The hostels should have good health and hygienic environment so that the boarders do not suffer. The status of three hostels as examined is given below.

**Table 4.8.15 Problems Need Attention**

| Problems                    | Solution   |
|-----------------------------|--|
| (1) Food and Tiffin quality | Needs improvement, with increase in cost, the budget to be provided accordingly. Rice Rs 1 per kg be provided to Anwasha hostel. The timing for breakfast, launch and dinner are 7PM. 1.30PM and 8.30PM. |
| (2) Watching at Night       | Need male watcher to replace female watcher  |
| (3) Washer man              | No washerman facility is provided in hostel. Common problem is cleaning. The beds, bed sheet dress are not cleaned as expected. Local dhobi be engaged for the purpose                                   |
| (4) Health card             | Not issued so far. It is to be issued by local doctor  |
| (5) Tutor                   | The tutor to be appointed @ 1: 15 not 1: 50 as in practice, tutor remains absent frequently. It is to be checked. Good and competent tutors have not been arranged                                       |

**Food-**

As per opinion of students the food type is monotonous, not up to standard and in majority time the food is devoid of vegetables. Tiffin is also monotonous, insufficient, and lower in quality compared to urban students. Chat is not followed many times. Improvement can be made provided budget is increased. At present Rs.750/- per boy and Rs.800/- per girl is provided per month for food which is quite insufficient in view of price rise.

**Health-**

Health checkup is not regular. In emergency cases the doctors are called or patient is taken to nearby hospitals. Health card is issued in some cases like Nimakhandi Hostel. Regular health check up is not done in any of the survey hostels. It is reported that there is no provision for medicine and treatment of minor diseases.

**Tutor-**

Tutors are appointed @1:50 to handle the students of feeder schools with different timing and courses which creates problem. There is need to appoint tutor @1:15. The tutors are not competent to handle the problems of the small children. The suggestion is to appoint competent and the experienced tutors for quality tuition at hostel specifically to bridge up the deficiencies for not passing through Lower/Upper KG.

**Hostel cleaning-**

Cleaning of hostel, hostel compound, living room and toilet is manageable. It is done every day. For washing of uniform and bed sheets, pressing of clothes etc. need budget provision and manpower. This part is missing in Anwasha scheme which need to be addressed.

**4.8.8. PARENTS AND THEIR OPINION:**

The parents are the key stakeholders of Anwasha program. The tribal parents are not aware of different educational streams. Now they are becoming conscious of value of education. Their financial condition does not support them to admit their sons and daughters in elite schools located in urban areas. The present Anwasha is boon for them. The present study attempted to examine the opinions of tribal parents about Anwasha program.

The findings of the study in relation to opinions of the parents of Anwasha have been presented under the following headings.

**(i) Socio-Personal information about parents:** The socio-personal information about the sample parents was studied with a view to know the status of ST and SC parents who admitting their children under Anwasha scheme.

**Table 4.8.16 Personal Information (N=12)**

| <b>Personal information</b>                          | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>1.Age(Years)</b>                                  |                  |                   |
| (i) 30-40  | 9                | 75.00             |
| (ii) 41-50   | 3                | 25.00             |
| (iii) 51 and more                                    | 0                | 0.00              |
| <b>2.Caste</b>                                       |                  |                   |
| (i) SC   | 6                | 50.00             |
| (ii) ST  | 6                | 50.00             |
| <b>3. Education</b>                                  |                  |                   |
| (i) Illiterate                                       | 0                | 0.00              |
| (ii) Primary   | 1                | 8.33              |
| (iii) Middle school                                  | 2                | 16.66             |
| (iv) High School                                     | 3                | 25.00             |
| (v) Graduate   | 6                | 50.00             |
| <b>4. Family composition (Members)</b>               |                  |                   |
| (i) Up to 3  | 1                | 8.33              |
| (ii) 4-5   | 11               | 91.67             |
| <b>5. Number of children on education at present</b> |                  |                   |
| (i) One  | 1                | <b>8.33</b>       |
| (ii) Two   | 9                | <b>75.00</b>      |
| (iii) Three  | 2                | <b>16.67</b>      |
| (iv) Four  | 0                | <b>0.00</b>       |
| <b>6. Occupation</b>                                 |                  |                   |
| (i) Farming  | 9                | <b>75.00</b>      |
| (ii) Service   | 2                | <b>16.66</b>      |
| (iii) Business                                       | 0                | <b>0.00</b>       |
| (iv) Wage earning                                    | 1                | <b>8.33</b>       |
| <b>7. Earning member per family</b>                  |                  |                   |
| (i) One  | 12               | <b>100.00</b>     |
| (ii) Two   | 0                | <b>0.00</b>       |
| (iii) Three  | 0                | <b>0.00</b>       |
| (iv) Four  | 0                | <b>0.00</b>       |
| <b>8. Type of farmers</b>                            |                  |                   |
| (i) Landless   | 0                | <b>0.00</b>       |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|               |    |               |
|---------------|----|---------------|
| (ii) Marginal | 12 | <b>100.00</b> |
| (iii) Small   | 0  | <b>0.00</b>   |
| (iv) Large    | 0  | <b>0.00</b>   |

### Results:

1. The sample parents are young, belong to ST/SC category and are well educated up to graduation (50%) followed by High school and Middle school standard. None of them is illiterates.
2. Majority of them lead families with 4-5 members with 2-3 children on education having only one earning members per family.
3. Farming is major occupation of the majority of parents, followed by service where as only one of them was wage earner.
4. All the sample are small farmers and none was landless or large farmer.

**(ii) Sources of Information and influence about Anwasha Program:** The Govt. programs are popularized through different media to enable people know and take benefits of them. The tribal communities do not have much contact with outside information sources. They are mostly localities in nature. The study attempted to find out different sources of information and their influence in motivating the ST and SC parents to admit their children under Anwasha program

**Table 4.8.17 Sources of information and influence about Anwasha program (N=12)**

| Sources                    | Sources of information |        | Sources of Influence |        |
|----------------------------|------------------------|--------|----------------------|--------|
|                            | F                      | %      | F                    | %      |
| 1. Block+DWO               | 2                      | 16.67  | 2                    | 16.67  |
| 2. Block+DWO+Media         | 4                      | 33.33  | 2                    | 16.67  |
| 3.DWO+Media+School teacher | 6                      | 50.00  | 8                    | 66.66  |
| Total                      | 12                     | 100.00 | 12                   | 100.00 |

The sample parents availed information from multiple sources. The combination of DWO, media and local school teachers play important role in diffusing information about Anwasha program. The decision of parents is also influenced by multiple sources for admitting children under the program.

**(iii) Attraction for Anwasha Program:** The opinion of the sample parents was examined in the context of valid reasons for which they have admitted their children under Anwasha program.

**Table 4.8.18 Major attraction for Anwasha program (N=12) (Multiple response)**

| <b>Attraction points</b>        | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| (i) Free education              | 11               | 91.66             |
| (ii) Quality education          | 10               | 83.33             |
| (iii) Urban education           | 1                | 8.33              |
| (iv) Opportunity given by Govt. | 3                | 25.00             |

The free and quality teaching and opportunity given by the state Govt. are the main attractions for them to admit their children under Anwasha program. The new intervention is believed to boost their educational opportunity than any other programs operating in the state.

**(iv) Involvement in admission Process:** It was ascertained that tribal parents obtained application forms from block and DWO office get them filled up by themselves/ officials and submitted in time. They are not involved in any other steps of admission process.

**(v) Changes with Anwasha students as observed by parents:** The reaction of the parents was examined in the context of to what extent they observe changes with their children because of admission under Anwasha program. The opinion of the parents was assessed against the response of very much, much and no change by assigning the scores of 3, 2 and 1 respectively.

**Table 4.8.19 Changes with Anwasha students as observed by the parents**

| <b>Changes</b>            | <b>Average Score</b> | <b>% perceived Change</b> |
|---------------------------|----------------------|---------------------------|
| 1.Knowledge               | 1.50                 | 50.00                     |
| 2.Smartness               | 1.58                 | 61.66                     |
| 3.Obediency               | 1.50                 | 50.00                     |
| 4.Well dressed            | 2.00                 | 66.66                     |
| 5.Good manner             | 1.92                 | 64.00                     |
| 6.Sense of responsibility | 1.58                 | 61.66                     |
| 7.Competitiveness         | 1.75                 | 58.33                     |
| 8.Expression of talent    | 1.50                 | 50.00                     |
| 9.Interest on study       | 1.50                 | 50.00                     |
| 10. Respect for others    | 1.50                 | 50.00                     |
| <b>Average</b>            | <b>1.63</b>          | <b>56.23</b>              |

The overall changes are observed to be 56.23% which is appreciable within short period of stay in urban school. Maximum changes are observed with dress, good manner, smartness, sense of responsibility, competitiveness, where as equal changes are found in case of gain in knowledge, obediency, expression of talent, interest for study and respect to others. The program has yielded desired impact.

**4.8.9. COMMUNITY LEADERS AND THEIR OPININ:**

The community leaders are the spoke persons of the community. They remain alert about different activities of the community. The Anwasha program being new intervention for the educational improvement, the community leaders are aware of the scheme. The opinion of the community leaders were sought about functioning of Anwasha scheme in their locality. The information obtained from the community leaders through personal interview are presented under the following headings.

**(i) Socio-Personal information about community leaders:** The table given below provides an insight to the back ground of community leaders selected as sample for study.

**Table 4.8.20 Personal Information of Community Leaders (N=12)**

| <b>Personal Information</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------|------------------|-------------------|
| <b>1. Age (year)</b>        |                  |                   |
| (i) 30-40                   | 6                | 50.00             |
| (ii) 41-50                  | 6                | 50.00             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>2. Education</b>         |                  |                   |
| (i) Primary                 | 0                | 0.00              |
| (ii) Middle English School  | 0                | 0.00              |
| (iii) High School           | 6                | 50.00             |
| (iv) Graduation             | 6                | 50.00             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>3. Caste</b>             |                  |                   |
| (i) SC                      | 3                | 25.00             |
| (ii) ST                     | 9                | 75.00             |
| <b>Total</b>                | <b>12</b>        | <b>100.00</b>     |
| <b>4. Major Occupation</b>  |                  |                   |
| (i) Farming                 | 6                | 50.00             |
| (ii) Service                | 0                | 0.00              |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                |           |               |
|----------------|-----------|---------------|
| (iii) Business | 6         | 50.00         |
| <b>Total</b>   | <b>12</b> | <b>100.00</b> |

The community leaders selected for study are young, have education up to graduation, belong to ST and SC categories having farming and business as main occupation for living.

**(ii) Awareness about Anwasha program:** The community leaders keep all information about the Panchayat and block. They watch the activities and the programme of the Govt. The study attempted to ascertain extent to which community leaders are aware of this new programme. The awareness of community leaders about Anwasha scheme was measured by assigning scores of 3, 2 and 1 for very much, much and little respectively.

**Table 4.8.21 Awareness of Anwasha Program (N=12)**

| Awareness                                   | Aware    |              | Not Aware |              |
|---|----------|--------------|-----------|--------------|
|   | f        | %            | f         | %            |
| 1. Initiation of program                    | 2        | 16.67        | 10        | 83.33        |
| 2. Role of DWO in Anwasha program           | 2        | 16.67        | 10        | 83.33        |
| 3. Admission criteria                       | 3        | 25.00        | 9         | 75.00        |
| 4. Fees Govt. spending on them              | 4        | 33.33        | 8         | 67.67        |
| 5. No. of SC/ST admitted so far             | 3        | 25.00        | 9         | 75.00        |
| 6. Method of selection                      | 2        | 16.67        | 10        | 83.33        |
| 7. Steps in selection process               | 2        | 16.67        | 10        | 83.33        |
| 8. Schools where Students admitted          | 3        | 25.00        | 9         | 75.00        |
| 9. Parents of students admitted             | 5        | 41.66        | 7         | 58.40        |
| 10. Students who are reading now at present | 3        | 25.00        | 9         | 75.00        |
| <b>Average</b>                              | <b>3</b> | <b>25.00</b> | <b>9</b>  | <b>75.00</b> |

The table reveals that the community leaders are aware of parents who have admitted their children under Anwasha program, Govt. fees, admission criteria, students admitted and the schools where students are reading. On the whole the average awareness of community leader is up to 25%.

**(iii) Impact of Anwasha Scheme on education attainment of SC and ST students:** Further the community leaders were requested to mention impact of the project on 10 important criteria as contained in table below. The response were assigned with scores of 3,2and 1 for response of agree, disagree and neutral response respectively.

**Table 4.8.22 Impact of Scheme on educational attainment of SC and ST students (N=12)**

| <b>Opinions</b>  | <b>Average Score</b> | <b>Rank</b> |
|--|----------------------|-------------|
| 1. Benefits to poorest SC /ST students                           | 1.83                 | IV          |
| 2. Complete free education                                       | 2.17                 | I           |
| 3. Better education than rural areas                             | 2.25                 | II          |
| 4. Increase outlook of the students                              | 1.92                 | III         |
| 5. Scope to recognize inherent talents                           | 1.50                 | VIII        |
| 6. Create spirit of competition                                  | 1.67                 | VI          |
| 7. Helps to removes inequality                                   | 1.75                 | V           |
| 8. SC/ST feel their right is taken care of                       | 1.67                 | VI          |
| 9. Create interest to understand value of education              | 1.58                 | VII         |
| 10. Strong step for future improvement of SC and ST in education | 1.67                 | VI          |
| <b>Average Score</b>   | <b>1.80</b>          | <b>-</b>    |

The overall result reveals that the impact score is 1.80 (60%). The visible impact was mentioned in case of complete free education, quality teaching, increase in outlook of the students and facility for poor SC and ST students. The other areas impact is found with removal of inequality, knowing right to education, steps towards improvement and scope to recognize inherent talents.

**(iv) Opinion about method of selection of students in Anwasha program:** The community leaders are in opinion that present method of selection is all right and they do not have alternative suggestions.

**(v) Suggestions for improvement:** The suggestions include

1. Increase in stipend
2. Better monitoring of program
3. Meeting with community leaders
4. Meeting of community leaders, teacher, principal, parents at least once in a year to suggest changes required from time to time.

**4.8.10. Opinion of District Welfare Officer (DWO):**

The DWO of Sundargarh district is at present position is only for two months and is looking after Anwasha programme. The opinions of DWO about functioning of Anwasha programme are as follows.



1. The DWO strongly support the programme as it benefits poor SC/ST children to study in Public English Medium School.
2. The committee constituted to look after the Anwasha programme is organized 2-3 times per year with about 80-90% attendance of the members.
3. The selection process of students for the programme passes through steps like advertisement in local newspapers, screening of application on the criteria of SC/ST parent, possession of BPL card, age category of 5-7 years by checking of birth, caste and residential categories.
4. The parents and local leaders are not involved in selection process but co-operate with lottery system of selection. There is need to verify the health certificate to ascertain fitness of the students to reside in hostel and prosecute study.
5. For smooth management of hostel regular membership are held with matron, CCAs and ladies CCAs to solve programme surfacing in hostel. The problems like provision of drinking water, electricity, kitchen arrangement and construction of boundary have been solved in Anwasha hostel.
6. Problems that need attention are
  - (i) Tutors are not regular
  - (ii) Provision of washer man
  - (iii) No regular health check up of boarders
  - (iv) Lack of indoor games
  - (v) Inadequate budget to provide standard food and tiffin

# **CHAPTER V**

## **COMPOSITE ANALYSIS**

## Chapter V

### Composite Analysis

The Scheme Urban Education Complex in promoting education among the tribals in Odisha' is operating in the state since 2015-17 and has covered 17 districts by now.

The present study '**Impact of Urban Education Complex in promoting education among the tribals in Odisha**' covered eight districts under the survey namely, Balangir, Ganjam, Kandhamal, Keonjhar, Koraput, Mayurbhanj, Rayagada and Sundargarh. The analysis has been made for each district separately. In this chapter attempt has been made to make combined analysis taking all districts together

**I. Sample of the study:** The sample study consisted of seven important stakeholders namely, Principal, Teachers, Students, Hostel Manager, Parents, Community leaders and DWO of the respective districts. As per design, the samples are of following categories.

**Table 5.1 Categories of Sample of the study**

| Districts     | Number of schools | Principals | Teachers  | Students   | Hostel manager | Parents   | Community Leader | DWO      |
|---------------|-------------------|------------|-----------|------------|----------------|-----------|------------------|----------|
| 1. Balangir   | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 2. Ganjam     | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 3. Kandhamal  | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 4. Keonjhar   | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 5. Koraput    | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 6. Mayurbhanj | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 7. Rayagada   | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| 8. Sundargarh | 3                 | 3          | 3         | 60         | 3              | 12        | 12               | 1        |
| <b>Total</b>  | <b>24</b>         | <b>24</b>  | <b>24</b> | <b>480</b> | <b>24</b>      | <b>96</b> | <b>96</b>        | <b>8</b> |

The sample of the study consisted of 8 districts, 24 schools, 24 Principals, 24 teachers, 480 students, 24 hostels, 96 parents and 96 community leaders. The DWO of 8 districts were also included in the sample.

**II. Admission status of Anwasha students:** The admission of Anwasha students during year 2015-16 and 2016-17 on district wise and survey school wise were ascertained as revealed in table below.

**Table 5.2 Intake of Anwasha students in survey districts**

| District      | Intake of Anwasha students in district |             |             |                                | Intake of Anwasha students in survey schools |             |             |
|---------------|--|-------------|-------------|--------------------------------|--|-------------|-------------|
|               | 2015-16                                | 2016-17     | Total       | Schools participated in survey | 2015-16                                      | 2016-17     | Total       |
| 1. Balangir   | 85                                     | 350         | 435         | 3                              | 84   | 134         | 218         |
| 2. Ganjam     | 114                                    | 120         | 234         | 3                              | 48   | 76          | 124         |
| 3. Kandhamal  | 41                                     | 250         | 291         | 3                              | 41   | 322         | 363         |
| 4. Keonjhar   | 100                                    | 360         | 400         | 3                              | 103  | 189         | 292         |
| 5. Koraput    | 34                                     | 255         | 289         | 3                              | 29   | 166         | 195         |
| 6. Mayurbhanj | 395                                    | 520         | 915         | 3                              | 137  | 136         | 273         |
| 7. Rayagada   | 260                                    | 510         | 770         | 3                              | 49   | 160         | 209         |
| 8. Sundargarh | 453                                    | 513         | 966         | 3                              | 97   | 93          | 190         |
| <b>Total</b>  | <b>1482</b>                            | <b>2878</b> | <b>4300</b> | <b>24</b>                      | <b>588</b>                                   | <b>1276</b> | <b>1864</b> |

As contained in table on district wise 180 schools participated in Anwasha program with intake of 4300 students in the year 2015-16 and 2016-17. In survey districts, 24 schools participated with intake of 1864 students during the years under report.

**III. Status of survey schools:** The status of sample schools was ascertained in terms of strength of teacher, total student strength, Anwasha students and Non-teaching staff.

**Table 5.3 Status of survey Schools**

| Districts     | School    | Teacher    | Student strength | Anwasha student | Non-teaching staff |
|---------------|-----------|------------|------------------|-----------------|--------------------|
| 1. Balangir   | 3         | 99         | 828              | 218             | 38                 |
| 2. Ganjam     | 3         | 82         | 2408             | 124             | 25                 |
| 3. Kandhamal  | 3         | 31         | 736              | 363             | 12                 |
| 4. Keonjhar   | 3         | 118        | 715              | 292             | 20                 |
| 5. Koraput    | 3         | 70         | 321              | 195             | 16                 |
| 6. Mayurbhanj | 3         | 60         | 574              | 273             | 20                 |
| 7. Rayagada   | 3         | 89         | 538              | 209             | 30                 |
| 8. Sundargarh | 3         | 84         | 523              | 190             | 43                 |
| <b>Total</b>  | <b>24</b> | <b>633</b> | <b>6643</b>      | <b>1864</b>     | <b>204</b>         |

In 24 schools of eight districts, the strength of teacher is 633 and students 6643 with non-teaching staff of 204. The strength of Anwasha students is 1864 which accounts for 28.05% to the total student strength.

**IV. Observation of the Principals:** The principals are the chief administrators their respective schools. The reports of the principals reveal infrastructure status, teaching aid position, and their specific views on this new intervention of Anwasha sscheme.

**(i) Infrastructure and School status:** The status of infrastructure was analyzed item wise as reflected in following tables.

**Table 5.4 Status of infrastructure in survey schools**

| <b>Items</b>                   | <b>Number of Schools reporting</b> | <b>Percentage</b> |
|--------------------------------|------------------------------------|-------------------|
| 1. Comfortable Seats per class | 24                                 | 100.00            |
| 2. Adequacy of Space and light | 24                                 | 100.00            |
| 3. Pucca road                  | 22                                 | 91.66             |
| 4. Transport                   | 24                                 | 100.00            |
| 5. Compound wall               | 23                                 | 95.83             |
| 6. Play ground                 | 22                                 | 91.66             |
| 7. Game and sport materials    | 23                                 | 95.83             |
| 8. Drinking water              | 24                                 | 100.00            |
| 9. Toilet for Boy and girl     | 24                                 | 100.00            |
| 10. Water supply to toilet     | 24                                 | 100.00            |
| 11. Garden                     | 22                                 | 91.66             |

Results reveal

- All the schools are equipped with space, light, transport facility for students, drinking water facility, toilets for boys and girls with water supply.
- The infrastructure like pucca road, compound wall, play ground, game and sport materials and gardens are available only by 91.66, 95.83, 91.66, 95.83 and 91.66 pe4rcentages of schools respectively.

**B. Teaching aids available in the schools and their use:** English Medium Schools are better equipped with teaching aids than the Govt. Schools. Since these are privately managed, the schools maintain better standard in terms of teaching staff, infrastructure and teaching aids. Attempt has been made to analyze the status of schools on teaching aid wise and district wise separately.

**(i) Status of teaching aid:** There are about important teaching aids are in use in public schools. The position of survey schools in this regard is given in table below. nine aid items under teaching aids and their status is reflected in table below.

**Table 5.5 Item wise status of teaching aids (N=24)**

| Teaching Aids            | Number of Schools reporting | Percentage |
|--------------------------|-----------------------------|------------|
| 1. Black and white board | 24                          | 100.00     |
| 2. LCD                   | 17                          | 70.83      |
| 3. Projector             | 21                          | 87.50      |
| 4. TV                    | 16                          | 66.66      |
| 5. Wall magazines        | 20                          | 83.33      |
| 6. Information board     | 24                          | 100.00     |
| 7. Map Chart             | 24                          | 100.00     |
| 8. Models                | 22                          | 91.66      |
| 9. Library               | 19                          | 79.16      |

- Black boards, /white boards information board map/charts are available in all 24 schools
- LCD, projector, TV, Wall magazines, Models and library are available to the tune of 70.83, 87.50, 66.66, 83.33, 91.66 and 79.16 percentages respectively.

**C. Status of teaching staff in the school:** The manpower of the schools under survey includes teachers, non-teaching staff and teachers in charge of Anwesha program.

**Table 5.6 Status of Teaching Staff**

| Districts     | School    | Trained Teachers | Non-Trained Teachers | Male Teachers | Female Teachers | Teachers in charge of Anwesha Students | Non-Teaching staff | Teacher-Student ratio |
|---------------|-----------|------------------|----------------------|---------------|-----------------|--|--------------------|-----------------------|
| 1. Balangir   | 3         | 56               | 43                   | 34            | 65              | 24                                     | 38                 | 1:25                  |
| 2. Ganjam     | 3         | 48               | 34                   | 19            | 63              | 30                                     | 25                 | 1:32                  |
| 3. Kandhamal  | 3         | 20               | 11                   | 11            | 20              | 17                                     | 12                 | 1:23                  |
| 4. Keonjhar   | 3         | 110              | 8                    | 62            | 56              | 9                                      | 30                 | 1:25                  |
| 5. Koraput    | 3         | 26               | 44                   | 13            | 57              | 15                                     | 17                 | 1:27                  |
| 6. Mayurbhanj | 3         | 36               | 20                   | 18            | 42              | 15                                     | 24                 | 1:53                  |
| 7. Rayagada   | 3         | 63               | 26                   | 16            | 74              | 16                                     | 18                 | 1:28                  |
| 8. Sundargarh | 3         | 54               | 43                   | 13            | 71              | 17                                     | 30                 | 1:24                  |
| <b>Total</b>  | <b>24</b> | <b>413</b>       | <b>229</b>           | <b>186</b>    | <b>448</b>      | <b>143</b>                             | <b>189</b>         | <b>1:29</b>           |

The findings reveal that in 24 sampled schools, the strength of qualified teachers is 413, non-qualified 189 which include 186 male and 448 female teachers. There are about 143 teachers who are in charge of Anwesha students. The teacher-student ration is 1:29. The female teachers are more than two times of male teachers.

**D. General Observation of Principals about Anwasha students.** The principals look after both academic and administrative activities of the schools. The investigation therefore tried to assess the general impression of principals about Anwasha students reading in their respective schools.

**Table 5.7 General observations of Principals (N=24)**

| General Observation                | Average |       | Below Average |       | Above average |       |
|------------------------------------|---------|-------|---------------|-------|---------------|-------|
|                                    | F       | %     | F             | %     | F             | %     |
| 1 Learning capacity                | 3       | 12.50 | 19            | 70.82 | 2             | 8.33  |
| 2 Participation in game and sports | 16      | 66.66 | 4             | 16.66 | 4             | 16.66 |
| 3 Discipline in class              | 15      | 62.51 | 5             | 20.83 | 4             | 16.66 |
| 4 Overall , performance            | 3       | 12.50 | 18            | 75.00 | 3             | 12.50 |
| Average                            | 9       | 37.50 | 12            | 50.00 | 3             | 12.50 |

As per rating of the principals Anwasha students are good in games and sports, discipline while lack in learning capacity and overall performance.

**V. Teachers and their views.** Within the frame work of the study, efforts were made to critically examine the views of the teachers about Anwasha students and their performance.

**(i) Personal Profile:** The personal profile of the teachers of the survey schools was examined to ascertain their status as reflected in table below.

**Table 5.8 Personal Profile of teachers (N=24)**

| Districts     | School | Avg. Age (Year) | Educational qualification | Trained Teachers (%) | Teaching experience (Avg.) (Year) | Special Training (%) |
|---------------|--------|-----------------|---------------------------|----------------------|-----------------------------------|----------------------|
| 1. Balangir   | 3      | 31              | Graduate                  | 100.00               | 6                                 | 100.00               |
| 2. Ganjam     | 3      | 30              | Graduate                  | 66.66                | 8                                 | 33.33                |
| 3. Kandhamal  | 3      | 25              | Graduate                  | 66.66                | 3                                 | 66.66                |
| 4. Keonjhar   | 3      | 35              | Graduate                  | 66.66                | 9                                 | 66.66                |
| 5. Koraput    | 3      | 31              | Graduate                  | 66.66                | 5                                 | 0.00                 |
| 6. Mayurbhanj | 3      | 29              | Graduate                  | 33.33                | 3                                 | 0.00                 |
| 7. Rayagada   | 3      | 32              | Graduate                  | 33.33                | 5                                 | 66.66                |
| 8. Sundargarh | 3      | 38              | Graduate                  | 33.33                | 7                                 | 33.33                |
| Average       | -      | 32              | Graduation                | 25.74                | 6                                 | 37.49                |

- The teachers of survey schools are young within range of 25 to 38 ears.
- The minimum qualification is graduation
- About 25.74% of the teachers are trained

- The Average experience in teaching is about 6 years
- Only 37.49% of them have undergone special training on teaching skill.

**(ii) School Environment and use of facilities.** The teachers of respective schools have in-depth knowledge about the teaching learning environment of the schools. The opinions of the teachers about school environment were examined as presented below.

**Table 5.9 School Environment and use of facilities (N=48)**

| Use of facilities            | Average Score | Gap (%) |
|------------------------------|---------------|---------|
| 1. Sitting arrangement       | 2.68          | 10.66   |
| 2. Library                   | 2.37          | 21.00   |
| 3. Toilets                   | 2.70          | 10.00   |
| 4. Accessibility to teachers | 2.45          | 18.33   |
| 5. Drinking water            | 2.54          | 15.33   |
| 6. Common facilities         | 2.45          | 18.33   |
| Average                      | 2.62          | 12.66   |

Results:

1. The overall gap in use of facilities is only 12.66%
2. The highest gap is observed in case of use of library followed by accessibility to teachers and other common facilities.
3. The students admitted under Anwasha program are making use of facilities in public schools to the extent of satisfaction.

**(vi) Understanding of language, subject and response in class:** The core aspect of study is to find out the level of understanding of Anwasha students and their response in the class the teachers rated Anwasha students in terms of average, below average and above average.

**Table 5.10 Reaction about understanding of language, subject and response in class (N=24)**

| Sl.No | Subject of rating      | N  | Average |       | Below Average |       | Above Average |       | Mean Score |
|-------|------------------------|----|---------|-------|---------------|-------|---------------|-------|------------|
|       |                        |    | F       | %     | F             | %     | F             | %     |            |
| 1.    | Understanding language | 24 | 3       | 12.50 | 19            | 79.16 | 2             | 8.34  | 1.41       |
| 2.    | Response in class      | 24 | 4       | 16.66 | 18            | 75.00 | 2             | 8.34  | 1.33       |
| 3.    | Discipline             | 24 | 3       | 12.50 | 20            | 83.34 | 1             | 4.16  | 1.21       |
| 4.    | Games and sport        | 24 | 15      | 62.50 | -             | -     | 9             | 37.50 | 2.37       |



|  |                |   |           |              |           |              |          |              |             |
|--|----------------|---|-----------|--------------|-----------|--------------|----------|--------------|-------------|
|  | <b>Average</b> | - | <b>12</b> | <b>25.00</b> | <b>29</b> | <b>60.42</b> | <b>7</b> | <b>14.58</b> | <b>1.58</b> |
|--|----------------|---|-----------|--------------|-----------|--------------|----------|--------------|-------------|

- (i) The teachers are in opinion that Anwasha students are very good in games and sports
- (ii) The students lack in understanding the language in class and internalizing the subjects
- (iii) They are in process of imbibing the disciplines of the public schools

**(vii) Attributes relating learning behavior of Anwasha students:** The study attempted to make an in-depth analysis with regard to 14 identified parameters to know the status of learning behavior of Anwasha students.

**Table 5.11 Attributes of learning behavior of Anwasha students**

| <b>Variables</b>                           | <b>Assessment by teachers</b> | <b>Gap (%)</b> |
|--|-------------------------------|----------------|
| <b>1. Class Room Related Activities</b>    |                               |                |
| (i) Punctuality                            | 2.57                          | 14.33          |
| (ii) Attendance                            | 2.57                          | 14.33          |
| (iii) Cleanness of uniform                 | 2.44                          | 18.66          |
| (iv) Silence in the class                  | 2.32                          | 22.66          |
| <b>2. Understanding of Subject</b>         |                               |                |
| (i) Understanding Pronunciation            | 1.76                          | 41.33          |
| (ii) Understanding Subject                 | 1.39                          | 53.66          |
| (iii) Regularity in home assignment        | 2.18                          | 27.33          |
| (iv) Clarification of Doubts               | 1.62                          | 46.00          |
| <b>3. Extracurricular activities</b>       |                               |                |
| (i) Mixing with other students             | 2.06                          | 31.33          |
| (ii) Permission seeking habit              | 2.33                          | 22.33          |
| (iii) Approach to teacher to solve problem | 1.64                          | 45.33          |
| (iv) Regular Playing                       | 2.48                          | 17.33          |
| (v) Competition                            | 1.68                          | 44.00          |
| (vi) Liking for School                     | 2.48                          | 17.33          |
| <b>Average</b>                             | <b>2.11</b>                   | <b>26.85</b>   |

The result reveals that on attributes of learning behavior the gap is up to 26.85%. The highest gap is observed in case of understanding the subject followed by performing home assignment, approach to teachers, competition and following the pronunciation of the teachers. The minimum gap is found in case of punctuality, attendance, regular playing and liking for schools. The gap as found is less than 30% indicating the achievement has been satisfactory in learning behavior of Anwasha students..

**(x) Problem Solving Mechanism:** The teachers encounter number of problems while dealing with small children and that too with Anwasha students those who come from remote tribal areas. The problem solving mechanism as adopted in selected schools are as follows.

1. Counselling
2. Extra class
3. More interaction of the student
4. Play way method of teaching
5. Inspiring/motivation class
6. Personal attention
7. Class room discussion
8. More use of local language
9. Use of teaching learning material
10. Group activity
11. Practical example
12. Monthly home visit
13. Parents meet
14. Feed back
15. Story telling

There are about 15 methods adopted by teachers to solve academic problems of the students.

**(xi) Test performance:** The performance of Anwasha students in last unit test was examined as per records provided. The students from top and bottom were taken @ 10 in each school while determining the outcome.

**Table 5.12 Results of Performance test (N=480)**

| <b>Districts</b> | <b>Schools Participated</b> | <b>Students participated</b> | <b>Mark obtained by Urban students (%)</b> |
|------------------|-----------------------------|------------------------------|--|
| 1. Balangir      | 3                           | 60                           | 87.71                                      |
| 2. Ganjam        | 3                           | 60                           | 67.93                                      |
| 3. Kandhamal     | 3                           | 60                           | 80.50                                      |
| 4. Keonjhar      | 3                           | 60                           | 72.18                                      |
| 5. Koraput       | 3                           | 60                           | 81.34                                      |
| 6. Mayurbhanj    | 3                           | 60                           | 81.32                                      |
| 7. Rayagada      | 3                           | 60                           | 81.33                                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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|                      |           |            |              |
|----------------------|-----------|------------|--------------|
| 8. Sundargarh        | 3         | 60         | 79.45        |
| <b>Total/Average</b> | <b>24</b> | <b>480</b> | <b>78.97</b> |

The average marks obtained by the students of Anwasha are 78.97% taking 24 schools and 480 students into account. The lowest mark is obtained by three schools in Ganjam district and highest percentage of mark is observed in case of Balangir district. The students of Koraput, Mayurbhanj and Raygada have obtained equal percentage of mark. Considering the back ground of Anwasha students the achievement is quite good.

**(xii) Suggestions:** Suggestions of Teachers for improvement in teaching, infrastructure, expressions of inherent talent and spirit of competition.

### **A. Teaching:**

1. Reading and writing skill
2. Home work
3. English Language with local meaning
4. Use of Teaching learning material
5. Example based class
6. Smart Class
7. Strict on attendance
8. Additional class
9. Personal attention of the teachers
10. Regular class tests
11. Monthly Parent meet
12. Optimum class size up to 25

### **B. Infrastructure:**

1. Well lighted room
2. Play ground and Game material
3. Chart and poster
4. Smart board
5. Story book
6. Compound wall
7. Library

8. Garden
9. Computer lab

**C. Inherent talent:**

2. Competition
3. Co-curricular activity
4. Debate
5. Essay writing
6. Award of prize
7. Reading life history of great personality
8. Cultural Programme

**D. Competitive spirit:**

1. Story competition
2. G.K. Test
3. Encouragement
4. Prize
5. Sports, music, dance, debate, essay writing
6. Yoga (practice of meditation)
7. Mixing with other students
8. Group activity for better interaction

**VI. Students:** The students are the core target group of the scheme. Their learning, habits, behaviour, outlook are the target areas to understand the outcome of the scheme.

**(i) Students and their learning behaviour:** The information were collected from the student forming groups consisting of five in each group by the qualified investigators on 14 parameters to arrive at the conclusion about learning status of the students.

**Table 5.13 Learning behavior of Anwasha students as estimated by the investigators  
(Student= 480)**

| <b>Variables</b>                        | <b>Mean Score</b> | <b>Gap(%)</b> |
|---|-------------------|---------------|
| <b>1. Class Room Related Activities</b> |                   |               |
| (i) Punctuality                         | 2.40              | 20.00         |
| (ii) Attendance                         | 2.42              | 19.33         |
| (iii) Cleanness of uniform              | 2.40              | 20.00         |

|  |      |       |
|--|------|-------|
| (iv) Silence in the class                  | 2.20 | 26.66 |
| <b>2. Understanding of Subject</b>         |      |       |
| (i) Understanding Pronunciation            | 1.63 | 45.66 |
| (ii) Understanding Subject                 | 1.47 | 53.66 |
| (iii) Regularity in home assignment        | 2.24 | 25.33 |
| (iv) Clarification of Doubts               | 1.63 | 45.66 |
| <b>3. Extracurricular activities</b>       |      |       |
| (i) Mixing with other students             | 2.05 | 31.66 |
| (ii) Permission seeking habit              | 2.40 | 20,00 |
| (iii) Approach to teacher to solve problem | 1.71 | 43.00 |
| (iv) Playing everyday                      | 2.38 | 20.66 |
| (v) Competition                            | 1.89 | 37.00 |
| (vi) Liking for School                     | 2.53 | 15.66 |
| Average                                    | 2.09 | 31.09 |

AS per estimate of the investigators who individually interviewed those students, the overall gap is found to be 31.09%. The highest gap is observed in case of understanding the subject followed by understanding of pronunciation, clarification of doubt, approach to teacher and competition. The lowest gap is observed in case of liking for school next to attendance. The gap estimation by the investigators was made by interaction in group of five each. The investigators had to arrange such interaction taking boys, girls, St and SC students into account.

**Comparison of gap estimated by teachers and investigators:** To find out the difference between gap estimates of the teachers and investigators a comparison was made as reflected in following table.

**Table 5.14 Comparison of estimated score on learning behavior**

| <b>Variables</b>                        | <b>Assessment by teachers</b> | <b>Assessment by Investigators</b> | <b>Difference (%)</b> |
|---|-------------------------------|------------------------------------|-----------------------|
| <b>1. Class Room Related Activities</b> |                               |                                    |                       |
| (i) Punctuality                         | 2.57                          | 2.40                               | 6.61                  |
| (ii) Attendance                         | 2.57                          | 2.42                               | 5.83                  |
| (iii) Cleanness of uniform              | 2.44                          | 2.40                               | 1.63                  |
| (iv) Silence in the class               | 2.32                          | 2.20                               | 5.17                  |

|  |      |      |       |
|--|------|------|-------|
| <b>2. Understanding of Subject</b>         |      |      |       |
| (i) Understanding Pronunciation            | 1.76 | 1.63 | 1.70  |
| (ii) Understanding Subject                 | 1.39 | 1.47 | 5.44  |
| (iii) Regularity in home assignment        | 2.18 | 2.24 | 2.67  |
| (iv) Clarification of Doubts               | 1.62 | 1.63 | 0.61  |
| <b>3. Extracurricular activities</b>       |      |      |       |
| (i) Mixing with other students             | 2.06 | 2.05 | 0.48  |
| (ii) Permission seeking habit              | 2.33 | 2.40 | 2.91  |
| (iii) Approach to teacher to solve problem | 1.64 | 1.71 | 4.09  |
| (iv) Playing everyday                      | 2.46 | 2.38 | 3.25  |
| (v) Competition                            | 1.68 | 1.89 | 11.11 |
| (vi) Liking for School                     | 2.48 | 2.53 | 1.97  |

(Difference if more than 10% it becomes significant)

The difference in score is not significant at overall case or on individual items contained in table. It is therefore inferred that both ratings are equal. In other words, the teachers and investigators do not differ in rating the students on learning behavior.

**VII. Hostel and accommodation:** The study made an effort to examine the status of hostel in terms of accommodation, health and hygiene in which the Anwasha students are boarded. It may be mentioned here that study covered 22 hostels as the district Balangir has only one hostel for the purpose. The proposal was to cover three hostels in each of the eight districts.

**(i) Status of hostel:** The status of the hostels covers different aspects relating to distance from school, authority of building, strength of boarders, employees, transport etc.

**Table 5.15 Status of hostel (N=22)**

| Districts    | Distance from school (KM) | Own building | Strength of boarders | Strength of Anwasha students | Total employees | Transport facilities | Accommodation/ room |
|--------------|---------------------------|--------------|----------------------|------------------------------|-----------------|----------------------|---------------------|
| 1. Balangir  | 17                        | 1            | 161                  | 150                          | 5               | 3                    | 25                  |
| 2. Ganjam    | 10                        | 3            | 591                  | 373                          | 22              | 3                    | 18                  |
| 3. Kandhamal | 2                         | 1            | 339                  | 339                          | 16              | 3                    | 25                  |
| 4. Keonjhar  | 10                        | 3            | 733                  | 733                          | 31              | 3                    | 18                  |
| 5. Koraput   | 4                         | 3            | 417                  | 409                          | 20              | 3                    | 22                  |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                   |   |   |             |             |            |          |           |
|-------------------|---|---|-------------|-------------|------------|----------|-----------|
| 6. Mayurbhanj     | 8 | 3 | 633         | 633         | 27         | 3        | 30        |
| 7. Rayagada       | 4 | 3 | 517         | 517         | 15         | 3        | 31        |
| 8. Sundargarh     | 5 | 3 | 816         | 816         | 45         | 3        | 18        |
| <b>Total/Avg.</b> | - | - | <b>4207</b> | <b>3970</b> | <b>181</b> | <b>3</b> | <b>23</b> |

The data reveal that hostels are within close proximity of schools, most of the hostels are owned by Govt., the strength of boarders is 4207, and strength of Anwasha students is 3970 (94.36%) and with total employees are 181. All the hostels have transport facilities and accommodation boarder is within 23 per room.

(ii) **Hostel, health, hygiene and food:** Further management aspect of the hostel was examined in terms of study hour, health, hygiene and food and cleanliness.

**Table 5.16 Hostel, health, hygiene and food (N=22, hostel performing indicators)**

| Districts         | Strict study hour | Tuition   | Care at illness | Quality of food | Prayer daily | Health check up | Hostel annual function | Cleaning hostel and toilets |
|-------------------|-------------------|-----------|-----------------|-----------------|--------------|-----------------|------------------------|-----------------------------|
| 1. Balangir       | 1                 | 1         | 1               | 1               | 1            | 1               | 1                      | 1                           |
| 2. Ganjam         | 3                 | 3         | 3               | 3               | 3            | 3               | 3                      | 3                           |
| 3. Kandhamal      | 3                 | 3         | 3               | 2               | 3            | 3               | 3                      | 3                           |
| 4. Keonjhar       | 3                 | 3         | 3               | 2               | 3            | 3               | 3                      |                             |
| 5. Koraput        | 3                 | 3         | 3               | 1               | 3            | 3               | 3                      | 3                           |
| 6. Mayurbhanj     | 3                 | 3         | 3               | 2               | 3            | 3               | 3                      | 3                           |
| 7. Rayagada       | 3                 | 3         | 3               | 2               | 3            | 3               | 3                      | 3                           |
| 8. Sundargarh     | 3                 | 3         | 3               | 1               | 3            | 3               | 3                      | 3                           |
| <b>Total/Avg.</b> | <b>22</b>         | <b>22</b> | <b>22</b>       | <b>14</b>       | <b>22</b>    | <b>22</b>       | <b>22</b>              | <b>22</b>                   |

(CCTV s are fitted in all the hostels under survey)

The findings reveal that all the hostels maintain strict study hour, provide tuition, take care at illness, conduct health check up and organize daily prayer. The response regarding quality of food is was not much encouraging where as annual functions and cleanness of hostels are up to satisfaction.

**VIII. Parents:** The parents are important stake holders of Anwasha programme. The study analyzed their socio-personal profile, family occupation, source of information, point of attraction and perceived change with their children.

(i) **Socio-Personal profile:** The socio-personal profile of the parents under study was examined which yielded the following information.

**Table 5.17 Socio-Personal variables (N=96)**

| Districts         | Age (Avg.) | Caste     |           | Education  |           |               |             |                   |
|-------------------|------------|-----------|-----------|------------|-----------|---------------|-------------|-------------------|
|                   |            | SC        | ST        | Illiterate | Primary   | Middle School | High School | Above High School |
| 1. Balangir       | 35         | 12        | 0         | 0          | 0         | 2             | 1           | 9                 |
| 2. Ganjam         | 32         | 6         | 6         | 4          | 3         | 3             | 2           | 0                 |
| 3. Kandhamal      | 34         | 6         | 6         | 4          | 1         | 3             | 1           | 3                 |
| 4. Keonjhar       | 31         | 6         | 6         | 1          | 1         | 2             | 6           | 2                 |
| 5. Koraput        | 36         | 10        | 2         | 3          | 3         | 3             | 1           | 2                 |
| 6. Mayurbhanj     | 32         | 3         | 9         | 2          | 2         | 2             | 4           | 2                 |
| 7. Rayagada       | 30         | 4         | 8         | 6          | 3         | 2             | 1           | 0                 |
| 8. Sundargarh     | 28         | 0         | 12        | 0          | 1         | 2             | 3           | 6                 |
| <b>Total/Avg.</b> | <b>32</b>  | <b>47</b> | <b>49</b> | <b>20</b>  | <b>14</b> | <b>19</b>     | <b>19</b>   | <b>24</b>         |

The patents are in middle age group belong to SC and ST category and have education up to middle school, high school and above high school with illiteracy up to 20.83%.

(ii) **Family and Occupation:** The status of family and occupational level of the parents was examined which provided the following information.

**Table 5.18 Family and Occupation (N=96)**

| Districts         | Family Size (Avg.) | Children on education (Avg.) | Occupation |          |          |              | Earning member per family (Avg.) |
|-------------------|--------------------|------------------------------|------------|----------|----------|--------------|----------------------------------|
|                   |                    |                              | Farming    | Service  | Business | Wage earning |                                  |
| 1. Balangir       | 3                  | 1                            | 5          | 1        | 2        | 4            | 1                                |
| 2. Ganjam         | 4                  | 2                            | 10         | 0        | 2        | 2            | 2                                |
| 3. Kandhamal      | 5                  | 2                            | 6          | 3        | 1        | 2            | 1                                |
| 4. Keonjhar       | 4                  | 1                            | 8          | 2        | 0        | 2            | 2                                |
| 5. Koraput        | 3                  | 1                            | 5          | 1        | 2        | 4            | 1                                |
| 6. Mayurbhanj     | 5                  | 1                            | 10         | 0        | 0        | 2            | 2                                |
| 7. Rayagada       | 3                  | 2                            | 8          | 0        | 0        | 4            | 1                                |
| 8. Sundargarh     | 4                  | 1                            | 9          | 2        | 0        | 1            | 1                                |
| <b>Total/Avg.</b> | <b>4</b>           | <b>1</b>                     | <b>61</b>  | <b>9</b> | <b>5</b> | <b>21</b>    | <b>1</b>                         |



Most of the parents have family size up to 4 members send one or two children to schools at present and depend on farming for living followed by wage earning, service and business. In most of the cases, the number of earning members per family is found to be one.

**(iii) Source of information and influence about Anwasha programme:** The tribal people live in remote areas. They do not have much contact with different source of information. The study attempted to find out the source through which they get information about Anwasha programme and sources by which they are influenced to admit their children in Anwasha programme.

**Table 5.19 Source of information and influence about Anwasha scheme (N=96)**

| Variables                 | Source of information |       | Sources of influence |       |
|---------------------------|-----------------------|-------|----------------------|-------|
|                           | f                     | %     | f                    | %     |
| (i) Block office          | 22                    | 22.91 | 2                    | 2.08  |
| (ii) DWO office           | 21                    | 21.87 | 17                   | 17.70 |
| (iii) News paper          | 14                    | 14.58 | 0                    | 0.00  |
| (iv) TV                   | 0                     | 0.00  | 0                    | 0.00  |
| (v) Friend and relatives  | 29                    | 30.20 | 25                   | 26.04 |
| (vi) Village leader       | 16                    | 16.66 | 16                   | 16.66 |
| (vii) High School teacher | 19                    | 19.79 | 15                   | 15.62 |

The major sources of information for tribal people about Anwasha programme are found to be friends and relatives, block office, DWO officers, local teachers, village leaders and to some extent newspaper. The TV does not play any role in this context.

The parents are influenced by self decision to admit their child followed by friends and relatives, DWO office, village leaders and local schools.

**(iv) Attraction for Anwasha scheme:** The sample parents were requested to express the points of attraction of Anwasha program for which they admit their children under the scheme. The following results were obtained out of analyzed data.

**Table 5.20 Attraction for Anwasha scheme (N=96)**

| District    | Free education |        | Quality education |        | Urban Education |       | Opportunity By Govt. |      | Total |       |
|-------------|----------------|--------|-------------------|--------|-----------------|-------|----------------------|------|-------|-------|
|             | f              | %      | f                 | %      | f               | %     | f                    | %    | f     | %     |
| 1. Balangir | 12             | 100.00 | 12                | 100.00 | 2               | 16.33 | 0                    | 0.00 | 26    | 27.08 |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|               |    |       |    |       |   |       |   |       |    |       |
|---------------|----|-------|----|-------|---|-------|---|-------|----|-------|
| 2. Ganjam     | 10 | 83.33 | 8  | 66.66 | 8 | 33.33 | 6 | 25.00 | 32 | 33.33 |
| 3. Kandhamal  | 8  | 66.66 | 7  | 58.33 | 5 | 41.66 | 4 | 33.33 | 24 | 25.00 |
| 4. Keonjhar   | 10 | 83.33 | 11 | 91.66 | 2 | 16.66 | 1 | 8.33  | 24 | 25.00 |
| 5. Koraput    | 10 | 83.33 | 10 | 83.33 | 1 | 8.33  | 5 | 41.66 | 26 | 27.08 |
| 6. Mayurbhanj | 10 | 83.33 | 11 | 91.66 | 3 | 25.00 | 0 | 0.00  | 24 | 25.00 |
| 7. Rayagada   | 8  | 66.66 | 7  | 58.33 | 3 | 25.00 | 2 | 16.66 | 20 | 20.83 |
| 8. Sundargarh | 11 | 91.66 | 10 | 83.33 | 1 | 8.33  | 3 | 25.00 | 25 | 26.04 |

Free education is the most important factor to attract tribal parents followed by quality education, opportunities given by the Govt. and urban education. The programme appears to be boon for tribal parents.

**(V) Participation in the process of selection.** The parents on interview reveal that they receive application forms from DWO and Block office. Some fill the application and some take the help of DWO/WEO /Block officials to fill up the form in addition to the local teachers. According to them the present system of selection is all right and they not have alternative method to suggest.

**(VI) Suggestions for improvement:** Followings are the suggestions of parents for better functioning of Amwasha scheme.

(i) To increase budget for food

(ii) For health of child in hospital funds be provided

(iii) The hostel authorities should look into cleanliness of the children. For girls the budget must be increased.

**(vii) Changes as expressed by parents:** The parents expressed changes with the children as result of their admission in urban schools under Anwasha program. The changes have been measured covering 10 important parameters.

**Table 5.21 Component of changes as expressed by parents (N=96)**

| Changes         | Average Score | % of change | Rank |
|-----------------|---------------|-------------|------|
| 1. Knowledge    | 1.90          | 63.33       | III  |
| 2. Smartness    | 1.97          | 65.66       | II   |
| 3. Obediency    | 1.91          | 63.66       | III  |
| 4. Well dressed | 2.05          | 68.33       | I    |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                            |             |              |      |
|----------------------------|-------------|--------------|------|
| 5. Good manner             | 1.78        | 57.00        | VI   |
| 6. Sense of responsibility | 1.70        | 56.66        | VII  |
| 7. Competitiveness         | 1.79        | 59.66        | V    |
| 8. Expression of talent    | 1.66        | 53.35        | IX   |
| 9. Interest on study       | 1.84        | 61.33        | IV   |
| 10. Respect for others     | 1.69        | 56.33        | VIII |
| <b>Average</b>             | <b>1.82</b> | <b>60.66</b> | -    |

The table contains average score and percentage of change against each parameter. The overall change is found to be 60.66% and highest being in case of well dress, smartness, gain in knowledge and interest for study. The minimum change is observed in case of expression of talents, respect to others, sense of responsibility and good manner.

**IX. Community leaders:** The community leaders are the key persons in their community who keep information about Govt. programmes. The study covered 96 community leaders in 8 districts to ascertain their opinion about Anwasha programme.

**(i) Socio-Economic Profile:** The socio-economic profile of the sample community leaders was examined to access their social standing in community. Their age, education, caste and occupation were taken into consideration.

**Table 5.22 Socio-Economic Profile (N=96)**

| Variable              | Balangir | Ganjam | Kandhamal | Keonjhar | Koraput | M.Bhanj | Rayagada | S.Garh | Total |
|-----------------------|----------|--------|-----------|----------|---------|---------|----------|--------|-------|
| 1. Age                |          |        |           |          |         |         |          |        |       |
| (i) Up to 30          | 0        | 6      | 0         | 4        | 0       | 0       | 0        | 0      | 10    |
| (ii) 31-40            | 3        | 4      | 8         | 5        | 8       | 0       | 6        | 6      | 40    |
| (iii) 41-50           | 9        | 2      | 4         | 3        | 4       | 12      | 6        | 6      | 46    |
| 2. Education          |          |        |           |          |         |         |          |        |       |
| (i) Illiterate        | 0        | 0      | 0         | 0        | 0       | 0       | 0        | 0      | 0     |
| (ii) Primary          | 3        | 4      | 3         | 3        | 3       | 0       | 7        | 0      | 23    |
| (iii) M.E.            | 3        | 6      | 6         | 4        | 2       | 0       | 4        | 0      | 25    |
| (iv) High school      | 4        | 2      | 3         | 4        | 7       | 0       | 1        | 6      | 27    |
| (v) Above high School | 2        | 0      | 0         | 1        | 0       | 12      | 0        | 6      | 21    |
| 3. Caste              |          |        |           |          |         |         |          |        |       |
| (i) SC                | 6        | 5      | 6         | 5        | 6       | 0       | 5        | 3      | 36    |
| (ii) ST               | 6        | 7      | 6         | 7        | 6       | 12      | 7        | 9      | 60    |
| 4. Occupation         |          | 8      |           |          |         |         |          |        |       |
| (i) Farming           | 10       | 9      | 8         | 8        | 6       | 8       | 9        | 6      | 64    |
| (ii) Service          | 1        | 1      | 3         | 2        | 2       | 0       | 1        | 0      | 10    |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                |   |   |   |   |   |   |   |   |    |
|----------------|---|---|---|---|---|---|---|---|----|
| (iii) Business | 1 | 2 | 1 | 2 | 4 | 4 | 2 | 6 | 22 |
| (iv) Wage      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  |

The results reveal that majority of community leaders are above age group of 31 years, educated up to high school and college level, belong to SC and ST category and depend on farming as major occupation followed by business and service.

**(ii) Awareness of Community leaders:** It is expected that community leaders should have detail information about this new intervention in the community. The awareness of community about different components of Anwasha program was measured on a three point scale of very much, much and little with assigned score of 3, 2 and 1 respectively.

**Table 5.23 Awareness of Community leaders (N=96)**

| Components of awareness              | Mean Score  | Percentage of Awareness |
|--------------------------------------|-------------|-------------------------|
| 1. Initiation of Program             | 1.40        | 46.66                   |
| 2. Role of DWO                       | 1.29        | 43.00                   |
| 3. Admission criteria                | 1.33        | 44.33                   |
| 4. Fees Govt. spend                  | 1.63        | 54.33                   |
| 5. SC/ST admitted so far             | 1.25        | 41.66                   |
| 6. Method of selection               | 1.08        | 36.00                   |
| 7. Steps in selection process        | 1.32        | 44.00                   |
| 8. Schools admitted Anwasha students | 1.46        | 48.66                   |
| 9. Parents of admitted students      | 1.43        | 47.66                   |
| 10. Students who are admitted        | 1.28        | 42.66                   |
| <b>Average</b>                       | <b>1.08</b> | <b>36.00</b>            |

The study covered as much as 10 components of Anwasha programme to assess the awareness level of the community leaders. The results reveal that overall awareness is 36% and highest being in case of Govt. stipend, schools where Anwasha students have been admitted, parents of the student, and initiation of programme, admission criteria and number of students admitted. However the awareness of community leader about components appears to be less.

**(vi) Impact of Anwasha programme:** The impact of Anwasha scheme was measured over 10 important parameters as expressed by sample community leaders. The perceived impact was estimated on a three point scale of agree, disagree and neutral with assigned score of 3, 2 and 1 respectively.

**Table 5.24 Component wise impact of Anwesha programme (N=96)**

| <b>Component of Impact</b>                    | <b>Average Score</b> | <b>Percentage</b> |
|---|----------------------|-------------------|
| 1. Poorest SC /ST benefited                   | 2.15                 | 71.66             |
| 2. Free education                             | 2.37                 | 79.00             |
| 3. Quality education                          | 2.19                 | 73.00             |
| 4. Increase outlook                           | 2.08                 | 69.33             |
| 5. Recognize talents                          | 1.89                 | 63.00             |
| 6. Competition                                | 1.84                 | 61.33             |
| 7. Removes inequality                         | 1.81                 | 60.33             |
| 8. SC/ST feel right to education              | 1.89                 | 63.00             |
| 9. Understand value of education              | 1.81                 | 60.33             |
| 10. Future improvement of SC and ST community | 1.89                 | 63.00             |
| <b>Average</b>                                | <b>1.99</b>          | <b>66.33</b>      |

The overall impact is estimated to be 66.33% and highest being free education, quality education, benefit of poorest SC and ST students and increasing in outlook of the tribal students. The impact was also observed in recognizing talents, future improvement of SC and ST community, understanding the value of education and alertness about right to education. However, the percentage of impact being more than 60%, the impact is well realized by the tribal communities with a bright future for the educational opportunity of their children.

**IX. DWO and their suggestions:**

**(i) DWO and their overall impressions about Anwesha Scheme:**

1. Anwesha Scheme provides quality education to SC and ST students
2. SC and ST students of rural areas are availing education in public schools which they had never imagined. This is the expression of the tribal parents also.
3. The free education made them realized about sincerity of state Government to aid them in educational growth.
4. There is every possibility for recognizing the inherent talents of tribal children through Anwesha program.
5. Being free education the poorest of the poor tribal parents can now think of urban based elite school for education of their children.

**(ii) Steps followed in selection of Anwesha students for admission:** The steps followed in admission process are,

1. Advertisement; The advertisement for Anwasha program comes early in local paper, Notice board of DWO , block and panchayat offices for wide circulation of the program.
2. The local Ashram Schools are also informed about the program so that some of their students can avail the opportunity.
3. Verification of birth certificate, caste certificate and residential proof are strictly followed as per norm
4. Lottery system is adopted to draw the list of the students as per requirements.

**(iii) Criteria considered for selection of students:**

1. Age of the candidate must be within 5 to 7 years.
2. The candidates coming from remote areas are given due importance
3. Preferably the parents should belong to PTG group
4. Must have BPL card in name of father or mother or head of the family.
5. The ration of SC and ST student is maintained as 30:70
6. The ratio of boy and girl is maintained as 50:50
7. Lottery method of selection is followed till desired number is reached
8. In case , the nearby Ashram schools are contacted for admission following the above norms

**(iv) Selection process, its positive aspects, draw back and problems encountered:**

1. The BPL card is not the right indicator; it should be replaced by Socio-Economic category consideration. The BPL cards issued in 1997 does not hold good as many parameters have undergone significant changes. All the DWOS have categorically mentioned this point.
2. After vacations the students do not come back to hostel and the parents are not cooperative in this respect. Some parents expressed that they do not have money to meet travel expenses.
3. The Tiffin given to students are neither sufficient nor at par of urban students. This created a sense of discrimination among the students as a whole.
4. The funds provided for hostel expenses are not sufficient to meet morning breakfast, Tiffin at school, dinner, and evening Tiffin. The amount provided is insufficient and fund flow is also not so good.

5. Late admission creates problem for common teaching program in the class and covering of the course.
6. The SC and ST students are taking direct admission in Standard 1 without going through Lower Kg/Upper KG. The situation creates difference in learning program from the very beginning as a result; Anwasha students fail to compete in class.

**(v) Extent of involvement of Parents and community leaders in the programme:**

The DWOs expressed involvement of key stakeholders like parents and community leaders in operational part of the project. The involvement of parents and community leaders is sporadic and not continuous. The parents and community leaders need further persuasion to increase their degree of interest and involvement in program. As understood, the community leaders do not have much of interest as there is no formal forum for interaction with all stakeholders once or twice a year. There is need to devise some mechanism to increase the participation of parents and community leaders specifically in wide circulation about admission, selection process, monitoring and giving of constant feedback. This could be done by formulating a committee taking parents and community leaders as members under the supervision of DWO of respective district.

**(vi) Function and operation of District level committee for smooth operation:**

The Government has, constituted a meeting at district level to look after Anwasha program with respect to inviting application, scrutinizing them based on criteria, admitting students in public school, getting feedback from time to time and solving the problems, if any, to ensure quality education to ST and SC students. The composition of the district level committee is as follows.

**Table 5.25 Composition of District Level Committee**

|                               |                  |
|-------------------------------|------------------|
| 1. Collector                  | Chairman         |
| 2. PA, ITDA                   | Member           |
| 3. District Education Officer | Member           |
| 4.D.I.School                  | Member           |
| 5.DSWO                        | Member           |
| 6. DWO                        | Member Secretary |

The committee is constituted to be functional to monitor the progress. The committee is expected to meet at least twice a year to see overall progress of the scheme. The observation of DWOs reveals that committee sits as per norm but not with full participation as expected.

**(vii) Constraints experienced in execution of Anwasha Program:**

1. Direct admission to standard 1 creates problem for common teaching in class
2. In some district like Balangir hostel is not available for Anwasha students
3. Many schools are not willing to give direct admission to Anwasha students in standard 1
4. Lottery system very often overlooks the needy and genuine candidate for admission
5. BPL card and economic status does not match at many cases putting DWO in dilemma for selection of candidate
6. Emotional attachments to take back children home of the parents disrupt the program.
7. Just after admission in hostel some students complain illness and the parents make repeated approach to take children home.

**(viii) Types of feedback received from schools where ST and SC students have been admitted and problems solved:**

1. Tiffin provision, quantity and quality
2. Provision of washer man and laundry
3. Extra Tiffin at hostel
4. Tutor problem
5. Quality of food
6. Need for ANM
7. Experienced Ashram school teacher appointed as tutor in hostel
8. Mosquito net, blanket, cot and mats supplied
9. Appointment of cook cum attendant
10. Transport for day scholars
11. Drinking water, boundary wall, kitchen
12. Transport arrangement

**(ix) Suggestions for improvement:**

1. Age proof certificate
2. Health certificate at the time of admission
3. Use of Socio-Economic score/ income certificate than BPL card issued long back.
4. Selection of students at block level by WEO



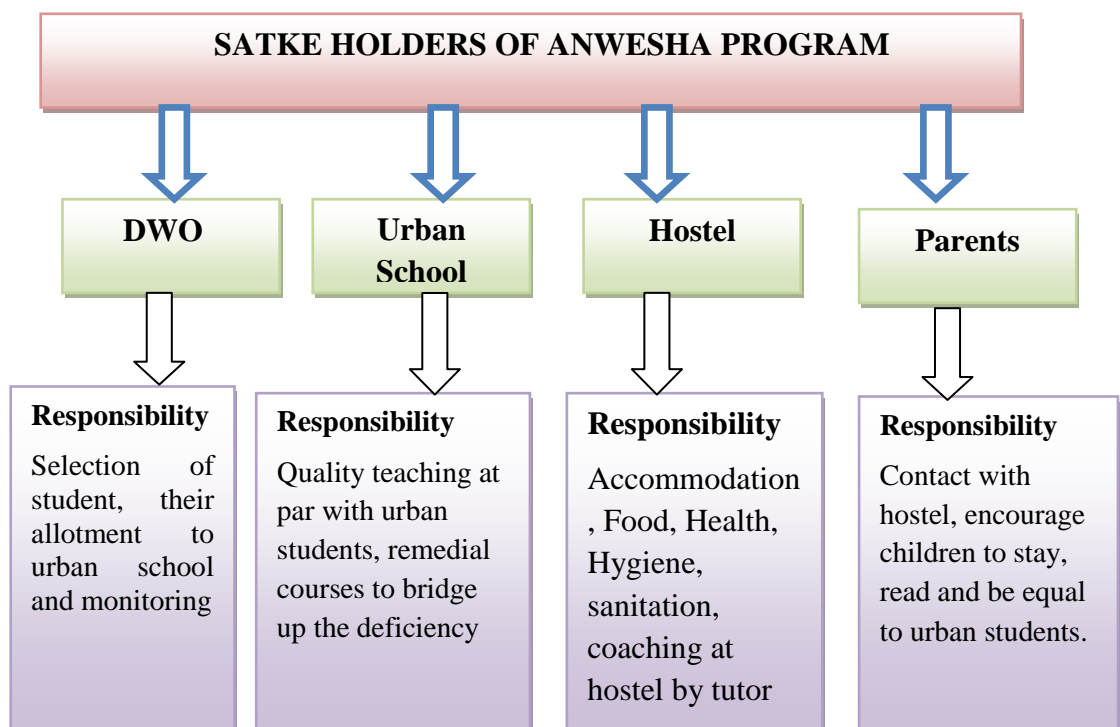
## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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5. Pre-Education base like LKG
6. Hostel tutors are to be appointment at the ratio of 1:15
7. Increase in budget
8. No separate class but with urban students to remove feeling discrimination
9. Undertaking by parent not to take child home frequently
10. Time admission to start class at one time
11. Parent, Community leaders, Teachers should have joint meeting under DWO at least twice a year
12. Appointment of sweeper
13. Appointment of male security staff
14. Appointment of committee to check all centre and suggest about budget provision, selection process, performance of students and need for change in curricular activities.

### EMERGING ISSUES:

On the basis of field investigation, the following issues have been identified and discussed herewith for attention of the concerned authorities. The issues are related to four important stakeholders who are directly associated with Anwasha scheme.



**1. Stakeholder: District Welfare Office**

2. Responsibility: Selection of students, allotment of students to public Schools, monitoring of the scheme

**3. Problems Encountered.**

**(i). Quota imposed.** The quota to fill is imposed from state level without considering ground realities even against resistance.

**(ii) Criteria of admission**

- (a) Age 5-7 years: The manipulated age certificates are produced.
- (b) BPL: These are quite old issued 1097 which has no relevance at present
- (c) Ration of SC/ST (30:70) Boys /Girls (50:50). The applications received are less than requirement for which ratio is not maintained in first year (2015016)
- (d) (d).Selection: Lottery system, Lottery system does not follow random table. The system does not ensure to coverage of PTG, distanced families, displaced and disable families. There is need to go with quota sampling and proportion to be district-specific
- (e) Allotment to schools. Some school resist for shortage of seats and resistance of urban parents while some express interest because of money. Better to cover more number of schools with less number of students to exercise control in far better way.

**II. STAKEHOLDERS Public Urban School**

**Responsibility: To offer quality education at par with urban students.**

**Problem encounter**

- (i). Class room, infrastructure OK, no issue
- (ii). Admission. Anwasha students are admitted directly in Standard I without any pre education like LKG/UKG which urban students go through to come to standard I. The problems are,
  - (i) Anwasha students do not follow pronunciation,
  - (ii) They do not understand subject only look in the class
  - (iii) Even they do not know Odia language correctly.

(iv) Poor response. As a result they sit separately, taught separately and examined separately. They are unable to do home assignment. This creates multiple problems at base level. They are treated separately.

(v). Other problems are un-cleaned uniform, poor Tiffin, and feeling of isolation. To show better result over grading is done in some schools. Some principals also expressed the resistance of urban parents for allowing Anwasha students to sit together in class.

(ii) Action taken: Some Schools have appointed mother teacher to take care Anwasha students but with no much results as number of mother teachers is very less to handle more students.

### **Need for Action:**

1. Special strategy to teach: Schools do not have special plan or strategy for bridging the gap. Some school arrange extra class after normal school time which again creates problem for some as teachers are unwilling to work beyond school hours.
2. Regular discussion about problem in staff meeting and following of remedial measures.
3. There is need to appoint teacher from tribal community who can understand them better and use their language to make them better in understanding.
4. Frequent absent of students is a major problem. It becomes difficult cover the courses. To solve the problem, the hostel authorities and principals should have frequent interaction. This is not done which needs the attention of the authorities.
5. The students are not regular in home assignment ( reported in 50% of the school). To solve the problem, the tutors appointed in hostels should be in constant touch with teachers in charge of Anwasha students in each school. This would help in reducing the gap between teachers and tutors in understanding academic problems of the students.
6. The best solution is that Anwasha students should take admission in UKG and then promoted to standard I which will enable them to match with urban students. Alternatively, before admission they should be taught about 90 days to have basic ideas of UKG and thus academic difference at base level will not arise. For this the selection process should be initiated much earlier accordingly.

7.

### **III. STAKE HOLDER:      HOSTEL**

Responsibility: Accommodation, Food, Health, Hygiene, sanitation, coaching at hostel by tutor

Problems Encounter

- (i) Accommodation: Per room accommodation is as per space. In many hostels (70%), it is overcrowded. New Ansesha hostels are under construction which will take care this problem
- (ii) Food: Food chart is in hostel but not followed strictly, Food is monotonous and poor quality. Many times food is devoid of vegetable components.
- (iii) Cleaning of dress: The dress, uniforms, bed sheets are not cleaned regularly. There is need to engage washer man may be outsourced
- (iv) Shoes, socks: These are not replaced, not polished regularly. The uniforms and shoes need replacement
- (v) Health Check up and Health card: Health check up not done regularly, nor doctor has been arranged. On emergency case, doctor visits or patients are taken to hospital. Even there is no provision to purchase medicine. Health cards are issued in some hostels (Nimakhandi Ganjam) but not in all hostels (70%).
- (vi) Study materials: The books, exercise books etc. not supplied in time. This creates problem in doing home task.
- (vii) Preparing for School: The hostel accommodated students of three to four schools. All the schools have different timing, different courses and different home assignments. There is shortage of man power to prepare students to catch bus of different schools.
- (viii) Tutors: The tutors are appointed @ 1:50 students. This norm does not fulfill requirements. It is estimated that ratio should be 1: 15 to coach effectively. The qualification and efficiency of tutors appointed needs to be examined.
- (ix) ANM: For health care of Anwesha students, ANM of other schemes are given charge. The ANM to attend 2-3 hostels without provision of TA. In case of illness some patients are to stay in hospital. The ANM has to stay in hospital with patients and parents are non-cooperative in this respect. The problem has to be solved.

- (x) Absenteeism: This is a very crucial point to discuss. The parents take students on health ground or on vacation but do not return to with child in time. The child over stays and the classes go without them. In this count the child suffer from teaching and not able to make up. The follow up action is very poor. Simply phone call is made to which the parents do not respond. Even in case of long absence or discontinuance, no effective step is taken either by hostel or school. This part of the program needs attention of authority.
- (xi) There is need to examine the budget provision per student in view of increasing cost of living.

#### **IV. STAKE HOLDER: PARENTS**

Responsibility: To bring children to hostel, motivate and encourage them to stay and read.

The parents

- a. Never contact school nor DWO
- b. Hardly comes to hostel to enquire about study of the child
- c. Take children home on health ground and never return in time. Local festival also contributes to this end.
- d. Some parents demand money to bring back the child to hostel.
- e. The solution is hostel-parent and teacher-parent meet should be at least twice a year under chairmanship of DWO so that this problem could be contained.



**CHAPTER VI**  
**SUMMARY CONCLUSION AND**  
**WAY FORWARD**

## **Chapter VI**

### **Summary Conclusion and Way Forward**

1. The importance of education as one of the most important means of bringing about socio-economic development of the scheduled tribes cannot be over emphasized. The central as well as state Govt. over the years have put in considerable efforts to augment the physical access to the schools specially in the tribal and difficult to reach areas. The present innovative approach of the state Govt., Urban educational programme for providing quality education for ST and SC students popularly known as Anvesha is one of the noble and fruitful attempts for tribal education. The initiation of program in the year 2015 - 2016 has opened a new chapter in educational domain of ST and SC population.
2. The programme is operating in 17 districts of the state namely Ganjam, Malkangiri, Koraput, Nawarangpur, Rayagada, Gajapati, Kandhamal, Kalahandi, Balangir, Nuapada, Mayurbhanj, Sundargarh, Keonjhar, Sambalpur, Baragarh, Deogarh and Angul. The annual intake of students is 5000 with free of tuition and boarding charges. As per report so far a total of 8513 students have been admitted out of which 5805 were admitted during 2016-17 and 2708 during 2015-16. The total public schools in 17 districts participated in the program is 115.
3. The objective of the scheme is to provide education to ST and SC children from remote rural areas in best of the public schools and take benefit of the quality education and facilities provided by public schools. Another aim of the project is to enable shaping of the inherent talent of the selected students and exposed them to spirit of competitiveness and excellence.
4. The present study "Impact of urban education complex in promoting education among the tribes of Odisha" was undertaken in eight districts of the state covering 24 schools with the sample of 752 comprising of principals, teachers, students, hostel superintendent, parent, community leaders and DWO of the respective districts.
5. The students are admitted in standard-I without going through LKG and UKG as in case of urban students.
6. The survey districts are Balangir, Ganjam, Kandhamal, Keonjhar, Koraput, Mayurbhanj, Rayagada and Sundargarh. In the year 2015-16 and 2016-17 the intake



- of Anwasha students is 4300 inclusive of 1482 during 2015-16 and 2878 during 2016-17.
7. The intake of Anwasha students in these eight districts covering 24 survey schools is 864 out of which 588 were admitted during the year 2015-16 and 1276 during 2016-17.
  8. The status of survey schools reveals 24 schools of eight districts have teacher strength of 633, student strength 6643 and Anwasha students 1864. The number of non-teaching staff of 24 schools is 204.
  9. The report of principals of 24 schools reveal that good infrastructure exist in their schools along with required teaching aids. However, in some cases the teaching aids like LCD, projector, TV, wall magazines and Library have yet to come up.
  10. The total teachers of 24 schools is 633 out of which 413(65.24%) are trained and 220 (34.76%) untrained. The number of female teachers is 447(70.61%) against 186(29.39%) of male teachers. The teachers in charge of Anwasha students are reported to be 143 which comes approximately six per school.
  11. The general observation of the principal is that Anwasha students are below average in learning capacity and above average in games and sports followed by discipline in the class.
  12. All the teachers are graduates and out of them 33.33% are trained with average experience of six years and 37.49% of them have undergone special training. The special trainings are organized by the respective authorities on skill teaching with duration of one to two weeks.
  13. The school environment and use of facilities in respect of sitting arrangement, library, toilets, accessibility to teachers, drinking water and common facilities are found to have a gap of 12.66% in their uses.
  14. The teachers rate Anwasha students in the context of understanding language, response in the class, discipline, game and sports to the extent of 25% as average, 60.42% below average and 14.58% above average. The attributes of learning behaviour of Anwasha students reveal an average gap of 26.85%, highest being in understanding subject, clarification of doubts, approaching teachers for academic problem, competition in campus and understanding pronunciation of the teacher.

15. The teachers use a verity of methods to solve the academic problems of Anwasha students and out of which counseling, extra class, personal attention, class room discussion and use of local language are most common.
16. The test performance of Anwasha students was computed taking ten top and bottom ten students in each school. The average mark secured by the students is found 78.97% and highest being Balangir, Koraput, Mayurbhanj and Rayagada. The trend is positive and satisfactory.
17. There are number of suggestions for improvement in teaching, infrastructure, inherent talent and competitive spirit. Read and writing, home work, use of teaching learning material, strict attendance and regular classes are mention in case of teaching, smart board, library, story book, computer lab in case of infrastructure, regular competition, debate, award of prize for exploring inherent talent and competition, G.K. test, award and group activities were mentioned in favour of creating competitive spirit.
18. The learning behaviour of students was ascertained on 14 important parameters being responded by the students in group discussion. The 14 important parameters included four items under class room related activities, four under understanding subject and six under extracurricular activities. The average gap over 14 parameters was found to be 31.09%. The highest gap was observed in case of understanding subject, understanding pronunciation, clarification of doubts, approach to the teachers, competition and frees mixing with urban students.
19. On comparing the score rated by teacher and the response obtained by the investigator in interviewing the students on learning behavior, no significant difference was observed. It implies that evaluation of students by both raters i.e teacher and investigator is equal leading infer that deficiencies and strength observed by both raters are same and findings are free of biasness.
20. The study covers 22 hostels as the district Balangir has only one hostel for Anwasha students. It is observed that the distance between school and hostel is within 8 K.M in majority cases hostel buildings belong to Govt. The boarder strength is found to be 4207 out of which 3970 are Anwasha students (94.36%). The total employees of 22 hostels are 181 and all the hostels have transport facilities for students. The average accommodation of boarders per room is 23.

21. The health, food, hygiene, and sanitation of the hostels are manageable. The study time, prayer in evening, coaching by the tutors and cleaning of both toilets and living room is regular. The health check up is not regular nor doctors visit hostel regularly. All the hostels are equipped with CCTV camera (the problem of hostel has been dealt separately).
22. The parents (N=96) were interviewed at their villages. They represent cross section of ST and SC society. Their age, education, caste, size of earning members, family composition etc has been studied to ascertain their socio-economic standing. The parents depend on local sources to obtain information about Anwasha program. The influential sources for them are local teacher, village leaders and relatives. The main attractions of Anwasha program are found to be free education, free boarding and urban schools. The parents suggested that increase of budget, hospital facilities and cleanliness are to be improved. The parents are in view that after admitted under Anwasha program, there is significant change with their children in respect of dress, smartness, knowledge, interest for study, and competitiveness. They have observed change on ten important parameters.
23. The study included as much as 96 community leaders in the sample. The community leaders represent both ST and SC communities. They are relatively better in socio-economic status compared to parents. Their awareness about Anwasha Program and its different components is up to 36%. They know the program but not in detail. The community leaders realized impact of the program on various fronts like, education of tribes, quality education than rural schools, benefit of poor tribal children, increase in outlook of students, understanding value of education, competition spirit among tribal children and future improvement. Their suggestions for improvement is to increase the budget and parent-teacher-DWO meet at least once or twice a year.
24. The study included all eight DWO in the sample. The DWOs are quite experienced and have full support for the program. They strictly follow the guide lines in selection process and for deviation seek permission of the authorities. According to them the criteria like age, BPL card, sex ratio should be situation and district specific. The BPL card as criteria has no relevance at present since these were issued in 1997. They face number of constraints among which inadequate budget, residential hostel for Anwasha

- students, resistance of urban parents and admitting Anwasha student at Standard 1 without passing through LKG/UKG as mandatory in case of urban students.
25. The DWOs are getting support from parents and authorities but situation does not appear to go with them because of the attitude of public school and frequent absenteeism of Anwasha students on one plea or other. They have number of good suggestions to improve the program like increase in budget, health care system, more of man power, hostel facilities in terms of washer man tutors and sweeper.
26. The emerging issues that need solutions are related to four stake holders on the aspects of (i) selection process (ii) academic performance of Anwasha students (iii) Accommodation, health and hygiene and (iv) Cooperation of the parents.

**(a) Issues at DWO level:** The DWOs look after selection of students and their admission in urban public schools. The problems are,

Selection process conducted by DWOs with committee at district level follows the prescribed criteria. These criteria are, age group (5-7 years), possession of BPL card and maintaining of ratio for ST and students (70:30) and boys and girl (50:50). There are instances of manipulation of age as a result elder and younger children than prescribed limit get selected, BPL card does not reflect economic condition and in case of less application the ratio is not strictly adhered to. The lottery system fails to cover PTG group, displaced parents and disable students. Moreover, lottery system does not use random number to avoid biasness. The suggestion to overcome the problems is relaxation in age, consideration of income certificate and adoption of quota sampling. Of course quota sampling should be situation and district specific.

**(b) Issues at School level:** Academic performance of Anwasha students is discouraging. The attributing factors for low level performance are, direct admission into standard I without going through LKG/UKG, separate treatment to students in terms of separate class, separate teaching and separate examination. In some school over grading is done to hide actual fact. The other factors are, late admission, poor Tiffin, un-cleaned uniform dress and shoes and non-performance of home task. The solution to this problem is either to admit Anwasha student in UKG or provide three month coaching prior to admission so that at base level both urban and Anwasha students stand on equal footing. The other solution is to arrange

interaction between teachers and tutors of hostel at regular intervals be to make study smooth at equal level.

**(c) Issues at hostel level:** In hostel accommodation, sanitation, health check up is to be monitored closely. The food is of below standard so also preparation of tiffin. Provision of tutor @ 1: 50 should be reduced to 1:15 for better attention as the tutors have to attend students of different schools with different syllabus. The provision of ANM and healthcare needs attention of the authorities. The solution lies with increase of budget after examination of ground reality. The present provision of Rs 750 and 800 for boys and girls per month is quite insufficient to boarding charges.

**(d) Issues at parent level:** Parents do not act as per their responsibility. Instead of insisting their children to stay and read, they use to take them home on false reasons like ill health of mother etc. The practice has to be checked strictly otherwise long absence from classes will never allow the gap between urban and Anwasha students to be reduced.

### **CONCLUSION:**

The findings of the study lead to arrive at the following conclusions.

1. The scheme ‘Anwasha’ is one of the noble interventions to expand educational horizons of poor tribal populations. The scheme is designed to reach the unreached tribal population and quality education in urban public schools.
2. The selection of public schools as partner is perfect and the schools are armed with required facilities to provide quality education as imbibed in project concept.
3. The selection process of students through lottery system should be inclusive of quota sampling methods to ensure benefits of the scheme to the poorest of the poor tribal families.
4. The principals and teachers of public school rate Anwasha students below average because of poor performance as their entry into standard I without passing through LKG/UKG has created imbalanced start of educational life.
5. The learning behavior of Anwasha students can be improved immensely through adoption of remedial measures instead of treating them separately which creates social distance. Their performance in unit tests over 75% marks ensures brighter educational future provided the certain elements of urban educational complex become tribal

- friendly. The areas like discipline, game, sports and permission seeking habits observed with Anwasha students are positive indicators of future attainment.
6. The important aspects like exploration of inherent talents, spirit of competition have yet to be included in the agenda of public schools as they have agreed for partnership on scheme.
  7. Free boarding without adequate attention in food, health, hygiene, coaching and safety cannot support the needs of quality education for which the scheme was launched. There is need for enough monitoring of hostel life and better management system.
  8. The parents are extremely happy about this innovative intervention and they visually observe changes with their children because of urban education. The added value of the scheme is free and quality education along with free boarding arrangement. But at the same time parents are the cause of long absence of students in hostels and schools creating barrier in of progress program.
  9. The community leaders are supportive of the scheme but are not actively involved in bringing improvement in structure and texture in the implementation of the program
  10. There are serious irregularities in implementation of program relating to construction of hostel, timely selection process, supply of study materials and linkage with parents which need attention of the authorities.
  11. The provision of budget needs relook in view of increasing cost of boarding charges, health care and coaching arrangement by tutors in hostels.

### **WAY FORWARD:**

The Project entitled “Impact of urban education complex in promoting education among the tribes of Odisha” is one of the most effective projects to bring tribal communities into the stream of educational opportunities. The project provides enough scope for SC and ST children to prosecute their studies with urban students at public schools. The project intends to remove the feelings of tribal people about their inability to educate children in cities with urban students. The State Government provides quality education free of cost to those who never dreamt of such opportunities. To make the program tribal friendly and more effective the following steps are suggested based on the results of this investigation.

1. Advertisement: To make program more popular adequate advertisements through local media is necessary. Since SC/ST populations are not much exposed to media, the

advertisement may be made at Panchayat and block level along with invitation for application. Some local teachers may be entrusted to make information available for ward members, Sarpanch and community leaders for wide circulation and it should be done much before at least one month ahead of admission.

2. Selection process: The present lottery system for selection overlooks the deserving candidates. The project wants to cover PTG group, remote area disables and displaced families. To arrive at desired number keeping ratio of SC and ST 30:70, boys and girls 50:50, quota should be decided to cover the above specified group in desirable proportion. For this a state level circular is necessary for districts to decide quantum of quota, so that poorest of the poor SC/ST category families could be justifiably selected.
3. Selection criteria: There is need to consider socio-economic parameters rather than BPL cards to select the candidates for admission. While selecting the candidates health certificate must be verified along with birth and residence certificate. This will enable to select healthy boys and girls who would not complain about homesickness.
4. Admission Requirement: The SCST students are admitted in standard-1 without pre education and to the same standard and to same standard, the urban students come through LKG and UKG. At the beginning the difference is created in academic level which brings the feelings of discrimination and for such reasons Anwasha students fail to compete. The problem could be solved by admitting Anwasha students at UKG or giving coaching for a period of minimum 3 months so as to keep the academic level equal to urban students.
5. Admission in urban schools: The study suggests that the admission of Anwasha students in a district should be as many as public schools having required infrastructure. So, that concentration of Anwasha students in one or two schools would be reduced. This would enable the teachers and principals to give more attention to small number of students.
6. Friendliness towards SC and ST students: It is a matter fact that principal and teachers are not SC and ST friendly in terms of dealing, taking care and formulating innovative measures to bring them up. For this part of behaviour the teachers remain in charge of SC and ST students preferably should be from those communities. There is also need for a sensitization about the program to teachers and principals concerned with Anwasha students.

7. Understanding subject and language: At academic level the Anwasha students face problem in understanding language and subject because of their non exposure to such situation. The teachers offering courses should use local language to make them understand in English term. Extra classes, teaching through AV aids, group interaction etc. should be employed adequately in the school.
8. Performance Test: Because of parental inputs urban students perform better. The deficiency in case of Anwasha students can be made up through tuitions in the hostel which practically not happening. Appointment of good tutors suiting to situation would help to take care of disparity in learning. The class test and other academic activities of Anwasha students should not be isolated from urban students. This will increase social distance between Anwasha and urban students which goes against aim of the project.
9. Food, dress and tiffin: Food, dress and tiffin at hostel and school level creates many questions in the mind of the small children. The tiffin provided to the Anwasha students by the hostels and tiffin brought by the urban students creates a feeling of status which is not desirable.
10. Participation of stake holders: For betterment of Anwasha programme joint interaction of parent, community leader, principal and teachers under guidance of DWO is necessary to bring perfect co-ordination to enhance quality of teaching and management. Along with this there is need to set up committee to look after budget provision for the purpose as the hostel dwellers make various complains to which shortage of funds remains as only answers for the Authorities at different level. The committee is to be empowered to monitor budgetary expenditure, provision, management of hostel and academic progress of the students.

The project is strongly supported by official and non-official particularly parents and community leaders as one of the best options to provide quality education and explore the inherent talents of SC and ST students.



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## **ANNEXURES**

*Annexure I*

**Interview schedule for Principal**

**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR PRINCIPAL OF THE SCHOOL ENROLLED UNDER ANWESHA PROGRAMME)

Name of School \_\_\_\_\_

Address \_\_\_\_\_

Year of Establishment \_\_\_\_\_

Recognized by whom / which Authority \_\_\_\_\_

Present strength

(i) No of Teachers \_\_\_\_\_

(ii) No of Total Students in 1<sup>st</sup> Standard \_\_\_\_\_ No of ANWESHA student in 1<sup>st</sup> Standard \_\_\_\_\_

(iii) No of Total Students in 2<sup>nd</sup> Standard \_\_\_\_\_ No of ANWESHA student in 2<sup>nd</sup> Standard \_\_\_\_\_

(iv) No of Non-Teaching staff \_\_\_\_\_

| Physical | Sl.No. | Infrastructure  | Availability |    |
|----------|--------|---|--------------|----|
|          |        |   | Yes          | No |
|          | 1      | Class rooms, space, light, air                              |              |    |
|          | 2      | Sitting arrangement in class ( Number of students per room) |              |    |
|          | 3      | Pucca Approach road to school                               |              |    |
|          | 4      | Transport facility for students                             |              |    |
|          | 5      | Compound wall   |              |    |
|          | 6      | Play ground   |              |    |
|          | 7      | Game and game materials                                     |              |    |
|          | 8      | Drinking water  |              |    |
|          | 9      | Toilets for boys and girls                                  |              |    |
|          | 10     | Water supply to toilets                                     |              |    |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

|                |    |  |        |  |
|----------------|----|--|--------|--|
|                | 11 | Garden   |        |  |
| Teaching aid   | 1  | Black and white board                            |        |  |
|                | 2  | LCD  |        |  |
|                | 3  | Projector  |        |  |
|                | 4  | TV   |        |  |
|                | 5  | Wall magazines                                   |        |  |
|                | 6  | Information board.                               |        |  |
|                | 7  | Map, chart                                       |        |  |
|                | 8  | Models   |        |  |
|                | 9. | Library  |        |  |
|                |    |  | Number |  |
| Teaching staff | 1  | Number of trained teachers                       |        |  |
|                | 2  | Number of untrained teachers                     |        |  |
|                | 3  | Non-Teaching staff                               |        |  |
|                | 4  | Number of male teachers                          |        |  |
|                | 5  | Number of female                                 |        |  |
|                | 6  | Number of Teachers in charge of ANWESHA students |        |  |
|                | 7  | Teacher-Student ratio                            |        |  |
|                | 8  | Number of classes per day on average             |        |  |
|                | 9  | Number of Visitors to school per year            |        |  |
|                | 10 | Number of Parent-teacher meet per year           |        |  |
|                |    |  |        |  |
| Misc.          | 1. | Opening and closing time of school               |        |  |
|                | 2. | Regular play/drill                               |        |  |
|                | 3. | Annual School function                           |        |  |

What is your general observation about the students enrolled under ANWESHA Programme?

| Observation                    | Equal | Less | More |
|--------------------------------|-------|------|------|
| 1. Learning capacity           |       |      |      |
| 2. Participation in games/play |       |      |      |
| 3. Discipline in class         |       |      |      |
| 4. Overall performance         |       |      |      |

Any Suggestions.

(Signature of the Principal With seal)

Date:

**Annexure II**

**Interview schedule for Teacher**  
**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG**  
**THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR TEACHERS WHO TEACH STUDENTS ENROLLED UNDER ANWESHA PROGRAMME)

Name of School \_\_\_\_\_

Address \_\_\_\_\_

**Part I -Personal Information**

1. Name \_\_\_\_\_

2. Your age at present \_\_\_\_\_

3. Qualification \_\_\_\_\_

4. You are trained teacher \_\_\_\_\_ untrained teacher \_\_\_\_\_

5. Total years of experience in teaching \_\_\_\_\_

6. Total years of service in the present school as teacher \_\_\_\_\_

7. Have you ever taken special training to teach the students Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please mention the name of training \_\_\_\_\_ duration of training \_\_\_\_\_

8. Which subjects do you teach \_\_\_\_\_ in which class \_\_\_\_\_?

9. How many SC and ST students admitted in the year 2015-16 \_\_\_\_\_ and 2016-17 \_\_\_\_\_?

10. Taking all aspects of ANWESHA students, how do you rank them compared to other students in class.?

(I) Equal \_\_\_\_\_ (ii) Better \_\_\_\_\_ (iii) less \_\_\_\_\_

**Part II-Teaching Environment**

**1. School Environment**

Please indicate to what extent the ANWESHA students (AS) make use of the following infrastructures in your school.

| <b>Infrastructure</b>                                 | <b>Like other students</b> | <b>Less than other students</b> | <b>Use rarely</b> |
|---|----------------------------|---------------------------------|-------------------|
| 1. Sitting in class room( in front seat or back seat) |                            |                                 |                   |
| 2. Library  |                            |                                 |                   |
| 3. Toilets  |                            |                                 |                   |
| 4. Coming to teacher's room                           |                            |                                 |                   |
| 5. Taking drinking water                              |                            |                                 |                   |
| 6. Other common facilities.                           |                            |                                 |                   |

2. How much are you satisfied with ANWESHA student while conducting the following activities?

| <b>Activities</b>   | <b>Degree of satisfaction</b> |             |               |
|---|-------------------------------|-------------|---------------|
|   | <b>Very much</b>              | <b>Much</b> | <b>Little</b> |
| 1. Greeting teacher while coming to class                   |                               |             |               |
| 2. Attention in class                                       |                               |             |               |
| 3. Listening to teacher                                     |                               |             |               |
| 4. Maintaining silence                                      |                               |             |               |
| 5. Responding to attendance call                            |                               |             |               |
| 6. Smartness in dress                                       |                               |             |               |
| 7. Smartness in talk  |                               |             |               |
| 8. Seeking permission while entering into and leaving class |                               |             |               |
| 9 Dealing with co-students                                  |                               |             |               |
| 10. Keeping surrounding clean                               |                               |             |               |

3. What do you feel about dealing of ANWESHA student with teachers, staffs and others in the school?

| <b>Dealing with</b>            | <b>Same as other students</b> | <b>Less than other students</b> | <b>More than other students</b> |
|--------------------------------|-------------------------------|---------------------------------|---------------------------------|
| 1. Teacher                     |                               |                                 |                                 |
| 2. School Staff                |                               |                                 |                                 |
| 3. Mixing Other students       |                               |                                 |                                 |
| 4. Keeping Discipline          |                               |                                 |                                 |
| 5. Following norms of school   |                               |                                 |                                 |
| 6. Playing with other students |                               |                                 |                                 |

4. Language of instruction

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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- (a) Only English \_\_\_\_ (b) Only Hindi \_\_\_\_\_(c) English with local language \_\_\_\_ (d) Hindi with local language\_\_\_\_
5. How far the ANWESHA Students (AS) understands the language in class compared to Non-ANWESHA students (NAS)
- (a) Equal  
(b) Better  
(c) Less
6. How the ANWESHA students feel when outside visitors come to school
- (a) Like other students  
(b) Feel frightened  
(c) Feel shy
7. In your opinion what is the level of understanding of AS compared to NAS the subject taught in the class.
- (a) Equal  
(b) Better  
(c) Less
8. Please give your honest response on the following aspects comparing AS and NAS in your school.

| Aspects                                  | Equal | More | Less |
|--|-------|------|------|
| 1. Promptness in answering the questions |       |      |      |
| 2. Feed back in class                    |       |      |      |
| 3.Extra effort to make them understand   |       |      |      |
| 4.Sincerity in learning                  |       |      |      |
| 5.Competative spirit                     |       |      |      |
| 6.General behavior in class              |       |      |      |
| 7. Proper use of uniform dress in class. |       |      |      |
| 8. Discipline in the class               |       |      |      |
| 9. Performance in test                   |       |      |      |
| 10. Participation in games               |       |      |      |
| 11. Making friend circle                 |       |      |      |
| 12. Participating in school function     |       |      |      |

9. How frequently you counsel AS beyond class hour
- (a) Frequently  
(b) Sometimes  
(c) Rarely  
(d) Never
10. What are your problem solving mechanism for AS
- (a)  
(b)



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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(c)

11. Do you make effort to recognize inherent talent of AS?

(a) Yes (b) No

If yes, what is your opinion?

(a) Very much encouraging

(b) Much encouraging

(c) Not encouraging

12. Performance in exam/test

| Sl. No. | Name of the AS | Total Mark | Mark secured by AS | Name of the NAS | Total Mark | Mark secured by NAS |
|---------|----------------|------------|--------------------|-----------------|------------|---------------------|
| 1       |                |            |                    |                 |            |                     |
| 2       |                |            |                    |                 |            |                     |
| 3       |                |            |                    |                 |            |                     |
| 4       |                |            |                    |                 |            |                     |
| 5       |                |            |                    |                 |            |                     |
| 6       |                |            |                    |                 |            |                     |
| 7       |                |            |                    |                 |            |                     |
| 8       |                |            |                    |                 |            |                     |
| 9       |                |            |                    |                 |            |                     |
| 10      |                |            |                    |                 |            |                     |
| 11      |                |            |                    |                 |            |                     |
| 12      |                |            |                    |                 |            |                     |
| 13      |                |            |                    |                 |            |                     |
| 14      |                |            |                    |                 |            |                     |
| 15      |                |            |                    |                 |            |                     |
| 16      |                |            |                    |                 |            |                     |
| 17      |                |            |                    |                 |            |                     |
| 18      |                |            |                    |                 |            |                     |
| 19      |                |            |                    |                 |            |                     |
| 20      |                |            |                    |                 |            |                     |

(Please compute average mark/score of AS and NAS taking equal number from both I.e 20 students)

(13). Please give three suggestions under each in order of importance

(A) For effective teaching to AS

I

ii

iii

(B) Infrastructure improvement for AS

I

ii.

iii.

(C) Exploring of inherent talent

I

Ii

Iii

(D) Creating competition spirit of AS

I

Ii

Iii

14. You know the selection process of AS for your school. Are you satisfied with selection process?

Yes\_\_\_\_No\_\_\_\_

If 'no' can you please give three suggestions in order of merit to have better selection process for AS?

I

Ii

Iii

(Please give clear cut suggestion)

15. How strongly you believe that ANWESHA program can promote quality education among the tribal students.

(a) Very much

(b) Much

(c) Little

(d) Not at all

**Signature /Seal of the  
Teacher**

**Date:**

Annexure III

**Interview schedule for Student**  
**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG**  
**THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR STUDENTS ENROLLED UNDER ANWESHA PROGRAMME)

*For the students of ANWESHA, the investigator will conduct group interaction with them on each and every point mentioned in the schedule taking enough time. The group will be consists of only five students. After thorough discussion, the investigator will record the response honestly on each and every point mentioned against each student in the schedule so that the accurate response of the students are reflected.*

**Personal Information about students in group.**

Group No \_\_\_\_\_

Class \_\_\_\_\_

Name of school \_\_\_\_\_

Name of Investigator \_\_\_\_\_

**Part-I Personal Information**

1. Please fill up the information correctly.

| <b>Name of the student (SC/ST)</b> | <b>Name of village</b> | <b>Name of Panchayat</b> | <b>Name of block</b> | <b>Name of father/mother</b> | <b>Age at present</b> | <b>Standard I/II</b> |
|------------------------------------|------------------------|--------------------------|----------------------|------------------------------|-----------------------|----------------------|
| 1.                                 |                        |                          |                      |                              |                       |                      |
| 2.                                 |                        |                          |                      |                              |                       |                      |
| 3.                                 |                        |                          |                      |                              |                       |                      |
| 4.                                 |                        |                          |                      |                              |                       |                      |
| 5.                                 |                        |                          |                      |                              |                       |                      |

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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2. Please assign any number you feel appropriate in between 0-3 against each factor and under each student as mentioned below.

| Statement   | S1 | S2 | S3 | S4 | S5 |
|---|----|----|----|----|----|
| 1. How punctual you are in attending class (in time)?                                   |    |    |    |    |    |
| 2. Do you go to school every working day?   |    |    |    |    |    |
| 3. Do you wear uniform dress every day properly?  |    |    |    |    |    |
| 4. How much you follow language of the teacher in class?                                |    |    |    |    |    |
| 5. How much you are comfortable with pronunciation of the teacher?                      |    |    |    |    |    |
| 6. How much you understand the subject in the class?                                    |    |    |    |    |    |
| 7. Do you talk freely with teacher in the class?  |    |    |    |    |    |
| 8. Are you given home assignment?   |    |    |    |    |    |
| 9. Do you regularly do home assignment?   |    |    |    |    |    |
| 10. Do you ask question to teacher if failed to understand?                             |    |    |    |    |    |
| 11. How much you mix with other students on the class?                                  |    |    |    |    |    |
| 12. Do you also pick up quarrel with other students?                                    |    |    |    |    |    |
| 13. Do you take permission of class teacher while entering into class or leaving class? |    |    |    |    |    |
| 14. Do you bring any complain to class teacher to solve?                                |    |    |    |    |    |
| 15. Do you play every day?  |    |    |    |    |    |
| 16. What games do you play?   |    |    |    |    |    |
| 17. Do you remain silence in class while teacher teaches in class?                      |    |    |    |    |    |
| 18. Do you compete with others in play/study?   |    |    |    |    |    |
| 19. Do you remember home very frequently?   |    |    |    |    |    |
| 20. How much do you like your school?   |    |    |    |    |    |

N.B. Mark 0 to 3 stands as follows

0 – No Answer

1 – Good

2 – Better

3 – Best

(S1, S2, S3, S4, S5 stands for students serial no 1, 2,3,4,5 in a group)

**Signature of the Investigator conducting group discussion**

**Date:**

**Annexure IV**

**Interview schedule for Hostel Superintendent**  
**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG**  
**THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR HOSTEL SUPERITENDENT UNDER ANWESHA PROGRAMME)

(The interview schedule is for Hostel manager/ Superintendent. The data are to be recorded through interview by the investigator)

|   |
|---|
| 1. Name of the hostel _____                         |
| 2. Location address _____                           |
| 3. Hostel: owned _____ rented _____                 |
| 5. Present strength of the boarders in hostel _____ |
| 6. Total employees of hostel _____                  |

**Personal Information of hostel manager**

1. Name of Manager/Supt. \_\_\_\_\_
2. Age at present \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Total years of experience in hostel management \_\_\_\_\_
5. Total years of experience in managing this hostel \_\_\_\_\_
6. Any training received in hostel management (mention organization/duration)  
\_\_\_\_\_
7. Distance between hostel and School \_\_\_\_\_ in KM
8. Means of transportation to school  
(a) School bus \_\_\_\_\_ (b) Rented bus \_\_\_\_\_ (c) By walk \_\_\_\_\_
9. Number of students accommodated in one room \_\_\_\_\_
10. Please give the following information about Hostel furniture and facilities available

**Impact of Urban Education Complex in promoting education among the tribals in Odisha**

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(i) Boarders are supplied with

| <b>Provisions</b>  | <b>Total no of Boarders</b> | <b>No of Boarders supplied with</b> |
|--------------------|-----------------------------|-------------------------------------|
| (a) Cot            |                             |                                     |
| (b) Mosquito Net   |                             |                                     |
| (c) Chair          |                             |                                     |
| (d) Table          |                             |                                     |
| (e) Bucket and mug |                             |                                     |
| (f) Fan and light  |                             |                                     |
| (g) Toilet         |                             |                                     |

(ii) Provision of water supply to toilets \_\_\_\_\_

(iii) Provision of drinking water \_\_\_\_\_

(iv) Timing of Breakfast \_\_\_\_\_ Lunch \_\_\_\_\_ Dinner \_\_\_\_\_

11. What is your response on the following aspects?

(i) Study hours strictly followed: Yes \_\_\_\_\_ No \_\_\_\_\_

(ii) Students are provided tuition: Yes \_\_\_\_\_ No \_\_\_\_\_

(iii) Quality of food; Good \_\_\_\_\_ up to standard \_\_\_\_\_ Below Standard \_\_\_\_\_

(iv) Care at illness well taken care \_\_\_\_\_ Not taken care \_\_\_\_\_

(v) Regular health check up ensured: Yes/No

(vi) If Yes, then how frequently \_\_\_\_\_

Frequently \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

(vii) Prayer in hostel: Yes \_\_\_\_\_ No \_\_\_\_\_

(viii) Hostel functions: organized \_\_\_\_\_ Not organized \_\_\_\_\_

(ix) Cleaning of room: every day \_\_\_\_\_ Once in week \_\_\_\_\_ Twice in week \_\_\_\_\_

(x) Cleaning of toilets every day \_\_\_\_\_ Once in a week \_\_\_\_\_ Twice a week \_\_\_\_\_

Any Suggestions -

**Name/Signature of Superintendent  
Seal and Date:**

Annexure V

**Interview schedule for Parents**  
**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG**  
**THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR PARENTS UNDER ANWESHA PROGRAMME)

**Information on Parents of Boy\_\_\_\_\_ Girl\_\_\_\_\_**

1. Name\_\_\_\_\_

2. Village\_\_\_\_\_

3. Panchayat\_\_\_\_\_

4. Block\_\_\_\_\_

5. District\_\_\_\_\_

6. Name of the school He/She reading\_\_\_\_\_

7. Name of the Hostel He/She residing\_\_\_\_\_

**Part I. Personal information**

1. Your age at present\_\_\_\_\_

2. To which caste you belong

A. ST \_\_\_\_\_ sub caste\_\_\_\_\_

B. SC \_\_\_\_\_ sub caste\_\_\_\_\_

3. Educational attainment

A. Illiterate\_\_\_\_\_

B. Primary\_\_\_\_\_

C Middle school\_\_\_\_\_

D. High School\_\_\_\_\_

E. Above high school\_\_\_\_\_

4. What is your family composition?

A. Male\_\_\_\_\_

B. Female\_\_\_\_\_

Total \_\_\_\_\_

5. How many children you have and what they are doing?

**Impact of Urban Education Complex in promoting education among the tribals in Odisha**

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| Name of children | Boy/Girl | Age | Present engagement | Child in ANWESHA programme |
|------------------|----------|-----|--------------------|----------------------------|
| 1.               |          |     |                    |                            |
| 2.               |          |     |                    |                            |
| 3.               |          |     |                    |                            |
| 4.               |          |     |                    |                            |

6. What is your major source of income?

- A. Farming\_\_\_\_\_
- B. Business\_\_\_\_\_
- C. Service\_\_\_\_\_
- D. Wage earning\_\_\_\_\_

7. How many earning members are there in your family at present?\_\_\_\_\_

8. You belong to

- A. Landless farmer group\_\_\_\_\_
- B. Marginal group\_\_\_\_\_
- C. Small group\_\_\_\_\_
- D. Medium group\_\_\_\_\_
- E. Large group\_\_\_\_\_

9. In which year you admitted your son/daughter under ANWESHA Programme\_\_\_\_\_

10 How happy you are because of admission of your son/daughter under ANWESHA.

- A. Very much happy\_\_\_\_\_
- B. Much happy\_\_\_\_\_
- C. Normal \_\_\_\_\_

**Part II .Information about ANWESHA Programme**

1. From where did you receive information about opportunity of ANWESHA?

- A. Block office\_\_\_\_\_
- B. DWO office/WEO\_\_\_\_\_
- C. News paper\_\_\_\_\_
- D. TV\_\_\_\_\_
- E. Friend and relatives\_\_\_\_\_
- F. Any other source\_\_\_\_\_

2. Who influenced you most to admit your ward under ANWESHA?

- A. Relatives and friends\_\_\_\_\_



## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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- B. Tribal welfare officials \_\_\_\_\_
- C. Village sarpanch/ward member \_\_\_\_\_
- D. Family member \_\_\_\_\_
- E. Any other person mention \_\_\_\_\_
- F. Self decision. \_\_\_\_\_
3. What attracted you most for admission of ward under ANWESHA Programme?
- A. Free education \_\_\_\_\_
- B. Quality education \_\_\_\_\_
- C. Urban education \_\_\_\_\_
- D. Opportunity given Govt. \_\_\_\_\_
- E. Any other reason specify \_\_\_\_\_
4. To which officials did you contact for ANWESHA Programme
- A. DWO \_\_\_\_\_
- B. Block Welfare Extension Officer \_\_\_\_\_
- C. Any other (mention) \_\_\_\_\_
5. Where from you received the application form?
6. Who filled up the application form? Self \_\_\_\_\_ other person \_\_\_\_\_
7. Did you pay anything for admission of your ward under ANWESHA Programme?
- Yes \_\_\_\_\_ No \_\_\_\_\_
- If yes how much \_\_\_\_\_
8. Are you tried to approach anybody for admission of your ward? Yes \_\_\_\_\_ No \_\_\_\_\_
- If so whom did you approach for this? \_\_\_\_\_
9. Do you satisfied that present selection system is O.K.
- If not OK, what is your suggestion for better and free of biasness?
- 1.
  - 2.
  - 3.

**Part III. Opinion about quality of education**

1. What changes do you observe with your son/daughter after admitted in urban schools under ANWESHA Programme?

| <b>Changes</b>             | <b>No change</b> | <b>Better</b> | <b>Far better</b> |
|----------------------------|------------------|---------------|-------------------|
| 1. Knowledge               |                  |               |                   |
| 2. Smartness               |                  |               |                   |
| 3. Obediency               |                  |               |                   |
| 4. Well dressed            |                  |               |                   |
| 5. Good manner             |                  |               |                   |
| 6. Sense of responsibility |                  |               |                   |
| 7. Competitiveness         |                  |               |                   |
| 8. Expression of talent    |                  |               |                   |
| 9. Interest on study       |                  |               |                   |
| 10. Respect for others.    |                  |               |                   |

**(Signature of parents)**

**Date:**

Annexure VI

Interview schedule for Community Leaders

**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG  
THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**

(INTERVIEW SCHEDULE FOR COMMUNITY LEADER UNDER ANWESHA PROGRAMME)

Information of Community Leaders of Boy \_\_\_\_\_ Girl \_\_\_\_\_

1. Name \_\_\_\_\_
2. Village \_\_\_\_\_
3. Panchayat \_\_\_\_\_
4. Block \_\_\_\_\_
5. District \_\_\_\_\_

**Part I. Personal information**

1. Your age at present \_\_\_\_\_
2. To which caste you belong
  - a. ST \_\_\_\_\_ sub caste \_\_\_\_\_
  - b. SC \_\_\_\_\_ sub caste \_\_\_\_\_
3. Educational attainment
  - a. Illiterate \_\_\_\_\_
  - b. Primary \_\_\_\_\_
  - c. Middle school \_\_\_\_\_
  - d. High School \_\_\_\_\_
  - e. Above high school \_\_\_\_\_
4. What is your major source of income?
  - a. Farming \_\_\_\_\_
  - b. Business \_\_\_\_\_
  - c. Service \_\_\_\_\_
  - d. Wage earning \_\_\_\_\_

**Part II. Awareness about ANWESHA Programme**

1. How much you are aware of the ANWESHA Programme?

| ANWESHA Programme                               | Very much | Much | Little |
|---|-----------|------|--------|
| 1. Initiation of programme                      |           |      |        |
| 2. Role of DWO                                  |           |      |        |
| 3. Admission criteria of Scand ST students      |           |      |        |
| 4. Fees Govt spending on them                   |           |      |        |
| 5. Number of SC and ST students admitted so far |           |      |        |
| 6. Method of selection                          |           |      |        |
| 7. Steps in selection methods                   |           |      |        |
| 8. Schools where admitted                       |           |      |        |
| 9. Parents of students admitted                 |           |      |        |
| 10. Students who are reading now                |           |      |        |

2. What changes do you observe with your SC and ST after admitted in urban schools under ANWESHA Programme?

| Changes                    | No change | Better | Far better |
|----------------------------|-----------|--------|------------|
| 1. Knowledge               |           |        |            |
| 2. Smartness               |           |        |            |
| 3. Obediency               |           |        |            |
| 4. Well dressed            |           |        |            |
| 5. Good manner             |           |        |            |
| 6. Sense of responsibility |           |        |            |
| 7. Competitiveness         |           |        |            |
| 8. Expressio of talent     |           |        |            |
| 9. Interest on study       |           |        |            |
| 10 Respect for others.     |           |        |            |

3. What is your opinion about the project in improving educational standard of SC and ST students? \_\_\_\_\_

How do you react to this statement? Do you agree, disagree or neutral to these statements

| Statement   | Agree | Disagree | Neutral |
|---|-------|----------|---------|
| 1. Poorest SC and ST students avail education in urban area and feel themselves equal to them |       |          |         |
| 2. Complete free education  |       |          |         |
| 3. Quality education than rural areas   |       |          |         |

**Impact of Urban Education Complex in promoting education among the tribals in Odisha**

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|   |  |  |  |
|---|--|--|--|
| 4. Increase outlook of the students                                   |  |  |  |
| 5. Scope to give recognition to inherent talent                       |  |  |  |
| 6. Creates spirit of competition among SC and ST students             |  |  |  |
| 7. Removes inequality of rich and poor, urban and rural               |  |  |  |
| 8. The SC and ST community feel their right is taken care of          |  |  |  |
| 9. Creates interest among SC and ST students about value of education |  |  |  |
| 10. Programme is strong step towards future improvement               |  |  |  |

4. You know the present procedure of selecting students under ANWESHA Programme?

Are you satisfied with procedure? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, what may be better methods?

1-

2-

3-

5. Has anyone in your community approached you to help for selection of their child under this programme? Yes \_\_\_\_\_ No \_\_\_\_\_

6. As community leader what are your suggestions to make ANWESHA programme more effective for SC and ST students?

1. English Medium

2. Hostel Facilities

3. Close watches

7. What are the positive aspects of the programme?

**(Signature)**  
**Date:**

**Annexure VII**

**Interview schedule for DWOs**

**“IMPACT OF URBAN EDUCATION COMPLEX IN PROMOTING EDUCATION AMONG  
THE TRIBALS IN ODISHA”**

**Schedule Cast & Schedule Tribe Research & Training Institute (SCSTRTI), Bhubaneswar**  
(INTERVIEW SCHEDULE FOR DISTRICT ADMINISTRATION OF ANWESHA PROGRAMME)

Name:- \_\_\_\_\_

Designation: - \_\_\_\_\_

Total Years of Experience:- \_\_\_\_\_

Total Years of Experience in present dist:- \_\_\_\_\_

A. Please give your honest response against the following question.

- 1) What is your opinion about ANWESHA to promote education among the SC & ST student?
  
- 2) How many times the committee organized meeting in a year?
  
- 3) What is the rate of attendance percentage of committee members?
  
- 4) What steps do you follow in selection of ANWESHA students?
  
- 5) What criteria do you adopt in selection of students for this scheme?
  
- 6) What constraints do you faced in implementing the process?

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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7) To what extent the community leaders/parents involved in this process?

| <b>Stakeholders</b> | <b>More</b> | <b>Less</b> | <b>Very Less</b> | <b>Not Interested</b> |
|---------------------|-------------|-------------|------------------|-----------------------|
| Parents             |             |             |                  |                       |
| Community           |             |             |                  |                       |
| Others              |             |             |                  |                       |

8) Do you feel that the present system of selection is okay as per guideline? Yes/No

9) If yes, what are the positive aspects?

10) If No, Why? What are the drawbacks?

11) What is the concrete suggestion to make the selection perfect?

12) Do you get feedback from the school, hostel, where they have been admitted and accommodated?

13) What Kind of feedback gets from the schools/hostels?

14) What steps do you have taken to solve the problem?

15) How many problems you have solved in school/hostel till now?

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

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16) Name of the Problem solved in school / hostel till now with date?

| Sl. No. | Name of the Problem | Solved/Not Solved |
|---------|---------------------|-------------------|
|         |                     |                   |
|         |                     |                   |
|         |                     |                   |
|         |                     |                   |

17) Do you ever contact the parents for this purpose?

| Sl. No | How many times in a month? | When             |                 |
|--------|----------------------------|------------------|-----------------|
|        |                            | Before Admission | After Admission |
|        |                            |                  |                 |

18) When student's application is more than requirements, how do you select?

19) What Problems do you face after selecting students by lottery method?

20) Please indicate the problem observed in the following areas along with suggestion for improvement.

- Selection of students:
  
- Problems in class room and school:
  
- Opinion of parents about ANWESHA:

**Signature**  
**Date:**



**BRIEF NOTE ON SURVEY SCHOOLS**

**District: Balangir (School No. 1)**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>   |
|------------------------------|--|
| 1. Name of school            | OMM International                                    |
| 2. Address                   | At-Kusumkani, Po-Ulba, Via-Patnagarh, Dist- Balangir |
| 3. Year of establishment     | 2012   |
| 4. Affiliated to             | CBSE   |
| 5. Total teacher strength    | 31   |
| (i) Male                     | 16   |
| (ii) Female                  | 15   |
| 6. Total non-teaching staff  | 5  |
| 7. Teacher-Student ratio     | 1:20   |
| 8. Intake of Anwasha student | 171 ( Std. I- 104, Std. II- 67)                      |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    |                |                      | ✓                    |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>80.25.</b>  |                      |                      |

**District: Balangir  
School No. 2**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                      |
|------------------------------|-----------------------------------|
| 1. Name of school            | Little Flower                     |
| 2. Address                   | At-Laltikra, P.O-Rajendra college |
| 3. Year of establishment     | 1988                              |
| 4. Affiliated to             | ICSE                              |
| 5. Total teacher strength    | 50                                |
| (i) Male                     | 14                                |
| (ii) Female                  | 36                                |
| 6. Total non-teaching staff  | 31                                |
| 7. Teacher-Student ratio     | 1:32                              |
| 8. Intake of Anwasha student | 10 ( Std. I- 8, Std. II- 2)       |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          | ✓              |                      |                      |
| 8. Discipline                 |                |                      | ✓                    |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>59.40</b>   |                      |                      |

**District: Balangir**

**School No. 3**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                     |
|------------------------------|----------------------------------|
| 1. Name of school            | Saraswati Sishu Mandir           |
| 2. Address                   | At/Po-Kantabanji, Dist- Balangir |
| 3. Year of establishment     | 1981                             |
| 4. Affiliated to             | Govt. of Odisha                  |
| 5. Total teacher strength    | 18                               |
| (i) Male                     | 4                                |
| (ii) Female                  | 14                               |
| 6. Total non-teaching staff  | 2                                |
| 7. Teacher-Student ratio     | 1:25                             |
| 8. Intake of Anwasha student | 18 ( Std. I- 15, Std. II- 3)     |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 25                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>81.16</b>   |                      |                      |

**District: Ganjam  
School No. 4**

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

### 1. Basic Information

| Information                  | Facts  |
|------------------------------|--|
| 1. Name of school            | ST. Ann's Public School                              |
| 2. Address                   | At-Sannapathar P.O: Badakodanda, Bhanjananar, Ganjam |
| 3. Year of establishment     | 2006   |
| 4. Affiliated to             | ICSE   |
| 5. Total teacher strength    | 21   |
| (i) Male                     | 4  |
| (ii) Female                  | 17   |
| 6. Total non-teaching staff  | 4  |
| 7. Teacher-Student ratio     | 1:30   |
| 8. Intake of Anwasha student | 17 ( Std. I- 13, Std. II- 4)                         |

### 2. Infrastructure and teaching aids

| Infrastructure              | Availability | Teaching aids            | Availability |
|-----------------------------|--------------|--------------------------|--------------|
| 1. Seats per class          | 35           | 1. Black and white board | ✓            |
| 2. Adequacy of Space, light | ✓            | 2. LCD                   | Nil          |
| 3. Pucca road               | ✓            | 3. Projector             | ✓            |
| 4. Transport                | ✓            | 4. TV                    | ✓            |
| 5. Compound wall            | ✓            | 5. Wall magazines        | ✓            |
| 6. Play ground              | ✓            | 6. Information board     | ✓            |
| 7. Game                     | ✓            | 7. Map Chart             | ✓            |
| 8. Drinking water           | ✓            | 8. Models                | ✓            |
| 9. Toilet for Boy and girl  | ✓            | 9. Library               | ✓            |
| 10. Water supply to toilet  | ✓            |                          |              |
| 11. Garden                  | ✓            |                          |              |

### 3. General opinion of Principals and Teachers

| Learning behaviour            | Average      | Below Average | Above average |
|-------------------------------|--------------|---------------|---------------|
| 1. Promptness                 |              | ✓             |               |
| 2. Feed back in class         |              | ✓             |               |
| 3. Understanding language     |              | ✓             |               |
| 4. Understanding subject      |              | ✓             |               |
| 5. Self-effort                | ✓            |               |               |
| 6. Smartness (dress)          | ✓            |               |               |
| 7. Learning capacity          |              | ✓             |               |
| 8. Discipline                 | ✓            |               |               |
| 9. Friend circle              | ✓            |               |               |
| 10. Competitiveness           |              | ✓             |               |
| 11. Participation in games    | ✓            |               |               |
| 12. Expression of talent      |              | ✓             |               |
| 13. Test performance (% mark) | <b>42.40</b> |               |               |

**District: Ganjam  
School No. 5**

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

### 1. Basic Information

| Information                  | Facts                               |
|------------------------------|-------------------------------------|
| 1. Name of school            | K. C. Public                        |
| 2. Address                   | Tata Benz square, Berhampur, Ganjam |
| 3. Year of establishment     | 1984                                |
| 4. Affiliated to             | CBSE                                |
| 5. Total teacher strength    | 45                                  |
| (i) Male                     | 8                                   |
| (ii) Female                  | 37                                  |
| 6. Total non-teaching staff  | 15                                  |
| 7. Teacher-Student ratio     | 1:37                                |
| 8. Intake of Anwasha student | 13 ( Std. I- 3, Std. II- 10)        |

### 2. Infrastructure and teaching aids

| Infrastructure              | Availability | Teaching aids            | Availability |
|-----------------------------|--------------|--------------------------|--------------|
| 1. Seats per class          | 45           | 1. Black and white board | ✓            |
| 2. Adequacy of Space, light | ✓            | 2. LCD                   | ✓            |
| 3. Pucca road               | ✓            | 3. Projector             | ✓            |
| 4. Transport                | ✓            | 4. TV                    | Nil          |
| 5. Compound wall            | ✓            | 5. Wall magazines        | ✓            |
| 6. Play ground              | ✓            | 6. Information board     | ✓            |
| 7. Game                     | ✓            | 7. Map Chart             | ✓            |
| 8. Drinking water           | ✓            | 8. Models                | ✓            |
| 9. Toilet for Boy and girl  | ✓            | 9. Library               | ✓            |
| 10. Water supply to toilet  | ✓            |                          |              |
| 11. Garden                  | ✓            |                          |              |

### 3. General opinion of Principals and Teachers

| Learning behaviour            | Average      | Below Average | Above average |
|-------------------------------|--------------|---------------|---------------|
| 1. Promptness                 |              | ✓             |               |
| 2. Feed back in class         |              | ✓             |               |
| 3. Understanding language     |              | ✓             |               |
| 4. Understanding subject      | ✓            |               |               |
| 5. Self-effort                | ✓            |               |               |
| 6. Smartness (dress)          |              | ✓             |               |
| 7. Learning capacity          | ✓            |               |               |
| 8. Discipline                 | ✓            |               |               |
| 9. Friend circle              |              | ✓             |               |
| 10. Competitiveness           |              | ✓             |               |
| 11. Participation in games    |              |               | ✓             |
| 12. Expression of talent      |              | ✓             |               |
| 13. Test performance (% mark) | <b>43.20</b> |               |               |

**District: Ganjam  
School No. 6**

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

### 1. Basic Information

| Information                  | Facts   |
|------------------------------|---|
| 1. Name of school            | ST. Xavier  |
| 2. Address                   | At- Daharaod P.O: Badatotadanda Bhanjanagar, Ganjam |
| 3. Year of establishment     | 1999  |
| 4. Affiliated to             | ICSE  |
| 5. Total teacher strength    | 16  |
| (i) Male                     | 7   |
| (ii) Female                  | 9   |
| 6. Total non-teaching staff  | 6   |
| 7. Teacher-Student ratio     | 1:31  |
| 8. Intake of Anwasha student | 38 ( Std. I- 31, Std. II- 7)                        |

### 2. Infrastructure and teaching aids

| Infrastructure              | Availability | Teaching aids            | Availability |
|-----------------------------|--------------|--------------------------|--------------|
| 1. Seats per class          | 40           | 1. Black and white board | ✓            |
| 2. Adequacy of Space, light | ✓            | 2. LCD                   | ✓            |
| 3. Pucca road               | ✓            | 3. Projector             | ✓            |
| 4. Transport                | ✓            | 4. TV                    | Nil          |
| 5. Compound wall            | ✓            | 5. Wall magazines        | ✓            |
| 6. Play ground              | ✓            | 6. Information board     | ✓            |
| 7. Game                     | ✓            | 7. Map Chart             | ✓            |
| 8. Drinking water           | ✓            | 8. Models                | ✓            |
| 9. Toilet for Boy and girl  | ✓            | 9. Library               | ✓            |
| 10. Water supply to toilet  | ✓            |                          |              |
| 11. Garden                  | ✓            |                          |              |

### 3. General opinion of Principals and Teachers

| Learning behaviour            | Average      | Below Average | Above average |
|-------------------------------|--------------|---------------|---------------|
| 1. Promptness                 | ✓            |               |               |
| 2. Feed back in class         | ✓            |               |               |
| 3. Understanding language     |              | ✓             |               |
| 4. Understanding subject      |              | ✓             |               |
| 5. Self-effort                |              | ✓             |               |
| 6. Smartness (dress)          | ✓            |               |               |
| 7. Learning capacity          |              | ✓             |               |
| 8. Discipline                 | ✓            |               |               |
| 9. Friend circle              | ✓            |               |               |
| 10. Competitiveness           |              | ✓             |               |
| 11. Participation in games    | ✓            |               |               |
| 12. Expression of talent      | ✓            |               |               |
| 13. Test performance (% mark) | <b>63.20</b> |               |               |

**District: Kandhamal  
School No. 7**

### 1. Basic Information

## Impact of Urban Education Complex in promoting education among the tribals in Odisha

| Information                  | Facts                                      |
|------------------------------|--|
| 1. Name of school            | Hanshika Residential English Medium School |
| 2. Address                   | At-Tilakpada, Po-Pakangoan, Dist-Kandhamal |
| 3. Year of establishment     | 2016                                       |
| 4. Affiliated to             | CBSE                                       |
| 5. Total teacher strength    | 7  |
| (i) Male                     | 3  |
| (ii) Female                  | 4  |
| 6. Total non-teaching staff  | 3  |
| 7. Teacher-Student ratio     | 1:35                                       |
| 8. Intake of Anwasha student | 135 ( Std. I- 135, Std. II- 0)             |

### 2. Infrastructure and teaching aids

| Infrastructure              | Availability | Teaching aids            | Availability |
|-----------------------------|--------------|--------------------------|--------------|
| 1. Seats per class          | 27           | 1. Black and white board | ✓            |
| 2. Adequacy of Space, light | ✓            | 2. LCD                   | ✓            |
| 3. Pucca road               | ✓            | 3. Projector             | Nil          |
| 4. Transport                | ✓            | 4. TV                    | Nil          |
| 5. Compound wall            | ✓            | 5. Wall magazines        | ✓            |
| 6. Play ground              | ✓            | 6. Information board     | ✓            |
| 7. Game                     | ✓            | 7. Map Chart             | ✓            |
| 8. Drinking water           | ✓            | 8. Models                | ✓            |
| 9. Toilet for Boy and girl  | ✓            | 9. Library               | ✓            |
| 10. Water supply to toilet  | ✓            |                          |              |
| 11. Garden                  | ✓            |                          |              |

### 3. General opinion of Principals and Teachers

| Learning behaviour            | Average      | Below Average | Above average |
|-------------------------------|--------------|---------------|---------------|
| 1. Promptness                 | ✓            |               |               |
| 2. Feed back in class         | ✓            |               |               |
| 3. Understanding language     |              | ✓             |               |
| 4. Understanding subject      |              | ✓             |               |
| 5. Self-effort                |              | ✓             |               |
| 6. Smartness (dress)          |              | ✓             |               |
| 7. Learning capacity          |              | ✓             |               |
| 8. Discipline                 | ✓            |               |               |
| 9. Friend circle              | ✓            |               |               |
| 10. Competitiveness           | ✓            |               |               |
| 11. Participation in games    | ✓            |               |               |
| 12. Expression of talent      | ✓            |               |               |
| 13. Test performance (% mark) | <b>76.00</b> |               |               |

**District: Kandhamal  
School No. 8**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                 |
|------------------------------|------------------------------|
| 1. Name of school            | Eden Public School           |
| 2. Address                   | D.A.V, Kalinga, Kandhamal    |
| 3. Year of establishment     | 2013                         |
| 4. Affiliated to             | CBSE                         |
| 5. Total teacher strength    | 11                           |
| (i) Male                     | 2                            |
| (ii) Female                  | 9                            |
| 6. Total non-teaching staff  | 4                            |
| 7. Teacher-Student ratio     | 1:13                         |
| 8. Intake of Anwasha student | 71 (Std. I- 34, Std. II- 37) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 20                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | Nil                 |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | Nil                 |
| 6. Play ground              | Nil                 | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | Nil                 |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | Nil                 |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | Nil                 |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>75.30</b>   |                      |                      |



**District: Kandhamal  
School No. 9**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                   |
|------------------------------|--------------------------------|
| 1. Name of school            | Kalinga Sishu Vihar            |
| 2. Address                   | Tikabali, Kandhamal            |
| 3. Year of establishment     | 1989                           |
| 4. Affiliated to             | ICSE                           |
| 5. Total teacher strength    | 13                             |
| (i) Male                     | 6                              |
| (ii) Female                  | 7                              |
| 6. Total non-teaching staff  | 5                              |
| 7. Teacher-Student ratio     | 1:21                           |
| 8. Intake of Anwasha student | 150 ( Std. I- 150, Std. II- 0) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | Nil                 | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | Nil                 | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | Nil                 |
| 10. Water supply to toilet  | Nil                 |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>76.50</b>   |                      |                      |

**District: Keonjhar  
School No. 10**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                            |
|------------------------------|---|
| 1. Name of school            | Chandra Sekhar English Medium School    |
| 2. Address                   | At- Ramla, P.O. Champua, Dist- Keonjhar |
| 3. Year of establishment     | 2011                                    |
| 4. Affiliated to             | CBSE                                    |
| 5. Total teacher strength    | 18                                      |
| (i) Male                     | 11                                      |
| (ii) Female                  | 7                                       |
| 6. Total non-teaching staff  | 5                                       |
| 7. Teacher-Student ratio     | 1:18                                    |
| 8. Intake of Anwasha student | 67 ( Std. I- 67, Std. II- 0)            |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    |                |                      | ✓                    |
| 12. Expression of talent      | ✓              |                      |                      |
| 13. Test performance (% mark) | <b>80.70</b>   |                      |                      |

**District: Keonjhar**

**School No. 11**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                           |
|------------------------------|--|
| 1. Name of school            | ST. Xavier                             |
| 2. Address                   | At- Nuagaon, P.O.-Dimbu, Dist Keonjhar |
| 3. Year of establishment     | 2007                                   |
| 4. Affiliated to             | CBSE                                   |
| 5. Total teacher strength    | 46                                     |
| (i) Male                     | 16                                     |
| (ii) Female                  | 30                                     |
| 6. Total non-teaching staff  | 34                                     |
| 7. Teacher-Student ratio     | 1:20                                   |
| 8. Intake of Anwasha student | 82 ( Std. I- 32, Std. II- 50)          |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>70.19</b>   |                      |                      |

**District: Keonjhar  
School No. 12**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                    |
|------------------------------|---------------------------------|
| 1. Name of school            | Kerala public school            |
| 2. Address                   | Sikha Nagari, Champua, Keonjhar |
| 3. Year of establishment     | 2000                            |
| 4. Affiliated to             | CBSE                            |
| 5. Total teacher strength    | 54                              |
| (i) Male                     | 35                              |
| (ii) Female                  | 19                              |
| 6. Total non-teaching staff  | 11                              |
| 7. Teacher-Student ratio     | 1:40                            |
| 8. Intake of Anwasha student | 98 ( Std. I- 51, Std. II- 47)   |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 50                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                |                      |                      |
| 13. Test performance (% mark) | <b>65.71</b>   |                      |                      |

**District: Koraput  
School No. 13**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                    |
|------------------------------|---------------------------------|
| 1. Name of school            | Novel Sidharth Eng. Med. School |
| 2. Address                   | Pani Nala street, Jaipur        |
| 3. Year of establishment     | 2015                            |
| 4. Affiliated to             | CBSE                            |
| 5. Total teacher strength    | 24                              |
| (i) Male                     | 2                               |
| (ii) Female                  | 22                              |
| 6. Total non-teaching staff  | 7                               |
| 7. Teacher-Student ratio     | 1:35                            |
| 8. Intake of Anwasha student | 50 ( Std. I- 50, Std. II- 0)    |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | Nil                 |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | Nil                 |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          | ✓              |                      |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    |                |                      | ✓                    |
| 12. Expression of talent      | ✓              |                      |                      |
| 13. Test performance (% mark) | <b>92.22</b>   |                      |                      |

**District: Koraput  
School No. 14**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                 |
|------------------------------|------------------------------|
| 1. Name of school            | Bikash Vidyalaya             |
| 2. Address                   | Gandhi Nagar, Koraput        |
| 3. Year of establishment     | 1994                         |
| 4. Affiliated to             | Govt. of Odisha              |
| 5. Total teacher strength    | 26                           |
| (i) Male                     | 7                            |
| (ii) Female                  | 19                           |
| 6. Total non-teaching staff  | 3                            |
| 7. Teacher-Student ratio     | 1:17                         |
| 8. Intake of Anwasha student | 87 (Std. I- 58, Std. II- 29) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | Nil                 |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      | ✓              |                      |                      |
| 13. Test performance (% mark) | <b>70.00</b>   |                      |                      |

**District: Koraput  
School No. 15**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                |
|------------------------------|-----------------------------|
| 1. Name of school            | Netaji Eng. Med. School     |
| 2. Address                   | Similiguda, Koraput         |
| 3. Year of establishment     | 1993                        |
| 4. Affiliated to             | CBSE                        |
| 5. Total teacher strength    | 20                          |
| (i) Male                     | 4                           |
| (ii) Female                  | 16                          |
| 6. Total non-teaching staff  | 7                           |
| 7. Teacher-Student ratio     | 1:30                        |
| 8. Intake of Anwasha student | 58 (Std. I- 58, Std. II- 0) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | Nil                 |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | Nil                 |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | Nil                 |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>62.22</b>   |                      |                      |

**District: Mayurbhanj  
School No. 16**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                              |
|------------------------------|---|
| 1. Name of school            | ST. Xavier High School                    |
| 2. Address                   | Indapahi, Laxmiposi, Baripada, Mayurbhanj |
| 3. Year of establishment     | 2015                                      |
| 4. Affiliated to             | CBSE                                      |
| 5. Total teacher strength    | 20  |
| (i) Male                     | 5   |
| (ii) Female                  | 15  |
| 6. Total non-teaching staff  | 6   |
| 7. Teacher-Student ratio     | 1:20                                      |
| 8. Intake of Anwasha student | 85 (Std. I- 43, Std. II- 42)              |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>87.78</b>   |                      |                      |

**District: Mayurbhanj**



**School No. 17**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                                  |
|------------------------------|---|
| 1. Name of school            | Venkateswar School                            |
| 2. Address                   | Near Railway Crossing, Rairangpur, Mayurbhanj |
| 3. Year of establishment     | 2010  |
| 4. Affiliated to             | BEO & Private Management                      |
| 5. Total teacher strength    | 12  |
| (i) Male                     | 4   |
| (ii) Female                  | 8   |
| 6. Total non-teaching staff  | 4   |
| 7. Teacher-Student ratio     | 1:28  |
| 8. Intake of Anwasha student | 95 (Std. I- 47, Std. II- 48)                  |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 35                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     | ✓              |                      |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>65.57</b>   |                      |                      |

**District: Mayurbhanj  
School No. 18**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                     |
|------------------------------|----------------------------------|
| 1. Name of school            | Kerala Public School             |
| 2. Address                   | Asarbani, Rairangpur, Mayurbhanj |
| 3. Year of establishment     | 1995                             |
| 4. Affiliated to             | ICSE                             |
| 5. Total teacher strength    | 28                               |
| (i) Male                     | 9                                |
| (ii) Female                  | 19                               |
| 6. Total non-teaching staff  | 8                                |
| 7. Teacher-Student ratio     | 1:35                             |
| 8. Intake of Anwasha student | 97 (Std. I- 48, Std. II- 49)     |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | Nil                 | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>68.38</b>   |                      |                      |

**District: Rayagada  
School No. 19**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                |
|------------------------------|-----------------------------|
| 1. Name of school            | Deepti Convent School       |
| 2. Address                   | New Mangala Mandi, Rayagada |
| 3. Year of establishment     | 2003                        |
| 4. Affiliated to             | ICSE                        |
| 5. Total teacher strength    | 36                          |
| (i) Male                     | 4                           |
| (ii) Female                  | 32                          |
| 6. Total non-teaching staff  | 14                          |
| 7. Teacher-Student ratio     | 1:35                        |
| 8. Intake of Anwasha student | 30 (Std. I- 30, Std. II- 0) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 35                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      | ✓              |                      |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              |                | ✓                    |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>72.00</b>   |                      |                      |

**District: Rayagada  
School No. 20**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                          |
|------------------------------|---------------------------------------|
| 1. Name of school            | Vignan Vidyalaya                      |
| 2. Address                   | Main Road, P.O-Rayagada Odisha-765001 |
| 3. Year of establishment     | 1999                                  |
| 4. Affiliated to             | Govt. of Odisha                       |
| 5. Total teacher strength    | 16                                    |
| (i) Male                     | 1                                     |
| (ii) Female                  | 15                                    |
| 6. Total non-teaching staff  | 4                                     |
| 7. Teacher-Student ratio     | 1:20                                  |
| 8. Intake of Anwasha student | 68 (Std. I- 42, Std. II- 26)          |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | Nil                 | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | Nil                 |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>72.50</b>   |                      |                      |

**District: Rayagada  
School No. 21**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                             |
|------------------------------|--|
| 1. Name of school            | Sacred Heart School                      |
| 2. Address                   | Sacred Road, P.O-Rayagada, Odisha-765001 |
| 3. Year of establishment     | 1969                                     |
| 4. Affiliated to             | ICSE                                     |
| 5. Total teacher strength    | 37                                       |
| (i) Male                     | 10                                       |
| (ii) Female                  | 27                                       |
| 6. Total non-teaching staff  | 12                                       |
| 7. Teacher-Student ratio     | 1:30                                     |
| 8. Intake of Anwasha student | 62 (Std. I- 41, Std. II- 21)             |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | Nil                 | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | Nil                 |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                | ✓              |                      |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>72.20</b>   |                      |                      |

**District: Sundargarh  
School No. 22**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                      |
|------------------------------|-----------------------------------|
| 1. Name of school            | S. B. Xavier                      |
| 2. Address                   | At/Po-Rangadhupa, Dist-Sundargarh |
| 3. Year of establishment     | 2001                              |
| 4. Affiliated to             | CBSE                              |
| 5. Total teacher strength    | 19                                |
| (i) Male                     | 0                                 |
| (ii) Female                  | 19                                |
| 6. Total non-teaching staff  | 7                                 |
| 7. Teacher-Student ratio     | 1:17                              |
| 8. Intake of Anwasha student | 69 (Std. I- 50, Std. II- 19)      |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 25                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | Nil                 |
| 4. Transport                | ✓                   | 4. TV                    | Nil                 |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 |                | ✓                    |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          | ✓              |                      |                      |
| 7. Learning capacity          | ✓              |                      |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              |                | ✓                    |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      | ✓              |                      |                      |
| 13. Test performance (% mark) | <b>60.76</b>   |                      |                      |

**District: Sundargarh  
School No. 23**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                 |
|------------------------------|------------------------------|
| 1. Name of school            | Indo English Medium School   |
| 2. Address                   | Birsa Dahar Road, Rkl-12     |
| 3. Year of establishment     | 1974                         |
| 4. Affiliated to             | CBSE                         |
| 5. Total teacher strength    | 38                           |
| (i) Male                     | 7                            |
| (ii) Female                  | 31                           |
| 6. Total non-teaching staff  | 17                           |
| 7. Teacher-Student ratio     | 1:30                         |
| 8. Intake of Anwasha student | 78 (Std. I- 40, Std. II- 38) |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 40                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | ✓                   |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         | ✓              |                      |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              |                | ✓                    |                      |
| 10. Competitiveness           |                | ✓                    |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>54.51</b>   |                      |                      |

**District: Sundargarh  
School No. 24**

**1. Basic Information**

| <b>Information</b>           | <b>Facts</b>                   |
|------------------------------|--------------------------------|
| 1. Name of school            | Sri Aurobindo Eng. Med. School |
| 2. Address                   | Sector-5, Rourkela-769002      |
| 3. Year of establishment     | 1973                           |
| 4. Affiliated to             | Govt. of Odisha                |
| 5. Total teacher strength    | 27                             |
| (i) Male                     | 6                              |
| (ii) Female                  | 21                             |
| 6. Total non-teaching staff  | 19                             |
| 7. Teacher-Student ratio     | 1:25                           |
| 8. Intake of Anwasha student | 73 (Std. I- 34, Std. II- 39)   |

**2. Infrastructure and teaching aids**

| <b>Infrastructure</b>       | <b>Availability</b> | <b>Teaching aids</b>     | <b>Availability</b> |
|-----------------------------|---------------------|--------------------------|---------------------|
| 1. Seats per class          | 30                  | 1. Black and white board | ✓                   |
| 2. Adequacy of Space, light | ✓                   | 2. LCD                   | Nil                 |
| 3. Pucca road               | ✓                   | 3. Projector             | ✓                   |
| 4. Transport                | ✓                   | 4. TV                    | ✓                   |
| 5. Compound wall            | ✓                   | 5. Wall magazines        | ✓                   |
| 6. Play ground              | ✓                   | 6. Information board     | ✓                   |
| 7. Game                     | ✓                   | 7. Map Chart             | ✓                   |
| 8. Drinking water           | ✓                   | 8. Models                | ✓                   |
| 9. Toilet for Boy and girl  | ✓                   | 9. Library               | ✓                   |
| 10. Water supply to toilet  | ✓                   |                          |                     |
| 11. Garden                  | ✓                   |                          |                     |

**3. General opinion of Principals and Teachers**

| <b>Learning behaviour</b>     | <b>Average</b> | <b>Below Average</b> | <b>Above average</b> |
|-------------------------------|----------------|----------------------|----------------------|
| 1. Promptness                 | ✓              |                      |                      |
| 2. Feed back in class         |                | ✓                    |                      |
| 3. Understanding language     |                | ✓                    |                      |
| 4. Understanding subject      |                | ✓                    |                      |
| 5. Self-effort                |                | ✓                    |                      |
| 6. Smartness (dress)          |                | ✓                    |                      |
| 7. Learning capacity          |                | ✓                    |                      |
| 8. Discipline                 | ✓              |                      |                      |
| 9. Friend circle              | ✓              |                      |                      |
| 10. Competitiveness           | ✓              |                      |                      |
| 11. Participation in games    | ✓              |                      |                      |
| 12. Expression of talent      |                | ✓                    |                      |
| 13. Test performance (% mark) | <b>42.66</b>   |                      |                      |



**Annexure IX**

**Name and address of Schools and hostels under Survey**

| <b>District</b> | <b>Name of the School</b>                     | <b>Address</b>                                       |
|-----------------|---|--|
| 1. Balangir     | 1. Omm International School                   | At-Kusumkani, Po-Ulba, Via-Patnagarh, Dist- Balangir |
|                 | 2. Little Flower School                       | At-Laltikra, P.O-Rajendra college,                   |
|                 | 3. Saraswati Sishu Mandir                     | At/Po-Kantabanji                                     |
| 2. Ganjam       | 1. K.C Public School                          | Tata Benz square, Berhampur, Ganjam                  |
|                 | 2. ST. Xavier                                 | At- Daharaod P.O: Badatotadanda Bhanjanagar, Ganjam  |
|                 | 3. ST. Ann's Public School                    | At-Sannapathar P.O: Badakodanda Bhanjanagar, Ganjam  |
| 3. Kandhamal    | 1. Eden Public School,                        | D.A.V, Kalinga, Kandhamal                            |
|                 | 2. Kalinga Sishu Vihar                        | Tikabali, Kandhamal                                  |
|                 | 3. Hanshika Residential English Medium School | At-Tilakpada, Po-Pakangoan                           |
| 4. Keonjhar     | 1. ST. Xavier                                 | At- Nuagaon, P.O.-Dimbu, Dist Keonjhar               |
|                 | 2. Chandra Sekhar English Medium School       | At- Ramla, P.O. Champua, Dist- Keonjhar              |
|                 | 3. Kerala public school                       | Sikha Nagari, Champua, Keonjhar                      |
| 5. Koraput      | 1. Bikash Vidyalay                            | Gandhi Nagar, Koraput                                |
|                 | 2. Netaji Eng. School                         | Similiguda, Koraput                                  |
|                 | 3. Novel Sidharth Eng. School                 | Pani Nala street, Jaipur                             |
| 6. Mayurbhanj   | 1. Kerala Public School                       | Asarbani, Rairangpur, Mayurbhanj                     |
|                 | 2. ST. Xavier High School                     | Indapahi, Laxmiposi, Baripada, Mayurbhanj            |
|                 | 3. Venkateswar School                         | Near Railway Crossing, Rairangpur                    |
| 7. Rayagada     | 1. Sacred Heart School,                       | Sacred Road, P.O-Rayagada, Odisha-765001             |
|                 | 2. Deepti Convent School,                     | New Mangala Mandi, Rayagada                          |
|                 | 3. Vignan Vidyalaya                           | Main Road, P.O-Rayagada Odisha-765001                |
| 8. Sundargarh   | 1. S.B. Xavier                                | At/Po-Rangadhupa, Dist-Sundargarh                    |
|                 | 2. Sri Aurobindo                              | Sector-5, Rourkela-769002                            |
|                 | 3. Indo English                               | Birsa Dahar Road, Rkl-12                             |