

**FUNCTIONING OF EKALABYA MODEL RESIDENTIAL SCHOOLS AND  
THEIR IMPACT ON ENHANCEMENT IN THE EDUCATIONAL ATTAINMENT  
AND WORLD VIEW OF TRIBAL STUDENTS**



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**Prof. Premananda Panda  
Smt. Arati Mall  
Dr Gitansu Mohan Dash  
Shri P.K. Das**

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## **Research Team**

Project Director: Prof Premananda Panda

Coordinator: Arati Mall, Research Officer

### Research Personnel:

Dr Gitansu Mohan Dash, OWS, Research Officer

Shri P.K. Das, Research Investigator

& Former Deputy Secretary, ST & SC Dev. Deptt.

Shri Babaji Charan Sahoo, Research Investigator

& Former Statistical Assistant, SCSTRTI

Shri Dola Gobinda Mallick, Statistical Assistant

Shri Harish Chandra Singh, Statistical Assistant

Shri Suresh Pattanaik, Statistical Assistant

Shri Hari Bandhu Barada, Statistical Assistant

# P r e f a c e

Transforming society is a challenge and when it comes to tribal societies it assumes a bigger challenge. It is known that education reaps rewards because it is the road to empowerment. The Government of India as well as the Government of Odisha have been trying for the holistic development of tribal communities who *hitherto* remained away from availing the educational opportunities. One of the most effective ways to invest in the future is through education. Thus, investing for future generation is to ensure the society self-sufficient. Since education raises awareness and awareness empowers people through participation in decision making process for sharing and caring of resources, it enhances the quality of human resources. Transforming tribal society through education is a challenging task before the government. Improvement of human resource has wider impact and it becomes indispensable to development. Thus, development strategies in educational sector in favor of tribal communities are likely to reduce the gap between the tribal and non tribal societies in sharing the development benefits. Recently government of India realized that one of the development targets is to devote a considerable amount of fund in favor of tribal education through ST and SC development department of the concerned state authorities in order to promote, support and respect quality education. It is essential to have curriculum development and create opportunities for higher education. This will definitely empower the tribal communities.

Education like health has been one of the important pillars of development For this development initiatives have been made in areas of tribal education to empowered through development initiatives holistically. Of many, the effective long term investments, the establishment of Ekalabya Model Residential Schools (EMRS) as the continuum of services is one. During 9<sup>th</sup> Five Year Plan period, Govt. of India Ministry of Tribal affairs Govt of India decided to establish 100 Ekalabya Model Residential Schools diverting a part of the allocation under the Article 275 (1) of the Constitution of India towards Capital (Non-Recurring) and Recurring cost of this type of schools established in different States. The purpose of EMRS is not only for all round development of the tribal students but also to tap the tribal talents and nurture them by imparting quality education from Class VI to XII all over the country using modern technology. Care was taken to impart education with balanced combination of curricular, extra-curricular and vocational activities. However, no development program should escape periodic evaluation even where feedback mechanism exists.

There are 11 EMRS started functioning mostly in Tribal Sub Plan areas under the aegis of Orissa Model Tribal Education Society (OMTES), an integral administrative unit under the control of ST and SC Development Department, Govt. of Orissa. To asses the degree of achievement and to bring out the improvement in the organization structure of schools and in learning process of the students, SCSTRTI took up this evaluation study on a sample basis. The findings of the research dwells around assessing status of delivering quality education and locating lapses in it, evaluating infrastructure and provision of incentives and related factors that influence the students' performance and change of worldview. The study is based on primary and secondary data collected from four sample EMRS, concerned functionaries and stakeholders by using universal research tools. As regard the facilities for students and lapses in delivering the services the observed events are interesting. The facilities include

free food, cots, blankets, mosquito nets, uniforms, text books, sports materials, pocket money , pass book and medical facility to boarders; supply of electricity and safe drinking water to schools and hostels , First Aid Boxes besides the provision of monthly health check up. For creativity and to increase awareness 'Wall Magazine' board, displaying art/paintings/songs/essays of the students are found fixed on the wall at the entrance of the schools. For talent retention and better grooming remedial and guidance classes are held for the relatively weaker students.

While emphasize equality before law as a state policy, it is quite evident that inequality of one kinds or another exist in all societies and in all institutions. It was found that the office registers and records, account registers are not maintained properly. The Librarian and Clerks are untrained in maintaining accounts, official procedures, files and other registers. Job charts for maintenance of office register/records/account register and other official works are found sound.. Student strength out numbered ratio of teachers and the class room space. The hostels are running with the active supervision of the Principal and Superintendent of the hostel. Superintendent is being engaged by the Principal from among the teachers for one month on rotation basis assisted by Asst. superintendent remains responsible for health and sanitary aspects of the students. Students' representatives are taking part in the food management of the hostel. Teachers engaged in EMRSs for all round development are well educated and acquainted with the teaching methods. But all of the teachers have expressed their reservation on compensation package set by the employer as a result some of them search for an appropriate exit. It is suggested that appropriate strategies be made for induction of better teachers and retention of talented teachers. To strengthen the model schools with the help of such dedicated teachers this research team suggests. The ministerial staff, however, need a rigorous training since of maintenance of relevant records and registers is poor.

The findings of the research team revealed that the student beneficiaries (both boys and girls) across the classes of the EMRSs yielded congenial academic environment in the School Campus. No complain was received regarding quality of teaching and involvement of teachers in the development of the students. Not all students coming from different area and cultural background are in equal footings of development therefore the research suggest for a flexi-approach to education system and the response to the teacher, examination and the output they vary. However, the EMRS students result revealed that the tribal students are no less intelligent and receptive than the non-tribal students. It seems that lack of opportunity possibly made them remain marginalized. Thus, achievement in terms of performance is a function of effective strategies and their implementation. This has been experimentally observed in case of EMRS. I am sure; going through the report would be enriching and useful for concerned deflowering agencies on education for tribal communities. We invite productive comments and suggestions.

Bhubaneswar  
26<sup>th</sup> Jan 2012

Prof.Premananda Panda  
Director, SCSTRTI

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We expect that this study would be of immense help for the administrators and key field officials at Government level for bringing change in the educational systems for interest of the Tribal children.

Premananda Panda  
Arati Mall  
Gitanshu Dash

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## EXECUTIVE SUMMARY

Ministry of Tribal Affairs (MoTA), Government of India, New Delhi, during 9<sup>th</sup> Five Year Plan period, decided to establish 100 Ekalabya Model Residential Schools from Class VI to XII all over the country for imparting quality education to ST students through modern technology. The Ministry had also decided to utilize a part of the allocation under the Article 275 (1) of the Constitution of India towards Capital (Non-Recurring) and Recurring cost of Ekalabya Model Residential Schools to be established in different States.

The establishment of Ekalabya Model Residential Schools in the tribal areas is a novel attempt to provide quality education to ST boys and girls through integration of High School Education with Higher Secondary education. The primary purpose of establishing EMRS is to impart quality education to tribal students with the right combination of curricular, extra-curricular and vocational activities. By now, there are 11 Ekalavya Model Residential Schools in the state of Orissa functioning through Orissa Model Tribal Education Society under the administrative control of ST & SC Development Department, Govt. of Orissa with the sole aim of providing quality education to the tribal children along with development of integrated personality. During 9<sup>th</sup> Five Year Plan period, 10 Ekalabya Model Residential Schools (EMRS) in 8 Tribal Sub Plan districts and later in 2007-08, one more EMRS in the tribal area but non-TSP district, namely Kalinga Nagar EMRS located at Rampilo in Jajpur district of the State of Orissa were established to extend quality education to tribal students. Sundargarh district has been blessed with highest number of EMRSs (03) and the remaining 8 districts (Mayurbhanj, Koraput, Rayagada, Gajapati, Keonjhar, Kandhamal, Nabarangapur and Jajpur) have one EMRS each. Basing on the pre determined goal, the Government now have decided to open two more Ekalavya Model Residential Schools in tribal pockets to cater to the educational promotion of the weaker section children, especially belonging to Scheduled Tribes living in the remote areas. All of such schools are residential in nature. This evaluation study has been taken up to asses how far the goals of setting up of these EMRS by the Government of Orissa have been achieved. Thus, this evaluation study titled “**Functioning of Ekalabya Model Residential Schools and Their Impact on Enhancement in the Educational Attainment and World View of Tribal Students**” was conducted during the year 2010-11 in 4 EMRS with the broad objectives to estimate impact of EMRS on the performance of the students, how far the Model Schools under the control of OMTES are capable to deliver quality education to tribal students with the right

combination of curricular, co- curricular, extra-curricular, vocational, social and spiritual activities, sort out the lapses and hindrances in delivering the services to the tribal students and to bring out the improvement in the organization as well as in the learning process of the students .

The report includes the research findings on four aspects: (i) assessing the extent of provision of facilities to students for delivering quality education and sorting out the lapses in delivering the services to the tribal students, (ii) examination of the impact of inadequacy of infrastructure in school, provision of incentives and such other factors on the performance of the students, (iii) assessment the academic performance and the world view of the students and (iv) finding out the extent of achievement of goal setting up by OMTES. It is based on data collected from 4 EMRS, functionaries and stakeholders by using different interview schedules, besides obtaining information from secondary source. The study sample covers 4 EMRS selected on the basis of excellent performance (EMRS, Bhawanipur, Sundargarh District), medium performance (EMRS, Dhanghera, Mayurbhanj District) and low performance (EMRS, Siriguda, Rayagada District and EMRS, Ranki, Keonjhar District) located in Western Orissa, Northern Orissa, Southern Orissa and Central Orissa respectively .

Government in SSD Department, Orissa and Government in MoTA, India are providing funds (both recurring and non-recurring) for functioning of EMRS. The funds are placed with the School Authority through OMTES and the Principal of the concerned School looks after the utilization of the funds received from OMTES.

Students are selected for admission into class VI and XI through an entrance examination under the direct supervision of the ST & SC Development Department. The student strength of each EMRS is 420 from the ST Category only. There are 7 classes starting from VI to XII and there are 60 students in each class. All the 420 students of ST category are boarders. Besides, 10% of the student above 420 i.e. 42 can be enrolled either from SC/OC category if ST category are not available as day scholars @ 6 students per class, raising the number of students to 66 in each class.

### **Provision of facilities to students and lapses in delivering the services:**

- All the four studied EMRS were established during the period from 2000-2002. The intake capacity of each EMRS is 464 (420 hostellers and 42 Day scholars). In the year 2009-10, 1610 students were enrolled in these four EMRS. While hostel facilities is available to all the 420 ST students, 10% extra students of total strength i.e. 42 students, from other categories such as SC/OBC/Gen caste can also be enrolled as day scholar, if ST students are not available. In order to take admission in the EMRS, students have to face an entrance examination test and admission is being given on the basis of the merit list of the entrance examination. In case, a seat in class VI or class XI falls vacant, the vacancy is being filled up from the merit list. It is found that students, getting admission in the EMRS, prefer to leave the school if he/she is selected in Navodaya Vidyalaya or Central School etc. By implication it means that parents and students of ST category are giving more importance to Navodaya Vidyalaya or Central school than EMRS as they feel that more facilities are available in those schools. Proper study environment should be created inside the campus of the EMRS to gain confidence of the ST people to allow their wards to study in EMRS.
- All the 4 EMRSs are provided with a total fund of Rs.1220.41 Lakh during 2005-06 to 2010-11. Total of Rs. 871.47 Lakh (71.41%) has been utilized by the 4 EMRSs and the rest Rs. 348.94 Lakh (28.59%) remained unutilized by December 2010. Maximum Fund of Rs. 352.93 Lakh has been provided to EMRS, Bhawanipur and Minimum Fund of Rs.276.42 Lakh has been provided to EMRS, Siriguda. Unutilized balance fund was found to be more (Rs. 117.86 Lakh) in EMRS, Bhawanipur and less (Rs. 56.53 Lakh) in EMRS, Dhanghera.
- Principal of the School is the head of the Institution. He administers and looks after the functioning of the school. Regular classes have been taken by the trained teachers i.e. PGTs and TGTs. PET is also appointed by the OMTES to provide the physical education to the students. Yoga teacher and music teacher are also appointed in the EMRSs. Time tables have been prepared for smooth functioning of the school. Attendance registers are maintained for the teaching and non teaching staff to mark their arrival and departure from the school. Students' attendance is also taken regularly in the classes by the respective class teachers.

- Boarders are provided with free food, cots, blankets, mosquito nets, uniforms, text books, sports materials, pocket money and medical facility.
- There is also supply of electricity and safe drinking water to schools and hostels of each of the 4 studied EMRSs.
- First Aid Boxes have been provided to all the studied EMRSs. Besides, there is provision of monthly health check up of the students.
- Pass book has also been supplied to each students in all the EMRS.
- A notice board and a 'Wall Magazine' board, displaying art/paintings/songs/essays of the students, are fixed on the wall at the entrance of the schools. At EMRS, Siriguda, it was observed that paintings carrying historical information on different aspect have been displayed on the wall of the class rooms. This activity of the Principal of the EMRS is praiseworthy. Remedial and guidance classes are also being taken by the respective teachers for the weaker students. Apart from that, pre-examination coaching classes for the students appearing at annual examinations and for JEE are also taken.
- It was found that the office registers and records, account registers are not maintained properly. The reason is obvious. The Librarian-cum-Clerk who has been asked to maintained register is untrained in maintaining accounts, official procedures, files and other registers. The concerned clerk should be trained in official rules and regulations. Further, there should be a person exclusively for management of the library and another for maintenance of office register/records/account register and other official works.
- Student strength of each class is 60. This has created congestion and communication gap between the teacher and the students who are sitting at the last bench of the class.
- There are two hostels inside the campus of the EMRS. One is for boys and another for girls. The capacity of both the hostel is 210 each. The hostels are running with the active supervision of the Principal and Superintendent of the hostel. Superintendent is being engaged by the Principal from among the teachers for one month on rotation basis. Asst. superintendent is responsible for looking after health and sanitary aspects of the students. Students' representatives are taking part in the food management of the hostel. There are 8 CCAs in each EMRS.
- Teachers engaged in EMRSs, are well educated and acquainted with the teaching methods applicable for tribal students. But all of the teachers have expressed

dissatisfaction over their service condition (contractual appointment) and salary (consolidated). They are capable of imparting good teaching to the students but their spirit and enthusiasm are diminishing due to their frustration regarding the service condition and salary. They even expressed that had they been the permanent teachers with regular scales of pay, they would not search for any other job. It was also observed that some of the teachers have applied for the posts of teacher or lecturer to other Institutions only because of the uncertainty in their job in the school. It is, therefore suggested that the teachers engaged in EMRSs may be made permanent with regular scale with other service conditions applicable to other teachers of SSD Department. To check the brain drain of good teachers, we must be careful to strengthen the model schools with the help of such teachers and we must take steps to make them permanent with regular scales of pay.

### **Inadequacy of Infrastructure**

- The study team interacted with more than 250 students (both boys and girls) of each class of the 4 studied EMRSs through a set of questionnaire prepared by the Institute. Apart from these students, the study team also interacted with other students (both boys and girls) of the EMRSs. The intention was to know about the quality of teaching, quality and quantity of food provided to them, quality of civic amenities provided to them, facilities provided to them in the hostels, involvement of teachers with the students, whether they are facing physical, mental and sexual harassments, their improvement in curricular and extra-curricular activities etc. To the greatest satisfaction of the study team, not a single complain was received from any of the students regarding misbehavior and physical, mental and sexual harassment. This indicates that a good environment prevails in the School Campus. No complain was received regarding quality of teaching and involvement of teachers in the development of the students.
- Though funds are being provided each year for construction and running of the EMRS, facilities required for the students to create complete study environment have not yet been provided. For example, at EMRS, Ranki, there are no sufficient class rooms, library with a reading room, adequate laboratory apparatus and text book as well as reference books for the students. Cots, mosquito nets, blankets have not been provided to all the

boarders in the hotel. Study table, chair, lamp and cupboard are also not provided to each boarder for their study. 20-25 students are allowed to stay in a hall in the hostel. This arrangement has adversely affected the study environment in the room. In one room there should not be more than 10-12 students. In all the above EMRS, charge of hostel superintendent is being given to the teaching staff of the school on rotation basis against their consent. No teaching staff of the school should be given charge of hostel management.

- Vast area inside the campus of the school remains unutilized. No suitable play ground / garden have been developed inside the campus of the school.
- Students in the hostel are not provided table and chair to read comfortably. They have to do their home work etc. on their cot which is painful and put pressure on the back bone of the student. Old and broken cots and mosquito nets are not replaced. At EMRS, Siriguda and EMRS, Ranki it was found that the window glasses have been broken and toilets are left unclean for months together.
- Though there is necessity of more number of class rooms for each EMRS, they have not been constructed yet. The number of class room in each EMRS varies between 6 (in EMRS, Ranki) and 8(in EMRS, Siriguda).
- In EMRS, Dhanghera, teachers common room is used as Principal's room and in EMRS, Bhawanipur, it is occupied by a non teaching staff.
- In EMRS, Siriguda, there is a Library without study room.
- In 3 EMRSs, there are 5 laboratories for 5 Practical subjects except in EMRS, Dhanghera where there is a common laboratory for both Botany and Zoology subject.
- In none of the studied EMRSs, students' common room or sports room have been constructed.
- Though drinking water facility is available in each EMRS and water is provided through pipe, yet it is found insufficient.
- Television has not been provided to the students of the EMRSs except EMRS, Ranki.
- There is one conference hall and a recreation hall at EMRS, Siriguda, which are not available in other 3 EMRS.
- A few number of Latrine-cum Bath rooms (Only 8) are provided to Boys' hostel at Siriguda where as the proportion is 1:10.



- At EMRS, Bhawanipur common kitchen common dining hall is shared by boys and girls.
- No room for Yoga/prayer class has been provided at EMRS, Bhawanipur where as there is one for boys at EMRS, Ranki and one for girls at EMRS, Siriguda and 2 for both boys and girls separately at EMRS, Dhanghera.
- In all the 3 EMRS, the total number of staff (both teaching and non teaching) is 34 each where as in EMRS, Dhanghera, it is 32 as the number of both PGT and TGT teachers are 7 numbers each.
- In EMRS, shortage in staff quarters has been observed. In EMRSs at Bhawanipur, Dhanghera, and Siriguda, the total number of staff quarters is 14 each where as it is 19 at EMRS, Ranki. Four numbers of teachers of Bhawanipur EMRS, 14 teachers of Siriguda EMRS are compelled to stay out side the School Campus due to lack of quarters. PET has been allotted with a quarters which is actually meant for the Night Watchman. Three other teachers have been provided with quarters which are actually meant for other non-teaching staff. This is not at all a good symbol of healthy school environment. At least 10/16 more quarters need to be constructed for accommodation of the left out teachers, laboratory assistants and night watchman in each EMRS.
- In each EMRS except in EMRS, Ranki, there are only 2 persons who are serving as both sweeper-cum-watchmen. At EMRS, Ranki only 1 person is engaged to serve both as Sweeper and Watchman which is impossible on the part of a person to do both the job perfectly both at school and hostel. No watchman/sweeper is posted in the hostel separately.
- One peon is engaged at EMRS, Siriguda and EMRS, Ranki where as no class IV employees are engaged in EMRS, Dhanghera and EMRS, Bhawanipur.
- There is no sick room in the studied EMRSs except EMRS, Siriguda. Though 210 students are residing in each hostel, there is no provision of sick room which is necessary to keep the sick students aloof from others and the ailing students can take rest.
- In EMRS, Ranki, a waiting room has constructed just outside the girls hostel compound for the parents/guardians of the girls' students. In other EMRS, there are no such facilities. Waiting room for parents and guardians who come from a far distance place to meet their wards should be constructed near each hostel of all the EMRS.

- As text books are not being supplied to students in time, they are facing difficulty to complete their courses in time. Most of the students lack General Knowledge as the library is not functioning properly and there is no scope for the students to acquire such knowledge. The busy time schedule for the students in the school has affected the students to do their home work or to revise their course. Teachers also find it difficult to prepare themselves for their next classes. Importance is not being given for vocational training, sports and other extracurricular activities of the students. Therefore, the time table of the school should be modified to introduce such activities/programmes. Students should be encouraged to take part in NCC/Scouts and other social oriented activities.
- Though electric facility has been provided to all the EMRSs, frequent power cut and low voltage is a common complain of students and staff of each EMRS.
- Though Science Apparatus have been provided to all the EMRS, they are found insufficient.
- Magazines (Reader's Digest) are purchased for the students only in 2 EMRSs namely in EMRS, Dhanghera and EMRS, Bhawanipur.
- In two EMRS, Ranki and Siriguda, it was found that the window glasses, nuts and bolts of doors of Girls' hostel are broken and toilets are left unclean for months together. Doors of latrine and bath rooms are found half-broken making such facilities meaningless. Poor condition of the lavatories in all the boys' and girls' hostels compels the students to go out of the School Campus to meet their nature's call.
- A few quantity of food is provided in Breakfast and Tiffin. It was observed by the study team that the quantity of curry served during lunch and dinner is very negligible. Rate chart for Tiffin/break fast/ launch and dinner is required to be revised.
- Due to non availability of kitchen and dining space, the boarders are taking their food in open space inside the campus at EMRS, Siriguda.
- Library has no separate room and adequate furniture. At EMRS, Ranki, the Library of the school is functioning inside the Zoology Laboratory without adequate furniture for keeping the books and there is no reading room for the students.
- In none of the studied EMRSs, students' common room or sports room have been constructed.

- 20-25 students are allowed to stay in a hall in the hostel. This arrangement is adversely affecting the study environment in the room. In one room there should not be more than 10 -12 students.
- Pass books supplied to the students are not updated at EMRS, Siriguda.
- Lack of provision for reference books by the school to teachers hinders their academic improvement. It is therefore, suggested that sufficient reference books should be provided to the teachers along with the course books.

#### **Academic Performance of students and world view Test analysis:**

- The total result of final HSC Examination during 5 years of each EMRS shows that the numbers of passed students are more than the failed one which varies between 01 and 26 in different EMRSs.
- The percentage of failed students varies between minimum of 1.28 (at EMRS, Bhawanipur) and maximum of 24.68 (at EMRS, Siriguda).
- More percentage of students have passed in first division in EMRS, Dhanghera (36.93) and EMRS, Bhawanipur (36.86) in comparison to EMRS, Ranki (21.11) and EMRS, Siriguda (20.11).
- The number of students passed in third division during last five years was lowest (16.06%) in EMRS, Bhawanipur followed by EMRS, Dhanghera (17.43%), EMRS, Ranki (36.38%) and EMRS, Siriguda (46.56%)
- From the total result of 4 EMRSs during last 5 years, it is found that the total percentage of pass was 85.89%.
- But, the percentage of students passed in second division (42.30) was little bit more than the percentage of students passed in first division (30.07) .The percentage of students passed in third division was 27.03%.
- The total result of final Higher Secondary Examination (+2 Science) of the EMRSs during 2 to 3 years shows that the number of passed students is more than that of the failed one except at EMRS, Siriguda where the number of passed student is 30 and the number of failed students are 58, just the double of the number of passed students.

- Again the percentage of students passed in first division in Higher Secondary Examination is very low in each EMRS in comparison to that of students passed in second and third division.
- Total Higher Secondary Examination result of all the 4 EMRS shows that the percentage of first division students was 13.23% where as the percentage of second division and third division was 39.64% and 47.13% respectively.
- It is found that the total number of students enrolled and the number appeared in the final HSC examination are found to be the same at EMRS, Bhawanipur and EMRS, Dhanghera where as the number of students appeared the final HSC examination are found to be less than the enrolled students in EMRS, Ranki and EMRS, Siriguda during last five years (2005-06 to 2009-10). All the enrolled students of all the studied EMRSs have appeared the Higher Secondary Examination except EMRS, Siriguda where only one student had dropped it.
- Due to their poor performance in the test examination, 6 students of EMRS, Ranki and 7 students of EMRS, Siriguda were not sent up to appear the final HSC Examination..
- Again the percentage of pass in first division in HSC examination is found more in EMRS, Dhanghera and EMRS, Bhawanipur than in other two EMRS. At Higher Secondary level, though the EMRS, Bhawanipur has retained the first position among 4 EMRSs, the position of EMRS, Dhanghera has come down to 4<sup>th</sup> position on the basis of scoring of students at first division.
- Again the percentage of fail students in HSC examination is found more in EMRS, Siriguda (24.68%) followed by EMRS, Ranki (23.72%). It is only 1.08 in EMRS, Bhawanipur and 9.24% in EMRS, Dhanghera.
- The percentage of failed students varies between 1.08 % in EMRS, Bhawanipur (lowest) and 24.68% in EMRS, Siriguda (highest) in HSC Examination. Similarly, the percentage of failed students varies between 19.88% in EMRS, Bhawanipur (lowest) and 65.31% in EMRS, Siriguda (highest) in Higher Secondary Examination.
- A comparison of result between HSC and Higher Secondary examination shows that the percentage of pass has been reduced at Higher Secondary level in all the studied EMRSs which indicates negligence of the teachers or students in the study, non supply of

adequate science apparatus, inadequate library books and irregular supply of text books and lack of orientation training to teachers.

- The study reveals that EMRS, Dhanghera and EMRS, Bhawanipur have shown better results than EMRS, Ranki and EMRS, Siriguda, both in HSC and Higher Secondary examinations. Though students in all the EMRSs are being enrolled through conducting entrance examination, yet most of the students of the EMRS belong to the district in which the EMRS is situated. Therefore, percentage of literacy among ST people in the district, exposure of the ST people to the outer world may be some of the reasons for better result in the former two EMRS. The ST people in Sundargarh and Mayurbhanj usually get more exposure to out side world which has made them more aware of their future and the future of their children than those who reside in other two districts.
- Santals are pre dominant tribe in Mayurbhanj district and Kisan, Munda and Oraon are pre-dominant tribes in Sundargarh district. All these tribes are advanced and more developed than other ST communities in Odisha. This factor is also responsible for better result in the EMRS situated in these districts. However, dedication of the teaching staff and efforts of the students for achieving better result in these EMRS can not be denied. Continuous and concentrated efforts should be taken to improve the standard of the students in the EMRS having low result.
- Another reason for low performance at EMRS, Ranki and EMRS, Siriguda may be that teachers are not able to clarify the doubts of the weak students who get scared to face the examination with the assumption of not getting success. The other reason may be that the students may be getting shy to ask teacher to clarify their doubts on the basis of the assumption of being ridiculed by the teacher or by other friends, or the teachers are not cooperative and not providing time to extend help to them at the time of their need. Lack of cordial relationship between the teacher and students may be one of the reasons for their low performance at these two EMRSs. EMRS, Ranki lacks sufficient science apparatus and furniture in the Laboratory. The Library of the school is functioning inside the Zoology Laboratory without adequate furniture and there is no reading room for the students.

- Due to inadequate staff quarters, some of the teachers are staying outside EMRS at a distance of 5-7 Km. Therefore, they are unable to give proper attention to the student which also resulted in their low performance.
- Teachers are being given the charge of hostel superintendents on rotation basis which negatively affects their teaching and attention to students.
- Inadequate supervision and monitoring by higher authorities is also another reason for low performance at EMRS, Ranki and Siriguda.
- Lack of active participation of parents in Parents-Teacher Meetings and lack of awareness among the parents is another reason for low performance. The school authority does not inform the parents about the academic progress of their wards.
- From the personal interview with the parents, it was inferred that there was lack of coordination among the teachers as well as with the Principal of EMRS, Siriguda which resulted in poor performance of the students.
- Students performed poorly in the world view test conducted for 266 students from class VI to XII. (134 boys and 132 girls), 8 (3%) students (4 boys and 4 girls) scored above 90%, 122 (46%) students (67 boys and 55 girls) scored between 61% & 90%, 119 (45%) students (58 boys and 61 girls) scored between 31% to 60% and 17 (6%) students (5 boys and 12 girls) scored up to 30%. It is found from the test that though a lot of investment as well as special efforts are being made to impart quality education to these students, it is not found satisfactory to some extent.
- A comparative statement of the scoring of upper primary and high school and higher secondary school students shows that 7% students have scored more than 90% at upper primary level where as none of the students at high school and higher secondary level have scored more than 90%. Again, when 75 (63%) have scored between 61 and 90% at upper primary level, near about half of the students (47nos) constituting 32% are coming under this range. At lower range from 0 to 60%, the number of students at high school and higher secondary level are more (100 nos.) than at primary level (36 nos). The result explains that the sound knowledge on different aspects, deteriorating gradually at higher levels, may be due to lack of interest in other aspect except text book knowledge or due to lack of time due to pressure of studies or due to lack of interest among the teachers to

make them aware of various aspects of outside world to facilitate them in this competitive world to go for higher education and build their future career.

- The percentage of failed students are very low (1.28%) at EMRS, Bhawanipur where as it is very high (24.68%) at EMRS, Siriguda.
- In Higher Secondary examination, the percentage of pass out of students of 4 EMRS in during 3 years (2007 -08 to -2009-10) was 68.97%, about 17% less than the HSC examination result.
- The world view test, though conducted within a short time and limited questions were set up for the test, it shows that most of the students of the above 4 EMRS have little knowledge about the past as well as current National and International events. Even some of them failed to give answers to the questions about the eminent leaders/ persons of our State/ country. The test shows that either the students are not attentive in their class or the teachers failed to impart quality education to the students. Adequate steps are not being taken to improve these aspects of the education among the students.
- OMTES as well as the Managing Committees of the above 4 EMRSs should see that knowledge of the students on various national and international events (current or past) should be improved. Books of different eminent authors and general knowledge books should be kept in the library for the benefit of the students. News Papers and Television should be supplied to the school so that the students would acquire knowledge on different aspects of world events which would help the students to build their future career and can compete with others. In this respect, the Principals and the hostel superintendents should play important role during school hour and beyond school hour respectively. Students should be inspired to be laborious to acquire the general / career building knowledge from different non text books / magazines. Competitions on debate, essay writings, GK tests etc. should be arranged periodically by OMTES / EMRS with award of prizes, may be nominal, to create interest among the students to acquire such knowledge and develop keeping pace with others.

#### **Achievement in extending quality education:**

- Establishment of the EMRS in the tribal area is a novel attempt to provide quality education up to Higher Secondary stage free of cost to S.T. students residing in remote

areas by providing residential facilities which will make them able to avail the facilities of reservation in higher and professional educational courses as well as in higher level of jobs in Public and Private sector. This project has provided excellent scope to the ST students to continue their studies from class VI to class XII in one place with residential facilities.

- Sufficient land varying from 14.5 to 30 acres has been provided to 4 EMRS. Infrastructures like school and hostel buildings (except boys hostel in Siriguda EMRS which is under construction), kitchen rooms, laboratories, teachers common room, latrines/lavatories in school and hostel buildings, pipe water and electricity supply to school and hostel buildings, Play ground ( though not developed fully) have been provided to the students. Staff quarters with facilities of drinking water and sanitation have been constructed. However, more such quarters need to be constructed for rest of the staff of the school. All the four EMRSs are accessible and connected to the nearest city by road. Trained teachers have been engaged in the school for imparting quality education to the students. Extra coaching classes have been taken by the teachers for the weaker students. These facilities have attracted the parents to allow their wards to take admission in these schools. Cases of drop outs are found nil in these schools. This is the excellent achievement. Because of schooling, boarding and sport activities being taken inside the campus of the school, result of the school is improving gradually. Pre examination coaching classes for the students of class X and class XII are being provided in the EMRS. Residential facilities, supply of text books and magazines, provision of library in the school, supply of school uniform (Two pair of dress, socks, shoes, tie) and provision to provide pocket money @ Rs. 85/- per boy and 115/- per girls given to the students and above all result of the school have attracted the parents to allow their wards in the school.
- During empirical study, the study team interacted with some guardians of the students who expressed their satisfaction about the concept of establishment of EMRS, their management and type of education being imparted in the school. However, more steps need to be taken for further development of the Institutions and their management.
- Taking success in implementation of the scheme in view, it is felt that more EMRS may be established in each district preferably in the area where ST concentration is high and



in low literacy pockets. In low literacy pockets, local ST students may be given preference for taking admission and they may be exempted from entrance examination.

## ACRONYMS

AC	Air Condition
AHSC	Annual High School Certificate
AM	Ante Meridian
ANM Center	Auxiliary Nurse-cum-Midwife Center
ATM	Automatic Teller Machine
B A	Bachelor of Arts
B Com	Bachelor of Commerce
B Ed	Bachelor of Education
B P Ed	Bachelor in Physical Education
B Sc	Bachelor of Science
BSE	Board of Secondary Education
BSNL	Bharat Sanchar Nigam Limited
CAG	Comptroller and Auditor General
CCA	Cook-cum-Attendant
CDMO	Chief District Medical Officer
CHC	Community Health Center
CHSE	Council of Higher Secondary Education
CI	Circle Inspector
CM	Chief Minister
C P Ed	Certificate in Physical Education
DA	Dearness Allowance
DEO	Data Entry Operator
DI	District Inspector
DPEP	District Primary Education Programme
DRDA	District Rural Development Agency
DWO	District Welfare Officer
EE	Executive Engineer
EMRS	Ekalabya Model Residential School
FRA	Forest Rights Act
GB	Governing Body
GK	General Knowledge
GP	Gram Panchayat
HSC	High School Certificate
HSS	Higher Secondary School
IIDCO	Industrial Infrastructure Development Corporation
I T	Information Technology
ITDA	Integrated Tribal Development Agency
ITI	Industrial Training Institute
KISS	Kalinga Institute of Social Sciences
LA	Laboratory Assistant
LLB	Bachelor of Law
LPG	Liquefied Petroleum Gas

M A	Master of Arts
M C A	Master in Computer Application
MDM	Mid-Day Meal
ME School	Middle English School
MIL	Modern Indian Language
MHU	Mobile Health Unit
MoTA	Ministry of Tribal Affairs
M Phil	Master of Philosophy
M Sc	Master of Science
NA	Not Available
NCC	National Cadet Corps
NGO	Non-Government Organization
NISWASS	National Institute of Social Works and Social Sciences
NRHM	National Rural Health Mission
NSS	National Social Service Scheme
OBC	Other Backward Classes
OC	Other Category
OCC	Odisha Construction Corporation
OMTES	Odisha Model Tribal Education Society
OSD	Officer on Special Duty
PA	Project Administrator
PET	Physical Education Teacher
PGT	Post Graduate Teacher
PHC	Primary Health Center
Ph D	Doctor of Philosophy
PTG	Particularly Vulnerable Group
PWD	Public Works Department
RLTAP	Revised Long Term Action Plan
RTE	Right to Education
RWSS	Rural Water Supply and Sanitation
SC	Scheduled Caste
SCSTRTI	Scheduled Castes and Scheduled Tribes Research and Training Institute
SEBC	Socially and Economically Backward Classes
SI	Sub-Inspector
SMC	School Managing Committee
SSA	Sarva Shiksha Abhiyan
SSD Department	Scheduled tribes and Scheduled Castes Development Department
ST	Scheduled Tribe
TA	Travelling Allowance
TC	Transfer Certificate
TGT	Trained Graduate Teacher
TT	Table Tennis
TV	Television
UC	Utilization Certificate

## CHAPTER –I

### INTRODUCTION

Our constitution provided for a social order, free from all forms of discrimination and also a comprehensive frame for the protection and advancement of tribal people across the length and breadth of the country. Indian constitution designates certain indigenous communities as scheduled tribes as per the Art 342, as they are the socially and educationally backward among the Indian citizens. It is needless to say, education plays an essential role in all round development process of an individual as well as of society. Prior to 1950, our nation had no significant programme for educational upliftment of the tribal communities. After the enactment of constitution, it has become the responsibility of the government to raise the literacy level of the tribal communities. Before 1976, education was exclusively the responsibility of the state and the central government was only concerned with certain aspects like coordination and determination of standards in technical and higher education. Following the amendment of constitution in 1976, education assumed a joint responsibility of both the state government and the central government. The union government has a clear responsibility regarding the quality and character of education. Having regard to the low level of literacy among the tribal communities, strategies were adopted as envisaged in national policy of education for universal elementary education in 1986. In Orissa during 1992 the programmes of action were also formulated in tune with the world declaration on education for all by 2000 AD. The target of educational development in tribal areas are hardly met due to number of socio-cultural barriers (Panda, 1988) The social sector development mission had triggered major components of Orissa's Education Policy wherein three major aspects of elementary education were clustered such as: universal access and enrollment, universal retention of children up to the age of 14 and achieving essential levels of learning by all children by improving the quality education (Govt. of Orissa 1966 - 67:154). Since 1995, Mid-day Meal programme has been launched by many state governments including Govt. of Orissa to attract in enhancing the rate of enrolment and retention of the children in school. Recently many more development strategies for education have been taken which includes distribution of bicycles to tribal students, free boarding and lodging, book and dress materials, scholarship, free coaching and guidance, periodic teachers training, periodic meeting of local school committee, exposure trips to educationally important areas, medical facilities, provision of computer education, online instructions and problem solving suggestions etc. Education in the largest sense is an act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another to make the younger generations adaptive to environment.

Development does not merely imply the 'economic growth'; it also designates 'social development' although both are complementary to each other. Referring development to the capacity of national economy to generate and sustain an annual increase in the gross national product has been an obsolete argument. Later the alternate economic index of development that refers to rate of growth per capita remains a recent history of debate. In recent decades prior to economic liberalization in 1991, a large number of third world countries including India achieved the growth targets, but the levels of living and quality of life of masses (tribal, peasant, and urban poor) for the most part remained unchanged (Tadaro 1985). The reasons attributed are many. Myrdal writes that planning in India like any other south Asian countries, is fundamentally a political programme through which the state tries to press the masses in order to get their support without much coercion or regimentation (1972:362). Thus, development initiatives communicate a message that development efforts need to be seen in a holistic perspective that ensures security in livelihood resources, protection against fraudulent alienation of land and provision of appropriate compensatory land against public acquisition, raising awareness against destructive consequences of alcoholism, getting liberated from chronic indebtedness, propagation of modern health culture for the avoidance of improvident expenditure, development of self reliant productive work culture in order to alleviate indigence, development of mass education and removal of ignorance, and indoctrinate to dare to voice his grievance in proper forum for timely redressal.

Development in education goes hand in hand with the socio-economic transformation of society in a positive direction. Education raises awareness, changes perception and attitude on self and others, and with the change in behavior there is a higher degree of participation in decision making process pertaining to resource sharing for sustainable future. Development cannot be limited to economic growth only. Development in general and social development in particular should be people oriented and not resources oriented (Belshaw 1977). The

basic human nature is the quest for knowledge and understands the nature better than ever. Today, the technology and management influenced by market forces are the contemporary cultural focus. The chain hindrances of this have dazed the very roots of education. The cultural values and practices often remain alien to the pace of technological development as a result understanding modern technology is not only the requirement, but for more importantly, the nature of state-community interfacing through the teaching personnel, barriers and stimulants of the tribal communities towards education and the existing traditional and transitional value systems need to be internalized before the educational planning processes are initiated.

Education is a process of cognitive cartography, mapping of experiences and finding a variety of reliable routes to optimal states when one finds itself in non-optimal states. For Paulo Freire, education is an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and ‘makes deposits’ which the students patiently receive, memorizes and repeat. This is the banking concept of education in which the scope of action allowed to students extends only as far as receiving, filing, and storing deposits. Thus, the creativity and innovative features of students are lost and they become the only collectors or cataloguers of things the teacher stores (1985). What is necessary is the balanced curriculum (Ettiot 1985). The world that we are concerned within elementary education is the human mind. Children need to learn to navigate the terrain of their own minds so that they can effectively navigate the real world that confronts that mind with all the challenges of earthly human existence. Therefore, what is elementary in elementary school is gaining control over your own behavior and learning to coordinate your behavior with others. The most fundamental lesson of elementary education is governance of behavior of our own and of others. The mastery of our own individual behavior requires us to realize that just because we think something does not make it so. Our minds, especially when we are children, are highly productive illusion machines. Young children live in a magical realm in which thinking makes things happen.

Swami Vivekananda has said, “Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas”.

Education is the basic input for socio economic development of an individual and a key factor for determining the national progress. It cultivates personality, integration and creates intelligence. It paves way to interact with the world and get the path of success. Education is an important factor for the all round development of both the individual as well as the community in terms of worldly and spiritual knowledge, essential for leading a good life not for mere living but also enables to discriminate between the right and the wrong and equip people to live with a sense of well-being by removing stigmas. It saves the human beings from the evils and shows light to lead an eternal life. Education is an indispensable need of mankind. It aims at educating the masses to become citizens and more useful members of the society. Therefore, all over the world, education has been viewed as an important instrument for an all round development of the individuals. Education is associated with the quality of life, related to production and interlinked with the promotion of social and national integration.

One of the crucial steps is to educate the educator. In the changing scenario a deep and critical understanding is required to evaluate the input out-put and out-put out-come relationship of socio-cultural factors that caused due to government intervention in social sector development. Mahapatra writes research studies specially mass-action research studies may be encouraged to provide deeper understanding of socio-cultural milieus and strategies to illuminate problems and education issues concerning the scheduled tribes to enable the planners and administrators to prepare need based action plan for quality education (2010). Since knowledge generates idea, disseminates those among the interacting members and apply those acquired knowledge in practice of a better living. This is because, by knowledge men live, towards knowledge they move, into the knowledge they return to develop and achieve quality life. As a process, education provides a platform to indoctrinate skill and acquire knowledge that helps changing one’s life. The quality and level of educational achievement of the schedule tribes, who shares 22.23 % of the state population, have drawn the attention of both educational planners and researchers. At the national level many recent studies on tribal education have shown that the level of achievement of scheduled tribe children are much lower as compared to their counter parts attending the same school (Aggrawal 1999, Singh and Nayak 1997). A few studies on educational advancement of tribal students revealed the contradictory findings. Bose found that modern education had successfully provided a sense of cohesive and cooperative group living among tribal people while Srivastava (1982) found that education has

brought social and spatial mobility in tribal people. The low achievement of tribal school goers may be attributed to factors like educational background and unfavorable attitude of parents towards education and lack of motivation.

### 1.1 Tribal Education Scenario in Odisha

Education level of the weaker section people of our society like the Scheduled Tribes, the Scheduled Castes and the women groups is very low. ST literacy rate is abysmally low (37.37%) as against the State average of 63.08% percent in 2001 Census. In 1961, the literacy gap between the general and the ST population was 17.88% which increased to 25.71% in 2001. In tribal areas, availability of educational infrastructure and imparting quality education are reported to be inadequate and people mostly lack interest in receiving them. Tribal children are trapped in a vicious circle of poverty, illiteracy, and deprivation. ST Children's low educational level is due to the extremely low literacy among their parents. The social and cultural practices in the simple and traditional societies contribute a lot for the educational backwardness among the ST children.

As per 1981 Census, 12 districts have been identified in Odisha, where the literacy among the ST women was less than 2%. Scheme like Educational Complex was started in 17 Micro-Project Areas of Odisha which are predominately inhabited by 13 Particularly Vulnerable Tribal Groups. The primary objectives of the scheme were (i) to impart and consolidate literacy and (ii) to promote the educational development of PTG girl students who are the first generation learners in areas of extremely low literacy.

As per 2001 Census, four districts namely Koraput, Malkangiri, Rayagada and Nabarangapur have below 40 percent literacy rate. Female literacy rate in the state was 50.97 where as the literacy rate among tribal women was 23.37 percent. Seven districts of Odisha namely Nabarangapur (21.02%), Malkangiri (21.28%), Rayagada (24.31%), Koraput (24.81%), Nuapada (26.01%), Gajapati (28.91%) and Kalahandi (29.56%) exhibit women literacy below 30 percent (*Source: Multilingual Intervention in Odisha, DPEP*).

The overall literacy rate of the STs has increased from 22.3 per cent in 1991 to 37.37 percent in 2001. Despite this improvement, the literacy rate among the tribals is considerably below the national average (47.1 per cent). The Male literacy has increased from 34.4 per cent to 51.5 per cent while the female literacy has gone up from 10.2 per cent in 1991 to 23.37 per cent during 1991-2001 (*Source: Odisha Review, Census Special*).

Among the numerically major tribes found in the state, the Gonds have the highest percentage of literates (47 per cent) followed by Saora, Santal, Munda, Shabar (35.4 per cent) etc. The Gonds have also registered the highest female literacy. The Bhattada have the lowest percentage of female literates, preceded by Kolha and Khond.

Among the tribal literates, 44.7 per cent are either without any educational level or have attained education below primary level. The proportion of literates who have attained education up to primary and middle levels constitute 28.7 per cent and 13.7 percent respectively. Literates, who are educated up to matric /secondary / higher secondary etc have a share of 11 per cent only. The graduates and above constitute 1.5 per cent while non- technical & technical diploma holders constitute less than half per cent (0.4 per cent). Among the numerically larger group, Santal has the highest proportion of matriculates followed by Munda and Kolha.

The data on the education levels attained by all the STs show that the drop-out rate is high after primary level as the percentage of the middle level literates is half than that of the primary level. It declines sharply from the higher secondary level onwards, as the percentage of students after matriculation drops down to nearly one third in Higher Secondary or Intermediate level.

Out of the total 21.4 Lakh tribal children in the age group of 5 -14 years, only 9.8 Lakh attend school constituting 45.8 per cent. Alarmingly, as many as 11.6 Lakh children in the corresponding age group do not go to school. Among the major tribes, Gond and Saora have more than half of the total children in the corresponding age group attend school; this proportion is above 40 per cent among Khond, Munda, Shabar and Santal (*Source: Odisha Review, Census Special*).

The literacy rate among the STs increased more than 5 times between 1961 and 2001. At the same time, it is very discouraging to note that the gap in the literacy rate between the ST and the general population has been

widening steadily. The gap between the ST literacy and the general population literacy during 1961 (17.88%) was enhanced during 2001 (25.71%). The literacy rate among the ST male increased more than 4 times between 1961 and 2001 and in the same period the literacy rate among the ST females increased 13 times. But at the same time it is discouraging to note that during the said period the gap between ST male and female literacy has widened from 11.27 in 1961 to 28.11 in 2001. It is found that though the literacy rate among the STs has shown gradual improvement due to special efforts taken up by the Government, The decadal growth rate of literacy is very low in comparison to decadal growth rate of literacy of the general population. Though there is a visible increase in the literacy rate of the STs during last five decades, the gap between the ST literacy and the general literacy still persists. The literacy rate of STs has been increased from 7.36% in 1961 to 37.37% in 2001 where as the literacy rate of general population has been increased from 25.24% to 63.08% during the same period. The tribal literacy, especially the tribal women literacy (23.37 in 2001 census) is still found to be low in comparison to the total female literacy (50.51 in 2001 census) in the State. It is too low among PTGs, i.e. around 10%.

Whatever may be the statistics provided by the Census and other reports, one thing has to be accepted that we have not yet achieved significant increase in the literacy rate among ST males and females. The growth in literacy among the ST (both males and females) may be increasing, but the pace is very slow and it may not add to our venture in their development.

## **1.2 Provisions made by Central Government and State Government for Educational Advancement of STs**

Realizing the importance of education for a democratic country, the constitution of India enshrines certain provisions which promise the equality of opportunity for education at all levels, and also guarantees the educational advancement of the Scheduled Castes and Scheduled Tribes because they constitute the core among the weaker sections in India. The Article 29(1), 46, 15(4) and 350 A in the Constitution contains educational safeguards for SC and STs. Moreover, the article 45 states that free and compulsory education for all children is to be provided until they complete the age of 14. Article 46 of the Constitution of India casts an obligation on the State to “promote, with special care, the educational and economic interests of the weaker sections of the people and, in particular, of the SCs and STs and protect them from social injustice and all form of exploitation”. In order to fulfill these Constitutional Directives, efforts have been made by all the State Governments and Union Territories to improve educational standard of SCs and STs by providing different educational facilities like scholarships, stipends, textbooks, uniforms ,mid-day meal and hostel facilities etc. Establishment of schools exclusively meant for tribal children (Sevashram, Residential Sevashram, Ashram School), schools exclusively meant for tribal girls (Educational Complex for PTG Girls and Girl’s High Schools) etc are some of the significant steps taken for generating educational infrastructure which practically helps in enhancement of enrollment of tribal children in Odisha. Establishment of Ekalabya Model Residential School in Odisha is nothing but a supplementary to the said steps taken by the Government in this regard.

The ST & SC Development Department is the nodal Department of the State Government for the welfare of the ST & SC Communities. Education, being the most important aspect for the socio-economic development of STs & SCs, attracts due attention of ST & SC Development Department. In order to improve the educational standard of STs & SCs, in order to provide quality education to the students belonging to ST & SC and in order to fulfill the Constitutional Directives, ST & SC Development Department runs a number of educational institutions. Most of the Schools run by this Department are residential in nature and residential facilities in these schools have helped a lot to check the dropouts and eradicate the illiteracy among the STs.

Presently, 11 numbers of Ekalabya Model Residential Schools, 8 numbers of Higher Secondary Schools (Science & Commerce), 155 High Schools, 143 Girls’ High Schools, 109 Ashram schools, 2 numbers of Secondary Teacher’s Training School, 142 numbers of Residential Sevashrams, 1026 numbers of Sevashrams and 01 B Ed Training College are functioning under ST & SC Development Department for fulfillment of the above objectives (Annual Report 2010-11,SSD Deptt).

## **1.3 Reasons of Low Literacy among the Tribal Children**

The socio-economic factors contribute significantly to the disparities in literacy and educational attainment among the tribals in rural and urban areas. The scheduled Tribe population have been discriminated against and

confined to the lowest rungs of social and economic hierarchies. It has been observed that educational disparities in the Indian society are largely derived from fundamental inequalities in class, caste and gender. High poverty rates and dependence on agriculture call for increasing rates of child labor force participation among many of the tribes in India. The tribal dropout rate is extremely high in relation to the mainstream population. Children often enroll in primary education and then drop out of school in order to help the family. This applies more to females than males both among the mainstream Hindu population and the tribal groups because girls are expected to help out with domestic chores more than boys at a very early age.

Life of the tribal people has been traditional for which they are less adaptive to modern culture and education. Poverty and illiteracy have not been eradicated from the tribal society till date and therefore, the social disparity and inequality has prevailed in the society, which has always been a big challenge to the state.

The level of literacy is found low among the weaker sections of our society especially among the STs. The socio-cultural practices in the traditional societies contribute a lot for educational backwardness among the ST children. These people depend abruptly on nature for their survival. From the very childhood, children in tribal society are engaged in household / economic activities. Girls are engaged in daily household work, caring of siblings and domestic animals, collection of Minor Forest Produce and boys are engaged in assisting parents in agricultural activities. Tribal parents negatively perceptive towards modern education are loss of manpower to the family for agricultural activities and detachment of children from the family. In case of girls, the fear is that education may lead to cessation of bride price to parents. Educated partners may not contribute labor towards economic activities and may not do any household work. It will also create gap in acquiring tradition knowledge of their society which will help them to lead a smooth life. Besides poverty, detention, frequent ailment and early marriage in their society act as barriers for their education.

Traditionally, the Hindu society has demonstrated its preference for sons and has treated boys and girls differently based on social and cultural norms. Parents often allocate their scarce resources towards the schooling of their sons. For the poorer sections of the population, it is worthwhile investing in the son's education, as that would generate income for the family in the future. Daughters are expected to get married early, and parents have to save money for dowry payments. Further, parents do not want to invest in their daughters' schooling because the latter have limited labor market opportunities and earning potential (Sathar and Lloyd, 1994). For the poorer sections of the Indian community, education for girls is often considered to be consumption good rather than an investment good. This perception is partly justified in light of the poor labor market prospects for women in many states and especially in rural areas. This leads to a significant gender gap in investment in education in India, especially in Odisha.

The tribal society in general is characterized by lack of discrimination against the women, and tribal women participate in all spheres of economic and social lives. This is particularly true among the matrilineal tribal groups in the northeastern states of Mizoram, Nagaland, and Meghalaya. Unlike Hindus, most tribal societies value girls, as shown by the high female sex ratio (females per 1000 males) among the vast majority of tribes in India (Census of India, 2001). The negative relationship between poverty and literacy attainment can often be overcome if women are considered to be an important part of the society and if the social and cultural norms are in favor of women's human capital attainment.

Poor infrastructural and communication facilities, use of foreign language as medium of instruction followed at school, inadequate provision of meal, holiday pattern not in consonance with the ritual and festivals of their society, lack of adequate Teaching Learning Materials, unsuitable curriculum and syllabus, inadequate teaching staff are some of the major causes for low enrolment which in turn leads to low literacy. A survey by National Institute of Social Works and Social Science (NISWASS), 1980 in Phulbani district found that rate of enrolment is not a problem, but rate of dropout is very serious which is more among STs and especially more among ST girls for high demand of household duties which keep away the girls from their school education. Shortage of teachers in the schools, especially in tribal areas has been another impediment in the educational development of STs.

Millennium Education Vision of 2015 of Government of India aims at enrollment of each and every tribal child within the age group 3-14 years in schools. Therefore, strategies need to be adopted to facilitate the out of school children, newly enrolled and drop out children to get education from their childhood.



#### **1.4 Enrollment and Dropout Rate among the Tribal Children in Odisha**

Enrollment of children at primary level has been reduced from 52.14 Lakh in 2003-04 to 45.20 Lakh in 2007-08. Enrollment of children at upper primary school level has been increased from 13.64 Lakh to 20.02 Lakh in the same period. At high school level, the enrollment has also been increased from 12.96 Lakh in 2003-04 to 13.86 Lakh in 2007-08. Enrolment figures particularly at the primary stage do not always reflect the actual situation. The position of enrollment of total students is comparatively poor at upper primary and high school level. Again the enhancement of enrolled students from 2003-04 to 2007-08 at high school level is very marginal i.e. from 12.96 Lakh to 13.80 Lakh.

Out of 17, 00, 000 ST children within the age group of 6-14, 13, 43, 538 have been enrolled in the schools of which enrollment in Primary Stage (Class I to V) accounts for 11, 53 574 and enrollment in Upper primary Stage (Class VI to VIII) accounts for 1, 89, 964.

It is important to examine school retention rates as they represent the real gains made by expanding educational facilities. The high or increasing enrolment at primary level is not the real indicator of the achievements on the educational front. The effectiveness of enrolment can be judged by examining dropout rates. Whatever may be the enrollment rate at the beginning of an academic year, actual achievement depends upon the retention rate and the drop out rate. If the drop out rate is very high, then there is nothing to be satisfied even if the enrollment rate is significantly higher.

As far as total dropout rate in Odisha is concerned, it was 41% at Primary level, 56.20% at Upper Primary level and 69.50% at High School level in the year 2001-02. In the year 2007-08, the rates in these levels were 7.79%, 13.27% and 59.6% respectively. When we talk about dropout rate among STs, it was 63.00% at Primary level, 73.00% at Upper Primary level and 78.00% at High School level. There has been a significant reduction in these rates in the year 2007-08 when the rates in these levels were 16.89%, 23.83% and 72.80% respectively. Although dropout rate has been decreasing in each of the above-mentioned three levels, yet it stands at an alarming situation, as far as High School level is concerned.

It is found that the dropout rate, which has been reduced gradually among all categories of students, the rate of reduction, is higher among STs at primary and upper primary level in comparison to general category students during 2001-02 to 2009-10. At high school level, the dropout rate of STs has been slowed down as against the general category students.

Out of school children in the state belonging to the age group of 6- 14 is 6, 03, 261 which constitutes 9.91 of the total child population. But the out of school ST children in the state is 2, 59,739 which constitute 16.68 percent of total ST child population. Odisha Child Census 2005 conducted by OPEPA reveals that out of 30 districts in the state, 11 districts contribute towards nearly 80 % of the total out of school ST children. Total number of out of school ST children in these districts are Mayurbhanj (40708), Nabarangapur (28217), Keonjhar (21797), Koraput (21517), Rayagada (18719), Malkangiri (17161), Kalahandi (13608), Sundargarh (111 77), Balasore (10700), Gajapati (10037) and Kandhamal (9244).

Although enrolment of children in the school has been increased after DPEP and SSA intervention, schools have not yet been able to retain the children and dropout of children in primary schools is a major challenge. In 2004-05, over all dropout rate of children in the primary stage was 32.0 and girls dropout rate was 32.7 whereas over all dropout rate of ST children was 52 and in case of ST girls it was 56. The gap of dropout between the over all children and tribal children was 20 and in case of girls it was 23. But the dropout rate of ST children in the elementary stage is higher. While total dropout rate is 49.2 and girls' dropout rate is 50.0, total dropout rate of ST children is 69.5 and ST girls' dropout rate is 72. Over all gaps is 20 percent where as in case of girls it is 22 (Source: OPEPA).

#### **1.5 Purpose of Establishment of Ekalabya Model Residential Schools**

Ministry of Tribal Affairs (MoTA), Government of India, New Delhi, during 9<sup>th</sup> Five -Year Plan period, decided to establish 100 Ekalabya Model Residential Schools all over the country for imparting quality education through modern technology from Class VI to XII. Ministry had also decided to utilize a part of the allocation under the Article 275 (1) of the Constitution of India towards Capital (Non-Recurring) and Recurring cost of Ekalabya Model Residential Schools to be established in different States. The primary purpose of establishing EMRS is to impart quality education to tribal students with the right combination of curricular, extra-curricular and vocational activities.

During 9<sup>th</sup> Five Year Plan period, 10 Ekalabya Model Residential School (EMRS) in 8 TSP districts and later in 2007-08, one more EMRS in non-TSP district of the State of Odisha were established to extend quality education integrating High School facility with + 2 level teaching to tribal students.

For functioning and management of 11 (eleven) EMRS in the State, the ST & SC Development Department, Govt. of Odisha, has constituted a Registered Society titled “Odisha Tribal Model Education Society (OMTES)” consisting of representatives of concerned Government Departments, Eminent Educationists, and selected Representatives of Tribal Communities.

EMRS in Odisha are Co-educational Residential Higher Secondary Schools having classes from standard VI to XII with student strength of 60 in each class out of which 30 are boys and 30 are girls. Admission to the schools in class-VI is made through Entrance Examination but preference is given to children belonging to the first generation of PTGs. Normally, the vacancies from class VII onwards resulted due to any reason, are not filled up. However, the School can take students in such classes considering the necessity of the interested tribal students. The schools are equipped with Post Graduate and Trained Graduate Teachers and the Teacher-Student ratio is 1:30. Government of Odisha bears the cost of education for the tribal students of EMRS.

Data sourced from Government of Odisha reveal that during the period from 2000-01 to 2007-08, 11 EMRS have been established and functioning in the State under ST & SC Development Department through the OMTES for providing quality education to the Tribal students with financial assistance from Government of India in Ministry of Tribal Affairs under Article-275 (1) of the Constitution of India. Out of 11 EMRS, 10 EMRSs are established at Tribal Sub Plan areas and 1, namely Kalinga Nagar EMRS located at Rampilo in Jajpur district, in tribal, but non-TSP area. Sundargarh district has been blessed with the highest number of EMRS (03) and the remaining 8 districts (Mayurbhanj, Koraput, Rayagada, Gajapati, Keonjhar, Kandhamal, Nabarangapur and Jajpur) have one EMRS each. The years of establishing of the EMRS are indicated below.

During the year 2000-01, 05 (Five) numbers of EMRS were established at Dhanghera of Mayurbhanj district, Pungar of Koraput district, Bhawanipur of Sundargarh district, Siriguda of Rayagada district and Ranki of Keonjhar district. During the year 2001-02, 03 (Three) more EMRS were established at Chandragiri of Gajapati district, Mahasingi of Kandhamal district and Hirli of Nabarangapur district. Again during the year 2002-03, 02 (Two) more EMRS were established at Laing and Lahunipada (Saradhapur) of Sundargarh district. Lastly, during the year 2007-08, 01 (One) EMRS was established at Rampilo (Kalinga Nagar) of Jajpur district

By May 2009, total 4210 students including 2185 boys and 2025 girls have been studying at 11 EMRS in the Classes from VI to XII. Out of the total students, 4189 belong to STs, 8 SCs and 13 OCs. Out of the total students, 3133 read at High School level and 1077 at + 2 level. Among the total students, there are 2127 borders and 83 day-scholars. In these EMRS, altogether, there are 171 Teachers including Principals, Post Graduate Teachers (PGTs), Trained Graduate Teachers (TGTs), Laboratory Assistances (LAs) and Physical Education Teachers (PETs) and non-teaching staff.

Over a period of 9 years, total amount sanctioned under Article 275 (1) by Govt. of India (GOI) for running 11 Ekalabya Model Residential Schools was Rs. 5091.72 Lakh (Non-Recurring: Rs 2956.72 Lakh and Recurring: Rs 2135.00 Lakh) and the equal amount was released by ST&SC Development Department, Govt. of Odisha for expenditures.

Performance of the students of EMRS at Bhawanipur in Sundargarh district and Chandragiri in Gajapati district in the annual HSC examinations for 3 consecutive years (2005-06, 2006-07 and 2007-08) have been found impressive with results varying between 96 and 100 percent cent. On the contrary, the HSC examination results of EMRS at Siriguda in Rayagada District and EMRS at Ranki in Keonjhar District for the year 2005-06 were

abysmally low, i.e., 33% and 54% respectively. It has also been observed that though initially performance of some of the EMRSs was poor, yet they have been improving gradually. For example, pass percentage of EMRS, Ranki and EMRS, Siriguda have been enhanced from 54 and 33 respectively in the year 2005-06 to 95 and 92 respectively in the year 2009-10. Moreover, EMRS at Bhawanipur, Laing and Rampilo have shown hundred percent results in HSC Examination held during the year 2009-10.

### **1.6 Guidelines for setting up of EMRS:**

Some of the important guidelines for setting of EMRS for imparting quality education are:

1. The construction, maintenance and management of the school will be through a registered society set up for this purpose.
2. The Board of the Directors of the Society will have representatives of the concerned ST & SC and other line Govt. Department, eminent educationist and selected representatives and community leaders from among the tribal.
3. For management of such schools, the Management Committee constituted for this purpose will exercise such powers as provided in the bye laws of the Society.
4. These schools shall have sufficient number of PGT, TGT and other trained teachers to maintain the optimum teacher pupil ratio of 1:30
5. The Principal and the teaching staff will have higher pay scales than that of the teachers in the Govt. schools so as to see that the best talents would be attracted to these schools.
6. The time table of these schools will be so divided as to allocate sufficient time for various activities such as teaching, vocational training, sports and cultural activities and other extra curricular activities so as to ensure all round development of the children.
7. Sufficient land would be given by the State Govt. for the school, play grounds, hostels, residential quarters etc. free of cost.
8. The number of seats for boys and girls will be equal.
9. Educational to the children would be entirely free.
10. Every class will have 60 students and the total sanctioned strength of the school will be 420. However, a class can be divided in to two sections having student strength of 30 in each class.
11. Admission to these schools will be through selection with suitable provision or preference to the children belonging to primitive tribal groups, first generation students etc.
12. Towards recurring expenditure, such as staff salaries, mess charges, toiletries etc. the annual recurring grant shall be limited to Rs. 30 Lakh after the school reaches its full strength.
13. Non-recurring expenditure will be limited to Rs. 2.50 Crore per School.
14. Non recurring grants for each school will be Rs 10.00 Lakh for the first year that will be increased by Rs. 5.00 Lakh for every subsequent year till it reaches Rs. 30.00 Lakh.
15. These schools will normally be located in the scheduled or tribal area, keeping in view the availability of drinking water, power, health facilities, communication and other minimum information facilities. However, in exceptional cases such schools may also be located out side the tribal areas with the prior approval of the Ministry of Tribal Affairs. These schools shall have the facility for vocational training and for practical training in agriculture, animal husbandry and related areas.
16. These schools will be fully residential and will have residential quarters for teaching and non teaching staff, as considered necessary. The society will be responsible for efficient management of finances, location of schools selection of students and to formulate policies and programmes for management improvement diversification and any other related matter with regard to the functioning of these schools.

The Committee, constituted under the Chairmanship of the Secretary of the Administrative Department with representatives of the line Departments, should monitor implementation of the Scheme.

### **1.7 Significance of the study:**

The establishment of the EMRS in the tribal areas of Odisha is a novel attempt to provide quality education to the ST girls and boys through integration of High School and Higher Secondary Education. Funds to the tune of Rs. 5091.72 Lakh have been invested by the Govt. for the educational advancement of the ST students by way of creating educational infrastructures in the tribal areas. In the meantime more than 5 years have been passed since

running of 11 EMRS. No evaluation study to take stock of the present status and the functioning of these educational institutions has been taken up till date. Therefore, it is high time to assess how far the goals of setting up of these EMRS by Govt. of Odisha have been achieved, how far the educational facilities to the ST students have been extended so as to make suggestions after sorting out the lapses and hindrances in delivering the service to the tribal students and for improvement of the educational institutions.

### **1.8 Objectives of the Study:**

With the above background, it is proposed to undertake an evaluation study of EMRS functioning in the state of Odisha. The broad objective of the evaluation study is to examine achievements of the set objectives of the OMTES for establishing the EMRS. The following is the objectives of the evaluation study.

1. To observe the functioning of the OMTES as management machinery to provide the required funds for establishment and running of the EMRS.
2. To examine how far the Model Schools under the control of OMTES are capable to deliver quality education to tribal students with the right combination of curricular, co- curricular, extra-curricular, vocational, social and spiritual activities
3. To ascertain the process of selection, admission of students, posting and position of teaching and non-teaching staff, creation of basic amenities like drinking water, sanitation, electricity, playground, garden and other educational infrastructure facilities etc. in the schools and give a feed back to Government about the shortfall and taking corrective measures,
4. To assess the incentives provided to the students at the hostels as well as at schools and its utilization by them.
5. To assess the improvement in imparting quality education and to estimate the performance of the EMRS according to the results in the annual examinations of different classes,
6. To assess the acquaintance of the students with International, National and Regional events

### **1.9 Methodology:**

For collection of primary data, schedules were administered among the field functionaries and other stakeholders such as students, teachers and supervising officials. Stratified purposive sampling has been adopted for the study. The stratification has been made on the basis of Geographical Division of the state and performance of the EMRS. The following techniques were applied for the collection of data.

- All teaching staff including the Principal of the schools were interviewed. All Hostel Superintendents and all Cook cum Attendants were also interviewed during the study.
- Total 268 students from four EMRS from Class VI to XII were selected for the study.
- Thirty Guardians / Parents were interviewed.
- Concerned PA, ITDAs were also interviewed.

#### **1.9.1 Universe and Sample:**

Keeping the locations of the EMRS in different geographical divisions of the State and results in the HSC examinations, 4 out of 11 EMRSs have been selected for the study. The selection of sample EMRS along with the reasons for their selection are: 1) EMRS at Bhawanipur in Sundargarh District (Commendable performance and location in Western Odisha), 2) EMRS at Siriguda in Rayagada District (Low performance and location in Southern Odisha), 3) EMRS at Ranki in Keonjhar District (Low performance and location in Central Odisha) and 4) EMRS at Dhanghera in Mayurbhanj District (Medium performance and location in Northern Odisha)

#### **1.9.2 Tools Administered for the Study:**

Data for the study were collected from schools, teachers, students, parents / guardians, key Govt. Officials and other inspecting authorities of schools. The schedules administered for collection of data are given below.

- Questionnaire (I) – School Profile Schedule – used for collection of data on infrastructure, management, staffing pattern of the school and academic performance of students.
- Questionnaire (II) - Interview Schedule for Principal – used for collection of data regarding response of students and teachers, attitude of higher authorities towards teachers, visit of higher authorities, untoward situation created in the campus and the methodology to curb such situation, management of school and comments and suggestions for improvement of the educational system.
- Questionnaire (III) - Interview Schedule for Teachers – used for collection of data regarding social background of teachers, methods of teaching and efforts for development of student’s performance.
- Questionnaire (IV) - Interview Schedule for students - used for collection of data regarding socio economic background of students, their problems relating to hostel and academic facilities and difficulties in study.
- Schedule (V) - Interview Schedule for assessment of Students’ World View – used for collection of data on general knowledge, awareness of students on regional/national/international news/personalities.
- Schedule (VI) - Interview Schedule for PA,ITDA- used for collection of data estimating awareness about the location of High School of SSD Department in their area, performance of High School students of SSD Department in HSC Examination and their views regarding improvement of educational standards of students.

#### **1.10 Research Personnel:**

This study was undertaken by a Research Team comprising of two Research Officers of SCSTRTI (one being the Coordinator and the other being the Principal Investigator), one out-sourced Resource Person (Former Deputy Secretary, SSD Department) and four Statistical Assistants of SCSTRTI. This team worked under the direct supervision of the Director, SCSTRTI.

Orientation training on administration of schedules / questionnaires was given to the Statistical Assistants for proper use of the research tools in collection of data at the field level as well as processing, compiling and tabulation of data. The Research Team was divided into two groups; each team consisting of 3 members has conducted field study in two EMRS each.

#### **1.11 Duration of the Study:**

The period of the evaluation study has been fixed to be of four months. The research study was scheduled to be started from 1st January, 2011. But due to other activities of the Institute, the field study was started later and completed in the scheduled time.

#### **1.12 Limitations of the Study:**

The study is restricted to EMRS only managed by SSD Department. Therefore, a comparative assessment of performance of EMRS with other residential schools could not be made. Due to constraint of time, information was also not collected extensively. The parents / guardians of the students were not readily available for interview, as most of them belong to different districts as well as far away places from the school location. However, some parents, who were present at the time of the field study, were interviewed and their opinion was incorporated in the report. Moreover, PRI members of the locality were not interviewed as they were not readily available.

Besides, the passed out and failed students of previous years were not found at the field due to their engagement in different activities at different places. No track record has been maintained at any level relating to the former students of EMRS. Due to non-joining of all students immediately after summer vacation at EMRS, the required number of students (280 numbers .) could not be interviewed. Instead of 280 students, 266 students available during the time of field study were interviewed to assess their world view.

Notwithstanding with the deficiency in collection of information, sincere attempts have been made to specify the inputs, outputs and shortcomings at different level of those schools in general and students in particular and the possible remedial measures to check it.

## CHAPTER -II

### REVIEW OF LITERATURE

Since independence consistent effort has been made both by Central as well as State Government for enhancement of education among the Scheduled Tribes. For the purpose, enormous funds have been invested for creating infrastructures at schools, providing incentives to the ST students to increase enrolment, check drop out rate and pursue them to continue their study. Over a period of time a number of workshops, seminars, symposia have been held to discuss and to identify the problems and made suggestions for improving the learning process, increasing their enrolment and providing them quality education. Still it is found that in 2001, there were 14 million tribal children enrolled in elementary schools as against 20.24 million in the 6-14 years of age group. The total drop out rates among tribal children was as high as 52.3% for primary and 69.5% for upper primary. The two main issues in education of tribal children that emerged were inadequate physical access and socio-cultural differences which came in the way of their participation in schooling. The Seventh All-India Educational Survey, 2002 shows that a total of 80 percent of tribal habitations have schools within less than 1 km radius at primary level. Similarly, at upper primary level a total of 67 per cent habitations have been provided upper primary school within a radius of 3 Km. Thus for 20% of the habitations at the primary stage and 33% at the upper primary stage, access was still an issue.

Though the evaluation of EMRS is first of its kind, numerous literatures are available on different aspects of the problem on education among STs. Therefore, it would be appropriate to give a brief presentation of some of the literature for enhancement of tribal education in the country as well as in the state with the effort of the Central and State Government.

Singh and Nayak (1997) in "Tribal Education" explained how varieties in education are an expression of cultural diversity and as a strategy to meet the diverse needs and aspirations of different cultural groups. Education is a tool of transmission of culture accumulated knowledge and experience of a society. They have given perspective reasons like type of schools, medium of instruction, educational level mother, parents' occupation, income of the family and number of children in the family and drop out of elder & younger brothers/sisters. The economic reason remains a dominant force for non enrolment, drop out, absenteeism and failure. These include poverty condition at home, irregular employment or unemployment, poor wages etc. The economic instability forces the parents to use the child labour at home for the farm labour.

Ananda's study (2000) on "Educating Tribals through Ashram school Approach" deals with how best we can educate tribals through Ashram Schools. He has suggested for change of vacation period to enable the children to help their parents, introduction of chart and pictures with locally familiar examples and all the infrastructures should be provided to them for better interaction with teachers and better understanding and worldview.

Yadappanavar,( 2003) in "Tribal Education in India" presents a through analysis of the constraints that impede education and leads to absenteeism, wastage and stagnation. Reddy (1990) has revealed that the tribal literacy rate, especially the female tribal literacy rate is worse in Andhra Pradesh in comparison to the other southern Indian States. Thus he has proposed separate schools for girls.

Deshmukh (2004) in his book "Tribal Education" has not only highlighted the socio cultural profile of the Konkana Tribe of Maharashtra state, but also emphasize the need to create educational reforms in the community. As the personality of individual is molded to a large extent by the culture, he has suggested more hostel facilities, earn and learn schemes for the tribal students, vocational training, and informal teaching of Mathematics and English subject and incorporation of tribal culture, history in the curriculum for tribal children.

Mahapatra (2007) in his study takes into account the vast number of reviews, policy frames, strategies adopted by Government and the data and statistics gathered by them. The author has also the benefit of discussing various issues with people in charge of framing the policies and implementing them. He has highlighted that universalisation of primary education, despite all success achieved so far, faces a number of road blocks in the tribal areas of the country, more particularly in Odisha. He has suggested that by putting the child in the centre, the entire school system surrounded to him like school infrastructures, teaching staff, pedagogy adopted and also his parents, friends and community to be looked at. To develop the twin abilities of personal betterment as well as social growth, a school system with appropriate organizational structure and pattern of teaching is essential. He has stated that it demands a radical transformation of the existing system to make it more responsive to the real needs of the tribal communities and provide greater access to the school system which is not indifferent to the tribal child's ways of learning but is very much aware of what he needs to make him suitable both to earn a living and discover the joy of learning.

In many tribal areas, Ashram and residential schools have proved useful. If the tribal education programmes were sincerely worked out, it would definitely bring tremendous change in the economic structure of the tribal areas. He has pointed out various lacunas in the educational policy and suggested that National Policies should assist the state component in reorienting the community participation modules to make it more effective and help the state for formulating the training cell to motivate and improve the caliber of tribal teachers.

Ota and Mohanty (2009) in their book highlight the steps taken towards improving the literacy among the women in general and tribal women in particular, their present state of educational status as compared to their non ST counterparts. The perception on modern education and attitude of parents towards educating the girl children is a very vital aspect. The study has focused on enrolment, absenteeism, retention, dropout and academic performance comparatively among the ST girl students studying in the school of the concerned two Departments. It also discusses about the causes of drop out and absenteeism among the concerned students.

Das (2009) has given major emphasis on development of tribal education as well as research findings in concerned field. He has stated that most of the facts related to school dropout, retardation and non attendance are socio psychological and linguistic in nature. Girls' education has been affected due to lack of adequate female teachers, distance of schools and family poverty. He has explained that school facilities have positive and facilitating impact on the learners' performance and mother tongue is one of the cardinal factors in making school worthwhile for the children.

Mohapatra (2010), in her Article "National Curriculum Framework" has stated that curricula play the most crucial role in education and is the pulsating dynamic force that regulates all academic activities. She has emphasized that a good curriculum would provide maximum benefit to all the tribal students on the basis of their socio cultural background and by providing requisite compensatory coaching which can meet their socio cultural as well as economic needs.

Shastri(2010) in an article "Tribal Education Policy: Promises and Performances", explained that every child is a potential drop out as the tribal children have their schooling through a foreign language which had wide ramification relating to learning, achievement and personality development. He stated that the teachers who do not understand the tribal dialects look down upon the tribal students thinking themselves as superiors. These psycho linguistic barriers between the teachers and the taught and their parents sabotage the very purpose of education. The flying visit of teachers and their presence in the tribal schools more often shows an exception than a rule. The school session, holidays and timing may also adversely affect the functionaries of the schools in these areas which he suggested that needs to be returned to the annual life cycle of the tribals taking cognizance of their occupational religious and cultural imperatives.

Mishra(2010), in his article "Issues and Interventions in Tribal Education in Odisha" stated that many states of India have uniform curriculum which is not suitable for all tribal children whose home language is different from school language. Denying children from their mother tongue education, leads to serious intellectual damage which blocks the learning of the children. Children competent in mother tongue can do better in other tongues. He has suggested that it is essential to sustain cultural and linguistic diversities to promote human knowledge which is a part of intellectual property. Culture and language should be the foundation of education especially in ethnic minority and linguistic minority communities to make education context specific.

Pattanaik(2010) in his article “Educating the Tribal Children; The KISS Way” , has stated that the Kalinga Institute of Social Sciences (KISS) is a replica of Santiniketan which has introduced the gardening, vocational training keeping the children connected with nature and environment while the vocational training instills confidence in them. The novel scheme like earning while learning has made KISS unique among other schools and providing quality education through regular supply of different teaching aids has arrested the problem of drop out. He has stated that giving education is like giving sight to a visually impaired person. Once educated, the tribal children can take care of their problem and can become the change agent of the society.

The review of a few published materials has provided information on the empirical reality of tribal education in contemporary situation unmasking the problems and prospects, socio-cultural and geographical barriers to and stimulants of education in tribal areas, attitude of the parents towards education of their children, strength and weakness of curriculum, role of Govt. and non-Govt. agencies in ameliorating the educational problem for the tribal people.

### **CHAPTER-III**

#### **ODISHA MODEL TRIBAL EDUCATION SOCIETY (OMTES)**

##### **3.1 Registration:**



The Odisha Model Tribal Education Society (OMTES), supported by the ST & SC Development Department has been registered under the Society Registration Act, (No. XXI )1860 on 31.3.2000 bearing registration No. 20857 /198 ,1999-2000 by the Registrar of the Societies, Cuttack to act as the nodal agency . Since its inception in March, 2000,it has been instrumental in setting up 11 EMRS in 9 districts with assistance from the Ministry of Tribal Affairs ,Govt. of India and manages 19 educational complexes in 12 districts for providing quality education to Primitive Tribal girls students.

### 3.2 Board of Governors:

A high level 12 members Governing body has been constituted under the Chairmanship of the Secretary, ST and SC Development Department to govern the functioning of the Society and to make future plan of the society with the following composition:

1. Secretary to Government, ST and SC Development Department	Chairman
2. Secretary to Government School and Mass Education Department	Member
3. Secretary to Government, Finance Department	Member
4. Chairman, Council of Higher Secondary Education, Odisha	Member
5. President, Board of Secondary Education, Odisha	Member
6. Director, State Council of Education, Research & Training	Member
7. Director, Academy of Tribal Language and Culture	Member
8. Director, SC and ST Research & Training Institute	Member
9. Two Eminent Educationists (i) Dr KK Patnaik, IAS (Retd), Director, ISS (ii) Prof. PC Mohapatra,(Retd.Professor),Education	Members
10. Two eminent Tribal Representatives (i) Sri Balabhadra Majhi, Ex-Minister (ii) Sri LN Oram (LN Dravid), Chairperson, ARPC, Jharsuguda	Members
11. Director, ST & SC), ST & SC Development Department	Member Secretary

### 3.3 Power and Functions of Board of Governors:

- To prepare and execute detailed plan and programmes for the furtherance of the objectives of the Society
- To administer the funds and manage the properties of the Society
- To approve the Budget Estimate of a year and Revised Budget of the said year
- To sanction and appoint such officers and other employees as may be required for the efficient management of the affairs of the Society and to regulate their recruitment and condition of service
- To enter into agreement for or on behalf of the Society
- To appoint committees, study groups or working groups for disposal of any business of the Society or for expert advice in any matter pertaining to the Society
- To make bye-laws for the regulation and conduct of business and management of the affairs of the Society and for the furtherance of its objectives, including the grant of allowances payable to the members and to annual, amend, vary or modify from time to time, the bye-laws so made

- To make regulations for determining the conditions of service of the Secretary, other officers and employees of the Society
- To affiliate to the Society institutions having objectives similar to those of the Society or to recognize any other institution
- To perform such other functions as are necessary and expedient for furtherance of the objectives of the Society and for carrying out its purpose
- To perform functions entrusted to it by Government of Odisha
- To appoint an Executive Body to manage the affairs of the Society including grant of salary, DA, sitting allowances and other allowances as required and necessary to the members, officers and employees subject to general guidelines of the State Government in this regard.

### 3.4 Aims and Objectives of OMTES:

In the year 1997-98 the Ministry of Tribal Affairs had contemplated the idea of launching establishment of Model Residential Schools in the States / UTs utilizing a part of the funds under Article 275(I) of the Constitution. The Objective of setting of EMRS is to provide high quality education to the ST students in remote areas, from class VI to class X (Middle and High School Standard Education) and from class XI to XII (Higher Secondary Education), which not only enable them to avail reservation of high and professional educational courses and jobs in Government / Public / Private sectors but also to have access to the best opportunity in education at par with non-S.T. population. The Hostel facilities in side the campus of the school helps the children to remain free from their family problems and to concentrate in their studies thus develops reasoning and judgment power and prepare them to interact with the world and lead their life accordingly which will ultimately lead to development of the tribal society. Out of sanctioned 100 schools in favour of 22 states, 86 are in operation. These schools are affiliated to State Boards. These Model Residential School meant for tribal students are named as Ekalabya Model Residential Schools (EMRS) and envisaged on the lines of Navodaya Vidyalaya with State concerned management.

With the objectives to extend services of quality education to the tribal students especially in remote areas, a society called the 'ODISHA MODEL TRIBAL EDUCATION SOCIETY (OMTES)' has been established and registered under Society Registration Act 1860 with the Secretary, ST & SC Development Department as its Chairman and the Director, ST & SC as the Member Secretary. The Society was entrusted with the establishment and management of the EMRS including construction of buildings of the educational complex at a cost of Rs. 2.50 crores. EMRS were started functioning since 2000-01. In its 9 years of functioning, 11 EMRS have been established across the State covering 9 districts. 10 EMRS are located in the Tribal Sub-Plan area and only one is located out side the Tribal Sub Plan area but within the MADA Pocket (in Jajpur district). Details of EMRS are as follows:

**Table-3.1**

**Location, Year of establishment and Recognition Status of different EMRS**

SI No	Name and Address of EMRS	District	ITDA	Year of Establishment	Recognition Status
1	Pungar EMRS Complex At: Pungar, PO: Kunduli Via: Similiguda, District: Koraput PIN: 764036	Koraput	Koraput	2000-01	Affiliated to BSE-2004-05  Affiliated to CHSE-2008  Certified under ISO 9001-2008

2	Dhanghera EMRS Complex At / PO: Dhanghera, Via: BCPur, District: Mayurbhanj PIN: 757087	Mayurbhanj	Kaptipada	2000-01	Affiliated to BSE-2004-05  Affiliated to CHSE-2008  Certified under ISO 9001-2008
3	Bhawanipur EMRS Complex At: Bhawanipur, PO: Kirei District: Sundargarh, PIN: 770073	Sundargarh	Sundargarh	2000-01	Affiliated to BSE-2004-05  Affiliated to CHSE-2007  Certified under ISO 9001-2008
4	Siriguda EMRS Complex At: Siriguda, PO: Halua Via: Sugar Factory District: Rayagada, PIN: 765002	Rayagada	Rayagada	2000-01	Affiliated to BSE-2004-05  Affiliated to CHSE-2009  Certified under ISO 9001-2008
5	Ranki EMRS Complex At: Ranki, PO: Ranki Via: Keonjhar Bazaar District: Keonjhar, PIN: 758002	Keonjhar	Keonjhar	2001-02	Affiliated to BSE-2006  Affiliated to CHSE-2009  Certified under ISO 9001-2008

SI No	Name and Address of EMRS	District	ITDA	Year of Establishment	Recognition Status
6	Chandragiri EMRS Complex At: Chandragiri, PO: Chandragiri District: Gajapati, PIN: 764036	Gajapati	Parala khemundi	2001-02	Affiliated to BSE-2006  Affiliated to CHSE-2009  Certified under ISO 9001-2008
7	Mahasingi EMRS Complex At: Mahasingi, PO: Nuagaon Via: Balliguda, District: Kandhamal PIN:	Kandhamal	Balliguda	2001-02	Affiliated to BSE-2005  Affiliated to CHSE-2009  Certified under ISO 9001-

					2008
8	Hirli EMRS Complex At: Hirli, PO: Agnipur District: Nabarangapur, PIN: 764036	Nabarangapur	Nabarangapur	2001-02	Affiliated to BSE-2005 Affiliated to CHSE-2009 Certified under ISO 9001-2008
9	Laing EMRS Complex At: Mandira Dam, PO: Laing Colony Via: Kansbahal, District: Sundargarh PIN: 770034	Sundargarh	Sundargarh	2002-03	Affiliated to BSE-2008 Affiliated to CHSE-2009 Certified under ISO 9001-2008
10	Lahunipada EMRS Complex At: Saradhapur, PO: Saradhapur Via: Lahunipada District: Sundargarh, PIN: 77040	Sundargarh	Bonai	2002-03	Affiliated to BSE-2007 Affiliated to CHSE-2009 Certified under ISO 9001-2008
11	Rampilo EMRS Complex At: Rampilo, PO: Ollala Via: Danagadi, District: Jajpur PIN:	Jajpur	--	2007-08	Affiliated to BSE-2008 Affiliated to CHSE-2008 Certified under ISO 9001-2008

### 3.5 Fund Management System:

The following table indicates the utilization of funds for construction of 11 numbers of EMRS in Odisha. Less than Rs. 300.00 Lakh has been spent for each of 10 numbers of EMRSs where as more than Rs. 400.00 Lakh has been spent for EMRS at Rampilo alone. A total of Rs. 2953.81 Lakh has already been spent for construction of all the EMRSs in Odisha.

**Table-3.2**

#### Funds provided for construction of the EMRS

Sl No	Name of the EMRS	Funds provided for construction of the EMRS Complex (Rupees in Lakh)
1	Pungar EMRS Complex, Pungar, Koraput	267.02
2	Dhanghera EMRS Complex, Dhanghera, Mayurbhanj	241.96
3	Bhawanipur EMRS Complex, Bhawanipur, Sundargarh	244.00
4	Siriguda EMRS Complex, Siriguda, Rayagada	288.11
5	Ranki EMRS Complex, Ranki, Keonjhar	250.30
6	Chandragiri EMRS Complex, Chandragiri, Gajapati	250.30
7	Mahasingi EMRS Complex, Mahasingi, Kandhamal	247.50
8	Hirli EMRS Complex, Hirli, Nabarangapur	247.50
9	Laing EMRS Complex, Laing, Sundargarh	250.00

10	Lahunipada EMRS Complex, Lahunipada, Sundargarh	250.30
11	Rampilo EMRS Complex, Rampilo, Jajpur	416.82
<b>TOTAL</b>		<b>2953.81</b>

Besides, funds are being sanctioned in favour of each EMRS through OMTES out of funds under Article 275(I) of the Constitution for running the EMRS every year in two phases. Year wise sanction of funds to all EMRS from 2000-01 to 2009-10 is given below:

**Table-3.3**

**Year wise allocation of fund and expenditure incurred by all EMRS**

Year	Amount received in Rs.			Expenditure incurred			Unspent balance
	Recurring	Non-recurring	Total	Recurring	Non-recurring	Total	
2000-01	4000000	10000000	104000000	47760	84630	132390	103867610
2001-02	10000000	10000000	20000000	42700	12156587	12199287	7800713
2002-03	0	20000000	20000000	127486	11312920	11440406	8559594
2003-04	16000000	10000000	26000000	12361548	26312454	38674002	-12674002
2004-05	47000000	36021000	83021000	9843790	60105119	69948909	13072091
2005-06	29000000	73979000	102979000	17012837	60098109	77110946	25868054
2006-07	30000000	0	30000000	35633189	67420000	103053189	-73053189
2007-08	0	0	0	44873995	12154095	57028090	-57028090
2008-09	77500000	45671600	123171600	42198515	38383300	80581815	42589785
2009-10	79750000	0	79750000	63904957	5065000	68969957	10780043
Total	<b>293250000</b>	<b>295671600</b>	<b>588921600</b>	<b>226046777</b>	<b>293092214</b>	<b>519138991</b>	<b>69782609</b>

**3.6. Procedures for Selection of Students in EMRS:**

Each EMRS has residential facilities for 420 ST students only (210 each for boys and girls) from class VI to class XII (60 students in each class). Admission of students in each EMRS is being made through entrance examination in the respective EMRS separately under the direct supervision of OMTES through setting up common questions for all the EMRS. On the basis of marks secured in the entrance examination by the students, a priority list of students is prepared and enrolment of the students is made accordingly till all the seats are filled up. The seats fallen vacant due to transfer/dropout of the students are filled up from the priority list. Besides, 10% of the total student strength of the EMRS (42 seats) are being filled up from other categories in case of non availability of ST students as day scholars. In no case residential facilities can be provided to the students beyond 420 and other than ST categories.

**3.7. Procedures for Selection of Teachers in EMRS:**

There are 8 Principal, 88 PGT, 88 TGT, 11 PET posts in 11 EMRS. The teaching staffs including Principal of each EMRS are selected through an interview made by the OMTES at a selected central place. A

selection committee consisting of Director, ST & SC DEV. Department, Director, SCSTRTI, Deputy Secretary, OMTES and two subject specialists select the candidates for the teaching posts in EMRS. The appointment of above category of staff is on contractual basis with a monthly consolidated remuneration.

### **3.8 Provision of Incentives and Punishments for Students in EMRS:**

According to the provision made by OMTES ,each boy boarder gets Rs 85/- and each girl boarder gets 115/- as pocket money which is being kept in any nationalized bank by the school authority suitable to them. The Pass books are with the boarders and they use to draw money from the concerned bank whenever they require. No such facility is provided for Day scholars. There is provision to supply two pairs of dress, tie, a pair of shocks and shoes per annum to all the boarders. There is no provision for awarding prizes for the students who secured best position in extracurricular activities or sports activities.

Though there is no provision to award punishment to the students for their mistake, yet the students complained that they are given light punishment by the teachers for non submission of home task and late attendance in the prayer class as well as regular classes.

### **3.9 Provision of Incentives and Punishments for Teachers in EMRS**

There is no provision for awarding incentive to the teaching staff of the EMRSs. Regarding punishment to the teaching staff, the Principals of the concerned EMRSs reported that the performances of individual teachers are reviewed annually and action is taken by the OMTES accordingly. However, complain received against any of the teaching staff is reviewed in the Managing Committee meeting and action is taken as per the decision of the Committee.

### **3.10. Analysis of Proceedings of Governing Body (GB) Meetings of the studied EMRS**

Since inception of the society total 14 G.B. (One at Dhanghera EMRS, Three at Bhawanipur EMRS and Five each at EMRS Ranki and at EMRS, Siriguda) meetings of 4 EMRS have been held and the important decisions taken for each EMRS are mentioned below:

#### **EMRS, Dhanghera, Mayurbhanj District:**

Only one GB Meeting has been held for last 5 Years from 2005-2010.The following decisions were taken unanimously by the members of the Governing Board.

- Approval of expenditure of the EMRS from April 2009- Aug 2009
- Approval of Gas Connection to the Hostel
- Regular & periodical Health checkup of the students
- Appointment of Data Entry Operator and Clerk cum Librarian
- Development of Garden /Kitchen Garden
- Proposal to the SSD Department for approval of fund for renovation of school , Hostel buildings & Staff Quarters
- Proposal for Expansion of school Library

#### **EMRS, Bhawanipur, Sundargarh District:**

Total three GB Meetings have been held for last 5 Years from 2005-2010.The following decisions were taken unanimously by the members of the Governing Board.

- Approval of expenditure of the EMRS from April 2010- June 2010, July 2010 – Oct,2010 & Nov2010-Jan 2011
- Review the result of HSC & CHSC Exam. ,2010
- Appointment of regular TGT(Arts),English Teacher
- Engagement of Guest Faculty/Part time Teacher
- Issue of warning to Sweeper/Watchman for irregularities in the work

- Development of Garden /Kitchen Garden in the Campus
- Organization of Mess Committee
- Proposal for 24 hours of power supply to the EMRS
- Proposal for Regular Health Check up of the students
- Extra remuneration to the tutors
- Performance appraisal of teaching and non teaching staff
- Engagement of CCA at EMRS
- Budget approval for Annual Function and Annual Sports
- Approval of fund for renovation of school , Hostel buildings & Staff Quarters
- Proposal for Appointment of part time Pharmacist
- To bring improvement in the teaching method
- Review of results of the EMRS ,2010-2011
- Decision taken for spending the SSA Fund on Wall painting and Wall Writing
- Discussion on the Audit Report

#### **EMRS, Siriguda, Rayagada District:**

Total Five GB Meetings have been held for Siriguda EMRS for last 5 Years from 2005-2010. The following Decisions were taken unanimously by the members of the Governing Board.

- Approval of expenditure of the EMRS from April 2009- 2010
- Approval of Lesson plan for the students
- Review of performance of teaching and Non Teaching staff
- Proposal for effective Hostel Management
- Proposal for Introduction of Health Card for each students
- Development of the Kitchen Garden
- Plantation of permanent Fruit bearing trees
- Organization of special Coaching
- Proposal for purchase of Lab Equipments, Furniture, Library Books.
- Review of Maintenance of Records
- Proposal for installation of Tube Well in the school campus and Bore Well inside the Girls' Hostel
- Development of Play Ground
- Construction of Quarters for CCA
- Provision for supply of Mosquito Nets to the inmates and staff of the EMRS

#### **EMRS, Ranki, Keonjhar District:**

Total Five GB Meetings have been held for EMRS at Ranki, Keonjhar for last 5 Years from 2005-2010. The following Decisions were taken unanimously by the members of the Governing Board.

- Approval of expenditure of the EMRS from April 2009- 2010
- Plantation of Fruit saplings in the school campus
- Development of Garden and Lawns
- Development of Playground,& Kitchen Garden
- Purchase of Lab Equipments, Computer Accessories, Furniture and Library Books
- Construction of Rest Shed for Guardians in front of the Girls' Hostel& Boys' Hostel
- Development of Drainage system both for Girls' Hostel& Boys' Hostel
- Filling up of the vacant posts
- Permission for quotation call for purchase of Garments for the students

- Proposal for purchase of LPG Cylinder for Hostel for cooking purpose
- Proposal for separation of post of Clerk from Librarian
- Proposal for Regular Health Checkup of the students
- Regular holding of Monthly Test and supply of cumulative Progress Report
- Construction of more staff quarters
- Introduction of coaching classes for the students
- Installation of Tube Wells in the school campus and at Girls' Hostel

As per the norms, Governing Body meetings of each EMRS should be held quarterly in a year. From the above analysis, it is found that regular Governing Body meetings have not been held in any of the studied EMRS. Further, in no EMRS except Bhawanipur, Sundargarh the Annual Examination result of students at HSS and Higher Secondary level has been reviewed in the Governing Body meetings. Besides other activities to be undertaken in EMRS, the results of the students should be reviewed by the members and decision may be taken for further improvement in their academic career.



## CHAPTER- IV

### PROFILE OF THE SAMPLE EMRS

Out of 11 EMRS established in different tribal concentrated areas of the state for promotion of quality education among the Scheduled Tribe students, 4 EMRS namely Dhanghera EMRS in Mayurbhanj district, Bhawanipur EMRS in Sundargarh district, Ranki EMRS in Keonjhar district and Siriguda EMRS in Rayagada district were selected for the study. The detail profile of each of the selected EMRS is presented below.

#### 4.1 Profile of Ekalabya Model Residential School, Dhanghera, Mayurbhanj

##### 4.1.1 Location, Year of Establishment and Recognition Status

Ekalabya Model Residential School, Dhanghera was established in the year 2000-01. The School is located at village Dhanghera under Dhanghera Gram Panchayat of Khunta Block of Mayurbhanj District. The Gram Panchayat Headquarters (Dhanghera) is situated at a distance of 0 KM, Block Headquarters (Khunta) is situated at a distance of 10 KMs, Sub-Division Headquarters (Udala) is situated at a distance of 14 KMs, District Headquarters (Baripada) is situated at a distance of 40 KMs, Police Station (Udala) is situated at distance of 14 KMs, Railway Station (Baripada) is situated at a distance of 40 KMs and Bus Stop (BCPur) is situated at a distance of 4 KMs from the .Ekalabya Model Residential School, Dhanghera. The EMRS has been recognized by Board of Secondary Education, Odisha, Cuttack (From Class VI to Class X) and Council of Higher Secondary Education, Odisha, Bhubaneswar (From Class XI to XII). The quality of the management system of the school has been assessed and confirmed to that of ISO 9001-2008 on 16.01.2010 authorized by SSD Department vide certificate No. QMS/JAS-C 1566/0106 Code No. 84/8422.

##### 4.1.2 Available Infrastructure

An area measuring 30 Acres has been provided by Government in the year 2004 with specifications such as Khata No 205 / 1 and Plot No 7 vide Order No 693 / 24.02.2004 of Secretary, Board of Revenue, Odisha. The entire area transferred in favour of the School has been surrounded by a boundary wall.

There are 07 (Seven) numbers of class rooms each measuring 7.25 M x 9.0 M (65.25 Sq M), 01 (One) library measuring 7.25 M x 15.20 M (110.20 Sq M), 04 (Four) numbers of laboratories (Physics, Chemistry, Information Technology & Botany + Zoology) each measuring 7.25 M x 12.15 M (88.09 Sq M) in the School. There are 04 (Four) numbers of lavatories each measuring 3.65 M x 3.65 M (14.65 Sq M) in the School out of which 02 are meant for the students and 02 are for the staff which are found insufficient for the students. No common room has been provided for the students in the school building. One conference hall is there in which combined functions and competitions are organized on specific days.

Sufficient benches and desks have been provided in the class rooms for the students. The research team observed that the benches and desks were not cleaned and thick layer of dust was present over each of the benches and desks. Also, the electrical installations like tube lights and fans are not functioning properly which creates difficulties for the students at night (for extra classes) and in summer (for day classes) respectively. The research team observed that most of the fans and tube lights installed in the class rooms are out of order. The negligence of the authority is observed in this regard and all the students expressed their dissatisfaction over the dislocation of the electrical equipments meant for the class rooms.

The following table indicates the provision, physical existence and functionality of fans and tube lights in all the class rooms of EMRS, Dhanghera.

**Table-4.1**  
**Availability of Fans and Tube Lights in different classes of EMRS, Dhanghera**

Class	Number of Ceiling Fans			Number of Tube Lights		
	Provided	Available	Functioning	Provided	Available	Functioning
VI	06	06	04	06	06	00
VII	06	05	02	06	04	00
VIII	06	05	01	06	03	00
IX	06	06	00	06	04	00
X	06	06	02	06	03	01
XI	06	06	03	06	04	00
XII	06	06	05	06	01	01
Conf Hall	12	11	00	13	09	00
<b>TOTAL</b>	<b>54</b>	<b>51</b>	<b>17</b>	<b>55</b>	<b>34</b>	<b>02</b>

It was surprising to observe that out of 54 fans provided to the class rooms and conference hall, 51 fans were physically present out of which only 17 were in running condition. Similarly, out of 55 tube lights provided to the class rooms and conference hall, 34 tube lights were physically present out of which only 02 were functioning.

When brought to the notice of the Principal, he replied that all the defunct fans have been handed over to the electrical contractor for repairing. Subsequently, it was learnt that all the defunct fans were sent for repairing for a long period of 2 months. This indicates the negligence of the school authorities for creation of proper class room environment in the school. As far as tube lights are concerned, it was learnt that Principal could have purchased new tube lights for the class rooms. However, no such attitude of the Principal was observed. The Principal was found to be old enough, having less control over the staff and does not have any interest in the development (both infrastructure and academic) of the School. Immediate steps should be taken up to restore the electrical installations for creation of better class room environment and facilitates the students in their study.

Two hostels having 24 rooms each have been constructed to accommodate 210 (sanctioned strength) numbers of girls and 210 (sanctioned strength) numbers of boys. The average capacity of each room is 9 students. 12 (Twelve) numbers of lavatories are constructed for each of the hostels. It was extremely unfortunate to observe the large scale dislocation in electrical installations and lavatories in all the hostels. Most of the rooms were dark due to non-replacement of defunct tube lights. Most of the fans in the hostel rooms were also found defunct. Due to non-functional of most of the lavatories, students (both boys & girls) are compelled to go out side for refreshment. This is a matter of great concern and concerned authorities may be instructed to take immediate steps for their repair and use.

#### **4.1.3 Funding Pattern:**

Government in SSD Department, Odisha and Government in MoTA, India are providing funds (both recurring and non-recurring) for functioning of EMRS. The funds are placed with the school authority through OMTES and Principal of the concerned school looks after the utilization of the funds received from OMTES.

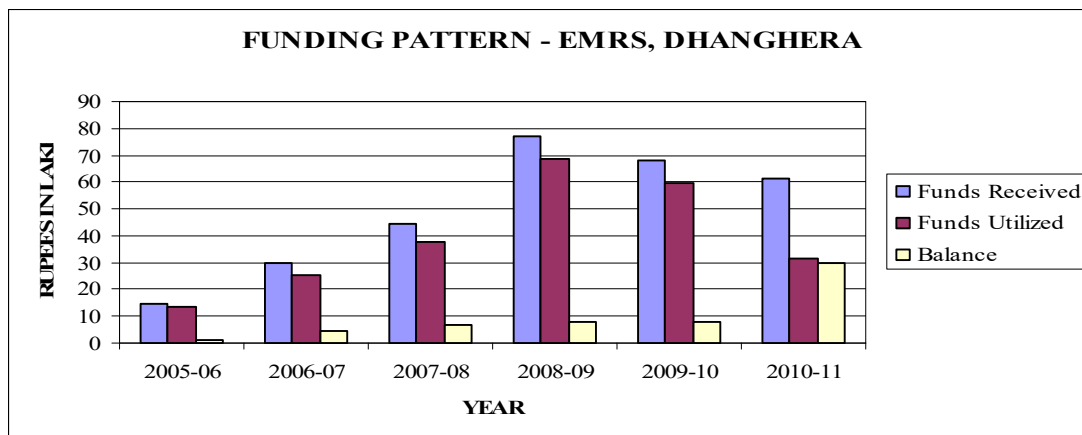
The following table indicates the year wise totals of allotment, expenditure and balance of funds relating to EMRS, Dhanghera during the last 5 years.

**Table-4.2**  
**Year wise total allotment, expenditure and balance of funds of EMRS, Dhanghera**  
*(Rupees in Lakh)*

<b>Year</b>	<b>Funds Received</b>	<b>Funds Utilized</b>	<b>Balance</b>	<b>% of Utilization</b>
2005-06	14.55	13.25	1.30	91.07
2006-07	29.97	25.35	4.62	84.59
2007-08	44.51	37.64	6.87	84.57
2008-09	77.02	68.87	8.15	89.42
2009-10	67.80	59.75	8.05	88.13
2010-11	61.20	31.66	29.54	51.73
<b>Total</b>	<b>295.05</b>	<b>236.52</b>	<b>58.53</b>	<b>80.16</b>

From the table, it has been observed that sufficient funds have been placed with the EMRS, Dhanghera and the school authority and PA, ITDA, Kaptipada have taken steps to utilize the funds provided by OMTES. Except 2010-11, in all other financial years, the unspent balance is not of higher magnitude which indicates that the authorities are keen in spending the funds received from OMTES in the development of school campus and other activities.

The financial allotment which has been found increased gradually from 2005-06 to 2008-09, has again been reduced during 2009-10 and 2010-11. The total allotment was highest (Rs.77.02 Lakh) during 2008-09 followed by 2009-10 (Rs.67.80 Lakh). The total amount of utilization of funds provided to the EMRS during 2005-06 to 2010-11 was 80.16 percent. The percentage of utilization of funds was highest (91.07%) during 2005-06 where as it was lowest (51.73%) during the last financial year 2010-11 (up to December, 2010). The study team requested the school authority as well as PA, ITDA, Kaptipada to utilize the allotted funds of the financial year 2010-11 for the specified purpose within the stipulated time.



#### 4.1.4 Staffing Pattern

Total 19 teaching and 17 non teaching staff are engaged in the EMRS for its smooth functioning .Sri Ram Sai Majhi has been working as Principal of the school since 08.08.2007. There are 07 (Seven) numbers of Post Graduate Teachers against the sanctioned strength of 08 (Eight), 05 (Five) numbers of Trained Graduate Teachers against the sanctioned strength of 06 (Six), 01 (One) Sanskrit Teacher, 01 (One) Hindi Teacher and 01 (One) Physical Education Teacher in the school. Apart from these teachers, 04 (Four) part time teachers have been engaged to look after music and yoga classes for the students. There are 04 (Four) Laboratory Assistants, 01 (One) Librarian cum Clerk, 01 (One) Data Entry Operator cum Clerk, 08 (Eight) Cook Cum Attendants and 02 (Two) Sweeper cum Watchman in the School. 01 (One) Horticulture Consultant has been engaged in the school who looks after the kitchen garden and greenery of the school campus. The Teacher-Pupil Ratio is 1:30.

The Principal of the school has been holding his office for 3 and half years. He is an M A in Political Science having 30 years of experience as a Lecturer & Reader in a Degree College. He has a vast experience of working as Officer-in-Charge for Examination and Hostel Superintendent. He is posted on contractual basis with the consolidated salary of Rs 29,000/- per month. Against the sanctioned strength of 8, there are 7 numbers of Post Graduate Teachers in the school for imparting quality education to the students. The PGTs have been appointed on contractual basis with the consolidated salary of Rs. 14,210/- per month. The PGT, Physics is an M Sc with M Phil having 4 years of teaching experience in this school. The PGT, Chemistry is an M Sc having 4 years of teaching experience in this school. The PGT, Zoology is an M Sc with M Phil having 3 years of experience in this school. The PGT, English is an MA with M Phil having 4 years of experience in this school. The PGT, Odia is an MA with M Phil and Ph D having 4 years of experience in this school. The PGT Information Technology is an MCA having 3 years of experience in this school. The post of PGT Botany has been lying vacant since 12.10.2010. The PGT, Mathematics is an M Sc with B Ed having 4 year of experience in this school. It has been observed that all the Post Graduate Teachers are highly qualified and are continuing in this school for a long period. During the field study, their teachings were found to be satisfactory.

There are 5 numbers of Trained Graduate Teachers in the school for imparting quality education to the students. They have been appointed on contractual basis with the consolidated salary of Rs. 13,485/- per month. One Sanskrit Teacher and one Hindi Teacher have also been appointed on contractual basis with the consolidated salary of Rs. 13,485/- per month. One post of TGT Science has been lying vacant since 14.11.2009. Except one TGT, Science, all other TGTs are Post Graduates. The Sanskrit and Hindi teachers are Post Graduates in their respective streams and the PET is MA, B.P. Ed and LLB. The PET is appointed on contractual basis with the consolidated salary of Rs. 7540/- per month with which he is not satisfied

The salary structure and the contractual status of the teachers is creating discontentment among the teachers. The difference in salary between the Principal and the PGTs is very high which can be reduced by raising the salary of PGTs. The detailed information on teaching staff is as follows:

**Table -4.3**  
**Details on Teaching Staff of EMRS, Dhanghera**

Sl No	Post	Educational Qualification	Age	Sex	Caste	Period of Service in EMRS	Previous Experience	Salary per Month	Type of Service	Whether taken in-service training
1	Principal	M A	63	M	ST	3 & ½ Years	27 Years	29000	Contractual	No
2	PGT Physics	M Sc M Phil	33	M	GEN	4 & ½ Years	Nil	14210	-do-	No
3	PGT Chemistry	M Sc	38	M	GEN	4 Years	Nil	14210	-do-	No
4	PGT Zoology	M Sc M Ed	33	F	GEN	4 & ½ Years	Nil	14210	-do-	No
5	PGT English	M A M Phil	33	M	GEN	4 & ½ Years	Nil	14210	-do-	No
6	PGT Odia	M A M Phil Ph D	39	F	GEN	4 & ½ Years	Nil	14210	-do-	No
7	PGT Inf Tech	M C A	31	F	GEN	3 Years	Nil	14210	-do-	No
8	PGT Botany	<b>lying vacant since 12.10.2010</b>								
9	PGT Mathematics	M A M Phil	34	M	GEN	3 Months	Nil	14210	-do-	No
10	TGT Mathematics	M Sc B Ed	37	F	GEN	6 Years	Nil	13485	-do-	No
11	TGT Science (P)	B Sc B Ed	33	F	GEN	2 Years	Nil	13485	-do-	No
12	TGT Arts	MA M Ed	34	F	GEN	3 Years	Nil	13485	-do-	No
13	TGT English	MA B Ed DTE	32	M	GEN	6 Years	Nil	13485	-do-	No
14	TGT Arts	M A B Ed	32	M	GEN	1 Year	Nil	13485	-do-	No
15	TGT Science	<b>lying vacant since 14.11.2009</b>								
16	Sanskrit Teacher	M A B Ed	32	M	GEN	2 Years	Nil	13485	-do-	No
17	Hindi Teacher	M A B Ed	27	F	SC	6 Years	Nil	13485	-do-	No
18	PET	M A B P Ed LLB	38	M	GEN	6 Year	Nil	7540	-do-	No

It has been observed that except the Principal, all other teachers are in this profession for the first time. However, they have been continuing in this school for a sizeable period. All of them, except the Principal, expressed their dissatisfaction over their consolidated lower salary and contractual basis of appointment.

#### 4.1.5 Enrollment Position:

Students are selected for admission into class VI and XI through an entrance examination under the direct supervision of the ST & SC Development Department. The student strength of the school is 420 from the ST Category only. There are 7 classes starting from VI to XII and there are 60 students in each class. All the students of ST category are boarders. 10% of the student strength above 420 i.e. 42 can be enrolled from ST / SC/ Other Castes as Day scholars @ 6 students per class. The class wise students enrolled from the year 2005-06 to 2010-11 is as follows:

**Table -4.4 (A)**

**Year wise student strength in different classes**

Class	Year	Boarders			Day Scholars			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VI	05-06	29	28	57	--	--	--	29	28	57
	06-07	30	30	60	--	--	--	30	30	60
	07-08	30	30	60	03	03	06	33	33	66
	08-09	29	30	59	02	01	03	31	31	62
	09-10	27	26	53	01	02	03	28	28	56
	10-11	26	29	55	02	01	03	28	30	58
VII	05-06	28	28	56	--	--	--	28	28	56
	06-07	28	26	54	--	--	--	28	26	54
	07-08	30	29	59	--	03	03	30	32	62
	08-09	29	30	59	03	03	06	32	33	65
	09-10	30	29	59	01	02	03	31	31	62
	10-11	27	26	53	01	02	03	28	28	56
VIII	05-06	26	29	55	--	--	--	26	29	55

	06-07	26	28	54	--	--	--	26	28	54
	07-08	30	30	60	--	03	03	30	33	63
	08-09	30	30	60	01	01	02	31	31	62
	09-10	29	26	55	02	01	03	31	27	58
	10-11	30	26	56	02	01	03	32	27	59
IX	05-06	28	28	56	--	--	--	28	28	56
	06-07	26	28	54	--	--	--	26	28	54
	07-08	30	28	58	--	--	--	30	28	58
	08-09	27	25	52	01	--	01	28	25	53
	09-10	29	27	56	01	01	02	30	28	58
	10-11	28	23	51	02	02	04	30	25	55
X	05-06	25	28	53	--	--	--	25	28	53
	06-07	27	28	55	--	--	--	27	28	55
	07-08	25	26	51	--	--	--	25	26	51
	08-09	30	28	58	--	--	--	30	28	58
	09-10	28	26	54	--	--	--	28	26	54
	10-11	28	27	55	01	01	02	29	28	57
XI	05-06	--	--	--	--	--	--	--	--	--
	06-07	30	30	60	--	--	--	30	30	60
	07-08	28	30	58	01	01	02	29	31	60
	08-09	29	29	58	--	02	02	29	31	60
	09-10	29	30	59	02	01	03	31	31	62
	10-11	29	30	59	--	--	--	29	30	59

XII	05-06	--	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--	--
	07-08	29	29	58	--	--	--	29	29	58
	08-09	28	30	58	01	01	02	29	31	60
	09-10	29	30	59	02	01	03	31	31	62
	10-11	29	29	58	02	--	02	31	29	60

Full enrollment (60) in respect of boarders was observed in class VI during 2006-07 and 2007-08. In other years, there were vacancies in class VI ranging from 1 to 7. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up fully during last 5 years except 2007-08 when three boys and three girls from OC category were admitted as day scholars. In the year 2008-09, two boys and one girl and in the year 2009-10, one boy and two girls were admitted as day scholars. All of them were from OC category.

Highest enrollment (59) in respect of boarders was found in class VII during 2007-08, 2008-09 and 2009-10. In last 5 years, there were vacancies in class VII ranging from 1 to 7. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up fully during last 5 years except 2008-09 when three boys and three girls from OC category were admitted as day scholars. In the year 2007-08, three girls, in the year 2009-10, one boy and two girls and in the year 2010-11, one boy and two girls were admitted as day scholars. All of them were from OC category.

Full enrollment (60) in respect of boarders was found in class VIII during 2007-08 and 2008-09. In other years, there were vacancies in class VIII ranging from 4 to 6. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up fully during the last 5 years. In the year 2007-08, three girls, in the year 2008-09, one boy and one girl, in the year 2009-10, two boys and one girl and in the year 2010-11, two boys and one girl were admitted as day scholars. All of them were from OC category.

Highest enrollment (58) in respect of Boarders was found in class IX during 2007-08. In last 5 years, there were vacancies in class IX ranging from 2 to 9. The additional 10% seats (6 in number) meant for the day-scholars was never been fully filled up during the years. In the year 2008-09, one boy, in the year 2009-10, one boy and one girl and in the year 2010-11, two boys and two girls were admitted as day scholars. All of them were from OC category.

Highest enrollment (58) in respect of boarders was observed in class X during 2008-09. In last 5 years, there were vacancies in class X ranging from 2 to 9. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up fully during the years. In the year 2010-11, one boy and one girl, both from OC category, were admitted as day scholars.

Full enrollment (60) in respect of boarders was observed in class XI during 2006-07. In other years, there were vacancies in class XI ranging from 1 to 2. The additional 10% seats (6 in number) meant for the day-scholars have not been fully filled up during the last 5 years. In the year 2007-08, one boy and one girl, in the year 2008-09, two girls and in the year 2009-10, two boys and one girl were admitted as day scholars. All of them were from OC category.

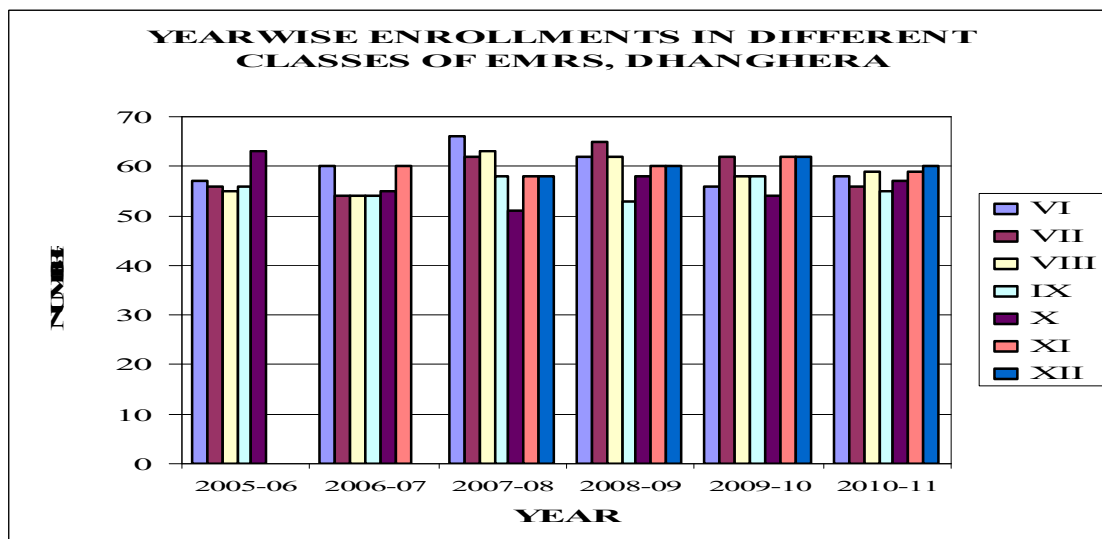
Highest enrollment (59) in respect of boarders was observed in class XII in 2009-10. In last 5 years, there were vacancies in class XII ranging from 1 to 2. The additional 10% seats (6 in number) meant for the day-scholars have not been filled up fully during the years. In the year 2008-09, one boy and one girl, in the year 2009-10, two



boys and one girl and in the year 2010-11, two boys were admitted as day scholars. All of them were from OC category.

It has been observed that although the candidates were selected through an entrance examination to take admission in EMRS, some of them had taken their School Leaving Certificate within one or two month (s) to get themselves admitted either in Jawahar Navodaya Vidyalaya or in Kendriya Vidyalaya. This indicates that some students as well as their parents' feels that EMRS are not at par with the above-mentioned two schools as far as provision of academic and other facilities are concerned. The standard of education may be raised by providing adequate facilities to the students and faculties along with creating study environment in side the campus of the Complex.

The deficiencies as observed by the students or parents need to be eradicated failing which the basic objectives of establishing such a complex for the ST students will not be achieved. Students taking their School Leaving Certificates for their study elsewhere can not be treated as dropouts. However, instances were seen when girls of class IX, X, XI left the school for marriage. It indicates indifferent attitude of some parents towards education of the girl child.



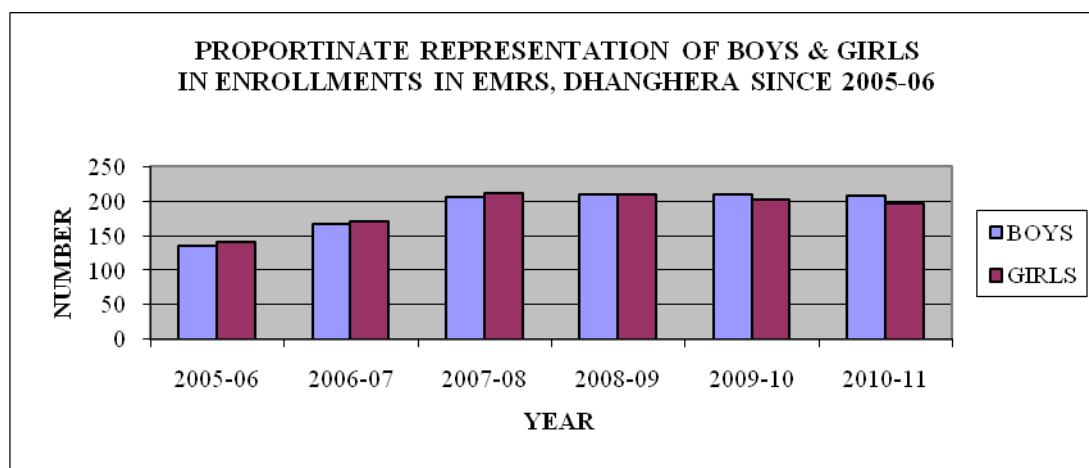
The above graph depicts about the variation in enrollments since inception of the school. Vacancies of seats in all the classes have been a common scenario observed in all the years. This is attributed to the change of school by the candidates selected for Central School and Jawahar Navodaya Vidyalaya. However, the vacancies should be filled up by the wait-listed students which have never been done. Moreover, the teachers/ School Committee Members might have failed to generate sufficient attraction among the parents to send their wards to EMRS. This deficiency should be eradicated by formulating suitable planning so that not a single seat in any class would remain vacant. The entrance examination, school management, hostel management, academic environment, class room environment, basic amenities for the students etc are the major areas where we might have fallen short from the actual expectations of the parents.

**Table -4.4 (B)**  
**Year wise total student strength in EMRS, Dhanghera**

Year	Boys	Girls	Total

2005-06	136	141	277
2006-07	167	170	337
2007-08	206	212	418
2008-09	210	210	420
2009-10	210	202	412
2010-11	207	197	404
<b>Total</b>	<b>1136</b>	<b>1132</b>	<b>2268</b>

It is observed that the number of enrollment of boys from 2005-06 to 2010-11 is a little bit higher (1136) than that of the girls (1132). In all the years, excepting 2009-10 & 2010-11, total enrollment of girls in the School was more/equal to that of the boys. The graphical representation of the table is presented below.



#### 4.1.6 Facilities provided to Students in EMRS

##### 4.1.6.1. Class Room Facilities:

There are 07 (Seven) numbers of Class Rooms each measuring 7.25 M x 9.0 M (65.70 Sq M) available in EMRS, Dhanghera for each Class (from VI to XII). The size of each class room is sufficient to accommodate 60 (sanctioned strength) students of a class. The class rooms are provided with table and benches for 60 students. All the class rooms have been electrified. However, in each of the class rooms, most of the fans and tube lights are out of order. This creates an unhealthy class room environment. It indicates that there is a lot of negligence in the maintenance and repairing works which is the responsibility of ITDA, Kaptipada. Drinking water is being supplied to the students and teachers in the school through pipes from a bore well fitting with a water filter. Water filtered through Aqua Guard is used by the teachers and students for drinking purpose which is a better arrangement by the school authority. It is a good attempt that at least safe drinking water is provided to the students in the school hours.

On the other hand, 60 students being taught in one class is not providing conducive atmosphere in the class room. There should be two sections for each class having 30 students each, so that the teacher concerned could give special attention to each individual student specifically to weaker students. Therefore, funds should be provided to construct new rooms for the classes. There exists the requirement of 14 class rooms ( 2 rooms for 2 sections of a class X ) and at present 7 class rooms exist in the school building, hence, 7 more class rooms should be constructed immediately to maintain the provision of quality education in the complex.

Moreover, difficulties arise during teaching of alternative subjects in a particular class in a particular period. For example, when Hindi and Sanskrit are taught simultaneously (a student can select Hindi or Sanskrit as Third Language) in class IX or in class X, shortage of class room is felt. If students of class IX, who have selected Hindi, are taught in the class room earmarked for class IX, then rest students of class IX, who have selected Sanskrit, are accommodated in conference hall, where they have to sit on floor for their study. The same difficulties are also observed in case of class XI and XII where Biology, Mathematics and Information Technology are taught as alternative subjects. These subjects are taught to the students in their respective laboratories. Construction of 5 more class rooms will solve this problem and quality education can be imparted to the students in the complex.

Two additional class rooms, with financial assistance from Sarva Shiksha Abhiyan (SSA), are under construction near the school building. It has been learnt that the construction works have been discontinued and the building is left half-constructed by the concerned agency. Two classes XI and XII can be accommodated in these two rooms during the Physics and Chemistry classes. Immediate steps may be taken to complete the building so that there will be some kind of solution to the problem of shortage of class rooms.



*Class Rooms are under construction*

Science laboratories are found to be spacious, well ventilated and well equipped. There is no shortage of consumable and non-consumable materials in the laboratories. Students are using the laboratories with much interest and enthusiasm. Fire fighting instruments are readily available in the Laboratories. Most of the instruments in Physics, Chemistry, Botany, Zoology and IT Laboratories are in good condition. Some equipments like Simple Pendulum with Stand (2 out of 3), Burette (1 out of 14), Physical Balance (2 out of 2), Bunsen Burner (2 out of 7), Reagent Bottle (500 ml) (2 out of 35), Beaker (2 out of 66) etc are in damaged condition which need immediate replacement. One laboratory assistant for the IT laboratory is essentially required as the lone teacher (PGT – IT) can not teach to students of all the 7 classes.

The lavatories in the school building are devoid of sufficient water supply and maintenance. Students are not using the lavatories during school time; rather they are going out side which creates threat to the hygiene of school environment. Such an unhygienic condition of the lavatories is not at all acceptable in a premiere institute

like EMRS. Immediate steps should be taken to repair and maintain the lavatories. The water supply system to the lavatories must be strengthened so that students can use the facility in the school building without going outside. Authorities have failed to provide hygienic lavatory facility to the students. Cracks have been developed in the walls of the lavatories in the school building. This has created a threat to the life of the students which needs be rectified immediately. The following pictures speak about the ground reality of lavatories in EMRS, Dhanghera.



**Condition of Latrine and Basin in the EMRS**

No common room has been provided for the students in the school building. There exists a library cum reading room which does not serve the need of the students as all library books are stored in the said reading room. Students can not use the reading room but they can get books from the library. Sufficient books are stored in the library and clerk cum librarian is in charge of the library. The library is managed properly and no complains about books and library facilities were received from any of the students. A separate reading room is essentially required in which students can read the library books at time of their need.

#### **4.1.6.2 Hostel Facilities**

One two storied hostel building having 24 rooms have been constructed to accommodate 210 (sanctioned strength) number of girls and another two storied hostel building having 24 rooms have been constructed to accommodate 210 (sanctioned strength) number of boys. The average capacity of each room is nine .This is sufficient.

190 numbers of girls are staying in the girls' hostel. 150 numbers of beds have been provided to 190 girls which results in adjustment of 3 girls in 2 beds and 2 girls in 1 bed. 29 numbers of girls are sleeping on floor due to shortage of beds.

Similarly, 197 numbers of boys are staying in the boys' hostel. 150 numbers of beds are provided to 190 boys which results in adjustment of 3 boys in 2 beds and 2 boys in 1 bed. 26 numbers of boys are sleeping on floor due to shortage of beds.

Out of the 300 numbers of beds provided to all the students, 40% are in dilapidated condition and immediate replacements of such beds are required.

In all the hostels (both boys' and girls'), more than 50% of fans and tube lights are out of order which creates difficulties for the students in their evening study. Most of the students go to the class rooms of the school building which are also not free from this problem.

Moreover, in all the hostels, doors of some of the latrines and bathrooms are broken. Further, blockage in some of the latrines was also observed as a result of which both boys and girls are going outside the school campus to a nearby pond for their refreshment.

Water supply facilities for the hostels are insufficient and this is one of the reasons behind non-functional of lavatories in the hostels.

One common mess is functioning for both boys and girls. Food is prepared in the kitchen of the boy's hostel and part of the food is carried to the girl's hostel. This arrangement is not at all hygienic and not free from wastage of food.

Condition of the temporary kitchen is very poor and it is open from all the sides. The thatched roof is susceptible to fire which may create loss of life and property. Food preparation in such a kitchen may be stopped immediately and the permanent kitchen meant for this purpose must be put to use immediately.



*Temporary Kitchen of the EMRS, Dhanghera*

Monthly dietary expenses for each boarder have been fixed at Rs 565/- per month. The chart prescribed by the OMTES is as follows:

**Table -4.5**  
**Monthly Dietary expenses for each boarder in EMRS, Dhanghera**

Sl No	Materials	No of Time	Quantity / Time	Price / KG	Amount / Day / Student	Amount / Month / Student
1	Rice	4	250 gm	Rs. 2.00	Rs. 1.00	Rs. 30.00
2	Dal	2	40 gm	Rs. 75.00	Rs. 6.00	Rs. 180.00
3	Vegetable	2	133 gm.	Rs.15.00	Rs. 4.00	Rs. 120.00
4	Oil		15 gm	Rs.80.00	Rs. 1.20	Rs. 36.00

5	Salt and fuel	-	-	-	-	Rs. 40.00
6	Mutton / Egg	Weekly once	-	-	-	Rs. 69.00
7	Breakfast / Tiffin	-	-	-	Rs. 3.00	Rs. 90.00
<b>TOTAL</b>						<b>Rs. 565.00</b>

It was noticed that 8 numbers of Cook cum Attendants (CCA) (four males and four females) are engaged for preparation of food for the boarders. At about 8.30 AM, lunch is prepared and boarders used to finish their lunch by 9.30 AM so that they can attend the prayer class sharp at 10.00 AM everyday. Rice, dal / dalma, mixed curry etc are provided to the students in the lunch on regular basis. Non-Vegetarian item such as egg, fish and mutton are being provided to the students on Wednesday, Friday and Sunday respectively. Students have expressed their satisfaction on the quality and quantity of the food provided to them. In the day time, Mid-Day Meal is also being provided to the students of class VI, VII and VIII under MDM Programme. In the afternoon, rice, dal and alu chatni are provided to the students as Tiffin. In the night, rice, dal / dalma and mixed curry etc are provided to the students as dinner by 8.30 PM and all students used to finish their dinner by 9.30 PM. CCAs have informed that materials for preparation of food are provided by the Food Minister selected from amongst the boarders. A teacher is kept in charge of the mess for a period of one month and this is done on rotation basis.

#### 4.1.6.3 Health Facilities

The School is attached to Dakura Community Health Center. A team of Medical Officers used to come to the EMRS once in every month for health check up of the boarders. Free medicines are provided by the medical team to the ailing students. The last visit of the Medical Team to the School was on 14.01.2011. First Aid facilities are also available for the students both in hostel and school. Seriously ailing students are taken to the Sub-Divisional Hospital located at Udala for check up and as per the advice of the doctors, medicines are provided to them free of cost by the School Authority through their respective Hostel Superintendent. Scabies, Diarrhea, Dysentery, Cold and Fever etc. are the commonly found diseases among the students. Cases of Malaria are very less as the students have developed the habit of using medicated mosquito nets.

It is suggested that a regular Pharmacist / ANM should be appointed on contractual basis to extend frequent medical facility to the students, especially to the small children in the lower classes and growing girls.

#### 4.1.7 Extra Curricular Activities in EMRS

Students in this school have actively participated in extra curricular activities organized every year since its inception. Particularly, in the area of sports, all students have shown their interest and the PET is deeply involved in all round development of the students as far as sports activities are concerned. The following table indicates the participation and success of the students in different athletic meets in District, State and National levels in the year 2010.

**Table -4.6**

**No. of the students participated and awarded in different athletic meets in the year 2010 EMRS, Dhanghera**

Event	District Level		State Level		National Level	
	Participants	Awarded	Participants	Awarded	Participants	Awarded

Autumn Meet	20	06	06	02	02	--
PYKKA	35	17	17	05	05	04
Women Festival	15	10	10	02	02	--
Winter meet	05	03	03	02	02	01
Volley Ball (Under 16)	--	--	01	01	01	01

In the year 2011, a girl of Class VIII went to Aurangabad as a member of State Foot Ball team of Odisha. During the competition, she was selected for the National Team (under 16) which has brought name and fame to the School. Similarly, a girl of class VII, who had won gold medal in State Level Archery meet, went to Ranchi to participate in National level Archery Meet. She missed the medal but brought pride to the School.

Every year, annual sports meet is held in the school and students have been participating in the events with much interest. Foot Ball League Match (for Boys & Girls), Cricket League Match (for Boys), 100 meters, 200 meters, 400 meters, 800 meters, 3000 meters and 4x100 meter relay (for Boys and Girls) etc are the most important events in which students are participating with much enthusiasm. The contribution of the PET in this regard is praise worthy. Sports equipments are supplied to the students in plenty. Quality of the sports equipments supplied to the students is of average quality. This aspect may be considered and equipments of best quality may be supplied to the students.

Apart from sports, students participate in cultural activities organized inside and out side the School. In numbers of occasions, students of the school have bagged Certificate, Shield, Cup and Cash Awards in Solo song competitions, Chorus Competition, Cultural Competitions, Comedy Competitions and other in district level cultural programmes during the years 2008, 2009 and 2010. Students are also going for excursions and picnics which act as boost for the growth of knowledge about different places. Students are also participating in Red Cross and NSS activities. Many students are engaged in gardening in the morning and evening hours.

A "Wall Magazine" has been fixed on the wall at the entrance of the school containing songs, arts and short stories written by the students. But, no periodical magazine / souvenir have been published on behalf of the school. This should be encouraged in order develop creativity amongst the tribal students.

Students of this school are regularly participating in the district level Independence Day Parade and Republic Day Parade at Udala Stadium, Udala. In the year 2010, senior girls' group of the school acquired first position (Certificate with Trophy) in both the parades. In the same year, junior girls group bagged first position in Republic Day Parade and junior boys group bagged first position in Independence Day Parade. In the Year 2011, senior girls group and junior boys group bagged first position in Republic Day Parade. The PET Sri Nayan Ranjan Panda has a lot of contribution in this regard.



### ***Students practicing parade for Republic Day***

In the year 2011, students of Class XII went to Bhubaneswar to witness Annual Adivasi Festival held during the month of January. This has helped them in widening of knowledge about other tribal communities, the state capital and other important aspects.

#### **4.1.8 Facilities provided to Teachers in EMRS**

All teachers engaged in the school are appointed on contractual basis which has always been a matter of great discontent among them. All teachers except the Principal have expressed their displeasure over their salary and service condition (contractual appointment).

The consolidated salary of the Principal is Rs. 29, 000/- per month, that of PGTs is Rs. 14, 210/-, TGTs is Rs. 13, 485/-, PET is Rs. 7, 540/- and that of laboratory assistants is Rs. 13, 485/-. For 18 teachers (1 Principal, 8 PGTs, 8 TGTs and 1 PET) and 4 laboratory assistants of the school, there are 10 numbers of quarters available in the EMRS. Acute shortage in staff quarters was observed in the School which has resulted in adjustment of 2 teachers in a single quarter and also adjustment of teachers in night watchman's quarter. Some teachers are also staying out side the school campus due to non-availability of quarters. A two storied building having 4 blocks is under construction to accommodate bachelor teachers of the school. Steps may be taken immediately to construct at least 10 numbers of teacher's quarters to accommodate all the staff in side the school campus.

In the Ekalabya Model Residential School, if 100% result is achieved, the subject teacher and the Principal are to be awarded (one time) @ Rs. 4000/- and Rs. 5000/- respectively by Collector. However, no such award has ever been acquired by any of the teachers.

#### **4.1.9 Maintenance of Registers**

The team has verified different kinds of registers maintained at the school which includes cash book, medical register, and visitor's register, attendance registers of students, attendance register of teachers and general stock register. All of the above-mentioned registers are maintained properly. Cash book was tallied with the bank pass book and found updated as on 03.01.2011. Marks obtained by students of all classes in all examinations have been maintained year wise in a register. However, progress reports are not being prepared and supplied to the students. This should be taken care of and Principal of the school may be instructed to maintain the issue of progress report to each of the students after each examination.

#### **4.1.10 Role of School Managing Committee**

In pursuance of Order No 12115 Dt 27.03.2009 of OMTES, a School Managing Committee (SMC) has been constituted under the Chairmanship of the Collector, Mayurbhanj in which Principal of the school acts as the



Member-Secretary. PA, ITDA, Kaptipada, CDMO, Mayurbhanj, Executive Engineer, DRDA, Mayurbhanj are the members in the SMC. The School Management Committee looks after the development, curricular activities and overall management of the School.

It has been instructed by OMTES that the meeting of the committee will be held in the school premises within first week of each month under the chairmanship of the Collector. However, Principal of the School provided Xerox copy of proceedings of only one meeting of the SMC which was held on 24.09.2009.

The primary discussion in the said meeting was related to the approval of expenditure incurred in the previous months. However, discussions were also made in the meeting regarding development of campus, development of kitchen garden, periodical health check up, renovation of school building, hostel building and staff quarters, expansion of school library etc. Nothing was discussed regarding the academic achievement and academic betterment of the students. Principal may be instructed to apprise SMC about the academic matter in each meeting.

#### 4.1.11 Parents – Teachers Meetings

Parents – Teachers Meeting has never been convened in EMRS, Dhanghera in respect of high school students. Documents in support of convening of only one ‘Parents – Teachers Meeting’ in respect of +2 2<sup>nd</sup> Year students on 28.11.2010 were handed over to the study team. This indicates an indifferent attitude of the school authority towards interaction with parents. Being asked by the study team, the Principal replied that they used to discuss with parents when they come to the School to meet their wards. This is not at all acceptable in a residential school. Parents have never been informed about the performance of their wards as progress reports have not been issued to the students.

#### 4.1.12 Parents’ Literacy Level & Occupation

The following table speaks about the literacy level of the parents of the students of EMRS, Dhanghera. It has been observed that 260 (64%) out of 404 students have literate parents, 88 (22%) have only literate father, 12 (3%) students have only literate mother and 44(11%) students have illiterate parents.

**Table -4.7**  
**Literacy Rate of Parents of interviewed students**

Class	Total Strength			Parents Literate			Only Father Literate			Only Mother Literate			Parents Illiterate		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
VI	28	30	58	18	17	35	7	7	14	1	1	2	2	5	7
VII	28	28	56	20	21	41	7	6	13	0	0	0	1	1	2
VIII	32	27	59	16	13	29	8	5	13	1	2	3	7	7	14
IX	30	25	55	18	13	31	6	8	14	2	1	3	4	3	7
X	29	28	57	21	22	43	5	5	10	0	1	1	3	0	3
XI	29	30	59	19	21	40	7	6	13	1	0	1	2	3	5
XII	31	29	60	22	19	41	6	5	11	2	0	2	1	5	6

<b>TOTAL</b>	<b>207</b>	<b>197</b>	<b>404</b>	<b>134</b>	<b>126</b>	<b>260</b>	<b>46</b>	<b>42</b>	<b>88</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>20</b>	<b>24</b>	<b>44</b>
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(B: Boys, G: Girls, T: Total)

On the other hand, we had interacted with 66 students of all the classes and requested them to write about different aspects in a questionnaire supplied to them. Information collected from them reveals that parents of 8 (12.1%) students are Government service holders, parents of 50 (75.8%) students are farmers, parents of 1(1.5%) student are doing business and parents of rest 7 (10.6%) students are labourers.

#### 4.1.13 Drop out position in EMRS:

Dropout in EMRS, Dhanghera is almost absent. Some students left the school only after getting intimation for admission either in Jawahar Navodaya Vidyalaya or Kendriya Vidyalaya. Four girls left the school for getting married, which indicates the indifferent attitude of the parents. However, one has to evaluate the importance of giving marriage to the daughters from those parents angle.

#### 4.1.14 Result Analysis for last 5 years

The following table shows results of all the classes (from VI to XII) of EMRS, Dhanghera during the years 2005-06 to 2009-10.

**Table -4.8 (A)**  
**Division wise number of pass students of class VI to VIII**

Class	Year	Appeared	First Division	Second Division	Third Division	Failed	% of First Division	% of Second Division	% of Third Division
VI	05-06	57	31	19	7	0	54	33	13
	06-07	60	30	24	6	0	50	40	10
	07-08	66	35	22	9	0	53	33	14
	08-09	52	20	25	7	0	38	48	14
	09-10	56	31	18	7	0	55	32	13
VII	05-06	56	31	18	7	0	55	32	13
	06-07	55	38	11	6	0	69	20	11
	07-08	53	20	25	8	0	38	47	15
	08-09	64	17	21	26	0	27	33	40
	09-10	61	30	16	15	0	49	26	25
VIII	05-06	55	28	21	6	0	51	38	11
	06-07	54	29	19	6	0	54	35	11

	07-08	63	35	25	3	0	56	40	4
	08-09	62	37	16	9	0	60	26	14
	09-10	58	24	30	4	0	41	52	7
IX	05-06	56	34	19	3	0	61	34	5
	06-07	54	28	22	4	0	52	41	7
	07-08	58	31	21	6	0	53	36	10
	08-09	53	29	19	5	0	55	36	9
	09-10	58	30	20	8	0	52	34	14
X	05-06	53	10	22	7	14	19	42	13
	06-07	54	22	19	11	2	41	35	20
	07-08	51	17	21	9	4	33	41	18
	08-09	55	23	22	9	1	42	40	16
	09-10	53	17	26	6	4	32	49	11

**Table -4.8 (B)**

**Division wise number of Pass students of class XI to XII**

<b>Class</b>	<b>Year</b>	<b>Appeared</b>	<b>First Division</b>	<b>Second Division</b>	<b>Third Division</b>	<b>Failed</b>	<b>% of First Division</b>	<b>% of Second Division</b>	<b>% of Third Division</b>
XI	05-06	--	--	--	--	--	--	--	--
	06-07	60	7	37	16	0	12	62	27
	07-08	60	11	32	17	0	18	53	29
	08-09	60	14	35	11	0	23	58	19
	09-10	62	18	34	10	0	29	55	16
XII	05-06	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--
	07-08	56	1	7	27	21	2	13	48
	08-09	60	3	17	26	14	5	28	43
	09-10	58	3	13	23	19	5	22	40

It has been observed that percentage of first division in respect of class VI remains at or above 50 in all the years except in 2008-09 when it becomes 38, percentage of second division remains above 30 in all the years and percentage of third division remains at or below 14 in all the years. It can be safely concluded that results of class VI are satisfactory to some extent during all the years.

Percentage of first division in respect of class VII remains above 50 during 2005-06 and 2006-07 where as it remains well below 50 in rest of the years, percentage of second division remains above 30 in all the years except 2006-07 and 2009-10 when it becomes 20 and 26 respectively and percentage of third division remains at or below 15 in all the years except 2008-09 and 2009-10 when it becomes 40 and 25 respectively. It is concluded that results of class VII are not satisfactory.

Similarly, percentage of first division in respect of class VIII remains above 50 in all the years except in 2009-10 when it becomes 41, percentage of second division remains above 30 except in 2008-09 when it becomes 26 and percentage of third division remains at or below 11 in all the years except 2008-09 when it becomes 14. Results of class VIII are average during the years.

Percentage of first division in respect of class IX remains above 50 in all the years, percentage of second division remains above 34 and percentage of third division remains at or below 10 in all the years except 2009-10 when it becomes 14. It can be safely concluded that results of class IX are satisfactory during all the years.

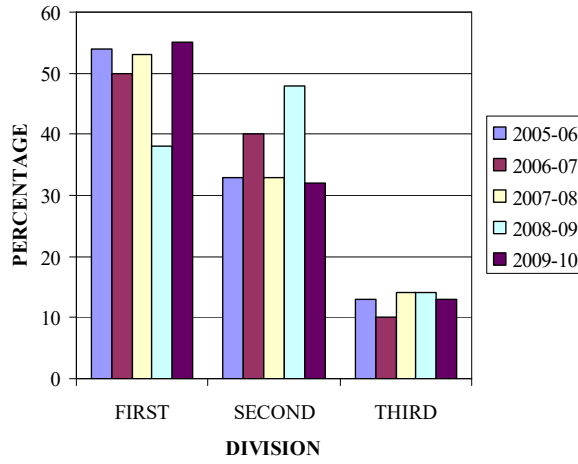
Similarly, percentage of first division in respect of class X remains well below 50 in all the years except, percentage of second division remains below 49 and percentage of third division remains above 11 in all the years. Even, 14, 2, 4, 1 and 4 students were failed in the years 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10 respectively. It can be safely concluded that results of class X are not at all satisfactory during all the years.

Percentage of first division in respect of class XI remains below 25 in all the years except 2009-10 when it becomes 29, percentage of second division remains above 53 in all the years and percentage of third division remains at or above 16 in all the years. It can be safely concluded that results of class XI are not satisfactory during all the years.

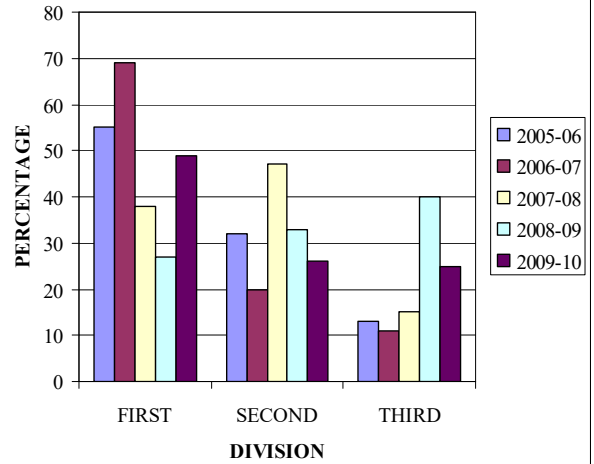
Similarly, percentage of first division in respect of class XII remains at or below 5 in all the years, percentage of second division remains at or above 13 and percentage of third division remains at or above 40. It can be safely concluded that results of class XII are also not satisfactory during all these years.

The following graphs indicate the results of all the classes during the last 5 years.

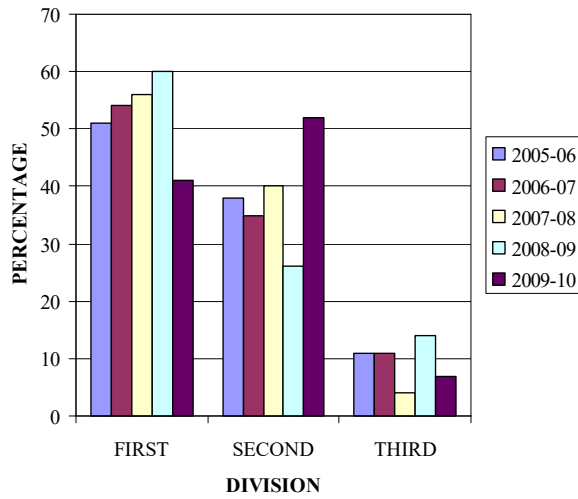
**DIVISIONWISE PASS PERCENTAGE IN CLASS VI SINCE 2005-06**



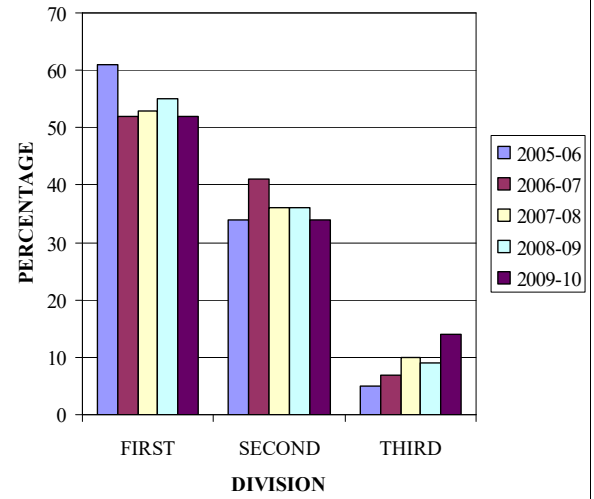
**DIVISIONWISE PASS PERCENTAGE IN CLASS VII SINCE 2005-06**

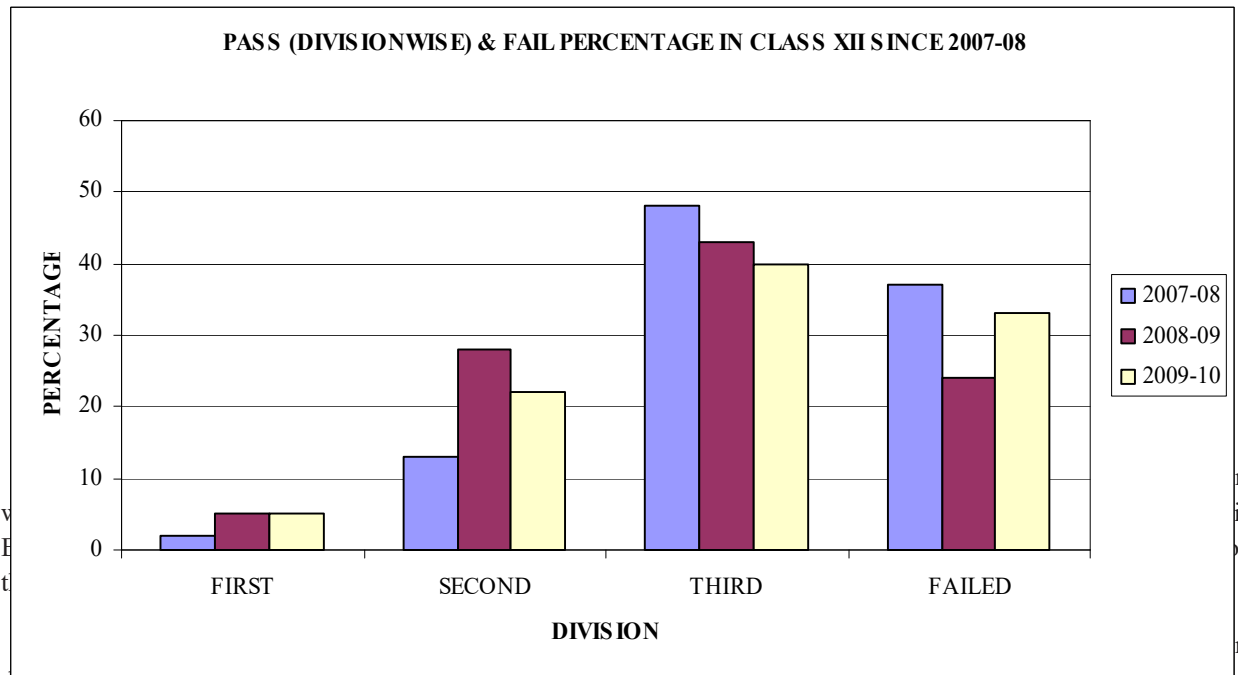
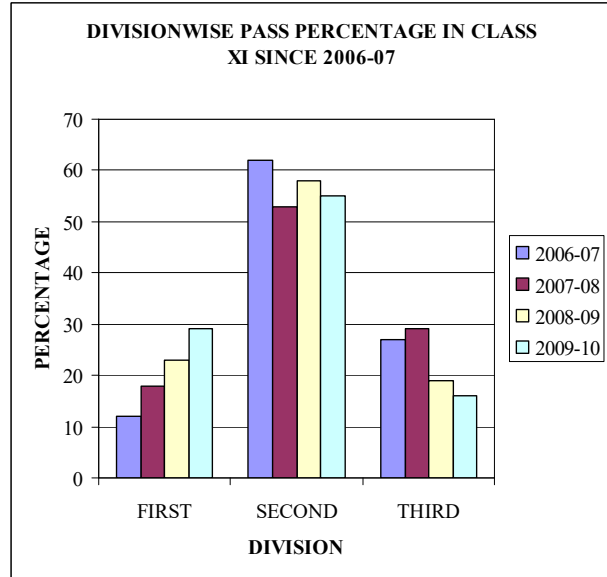
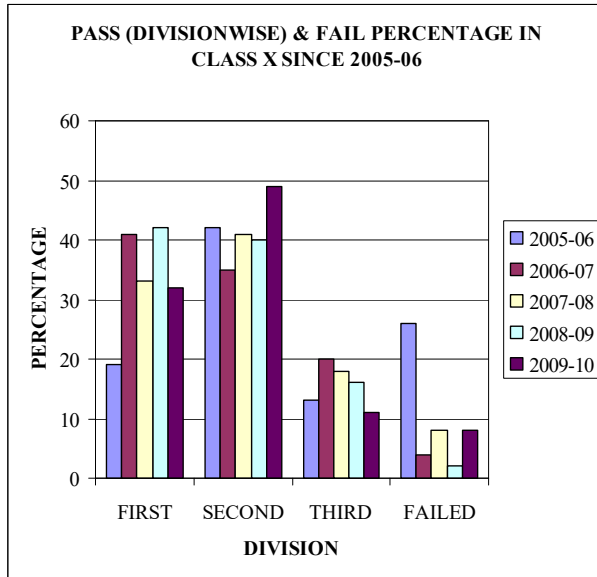


**DIVISIONWISE PASS PERCENTAGE IN CLASS VIII SINCE 2005-06**



**DIVISIONWISE PASS PERCENTAGE IN CLASS IX SINCE 2005-06**





different years since 2005-06.

**Table -4.9 (A)**

**Year wise and Class wise average marks scored by the students (Class VI to X)**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
VI	MIL	52	56	55	54	53

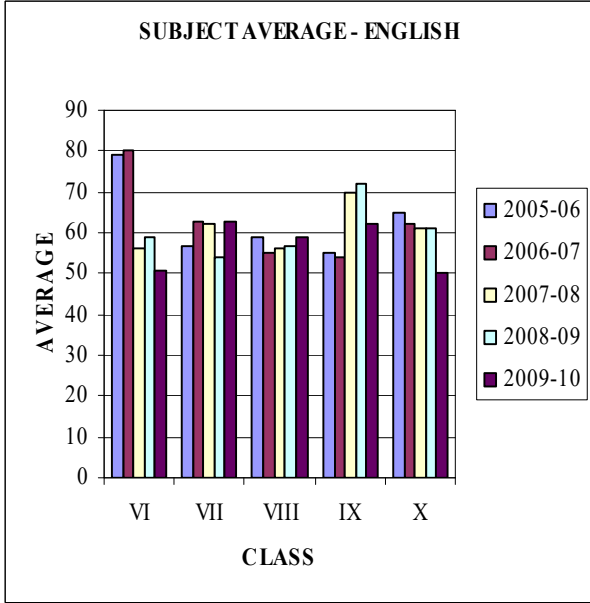
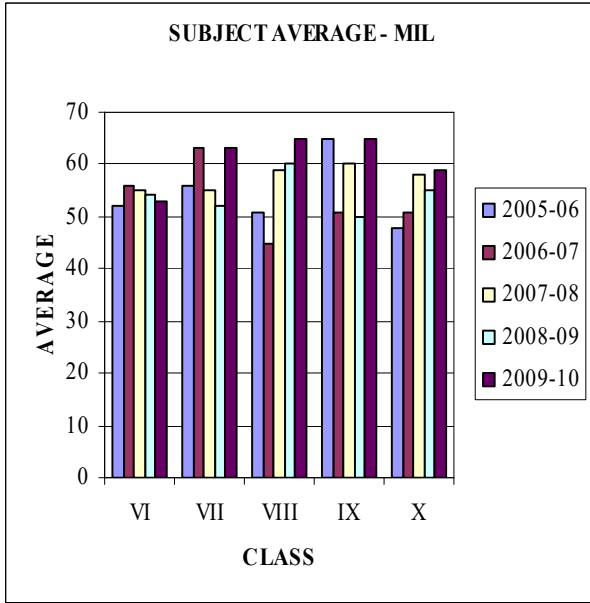
	English	79	80	56	59	51
	Hindi	NA	NA	--	--	NA
	Sanskrit	--	--	--	--	--
	Mathematics	60	65	65	65	60
	Science	70	60	70	65	60
	History	65	60	70	60	62
	Geography	70	65	65	65	64
VII	MIL	56	63	55	52	63
	English	57	63	62	54	63
	Hindi	--	--	--	--	--
	Sanskrit	--	--	--	--	--
	Mathematics	70	85	80	80	79
	Science	85	82	60	80	80
	History	90	41	75	76	69
	Geography	95	82	65	74	70
VIII	MIL	51	45	59	60	65
	English	59	55	56	57	59
	Hindi	53	59	65	58	79
	Sanskrit	43	42	41	40	80
	Mathematics	42	44	42	43	60
	Science	47	49	49	47	65
	History	38	37	36	49	70
	Geography	37	37	36	36	70
IX	MIL	65	51	60	50	65
	English	55	54	70	72	62
	Hindi	57	56	58	59	61
	Sanskrit	58	68	70	77	89

	Mathematics	46	48	64	70	60
	Science	43	52	61	75	65
	History	57	52	44	69	70
	Geography	51	55	46	65	70
X	MIL	48	51	58	55	59
	English	65	62	61	61	50
	Hindi	80	89	92	91	80
	Sanskrit	83	76	69	75	80
	Mathematics	60	70	61	60	60
	Science	65	50	57	51	49
	History	70	60	69	60	52
	Geography	75	70	63	62	48

It has been observed that average scoring percentage in MIL of students of class VI always remains above 50, that of students of class VII always remains at or above 55 except in 2008-09 when it becomes 52, that of students of class VIII always remains at or above 51 except in 2006-07 when it becomes 45, that of students of class IX remains at or above 60 except in the years 2006-07 and 2008-09 when it becomes 51 and 50 respectively. On the other hand, that of students of class X remains above 50 in all the years except in 2005-06 when it becomes 48.

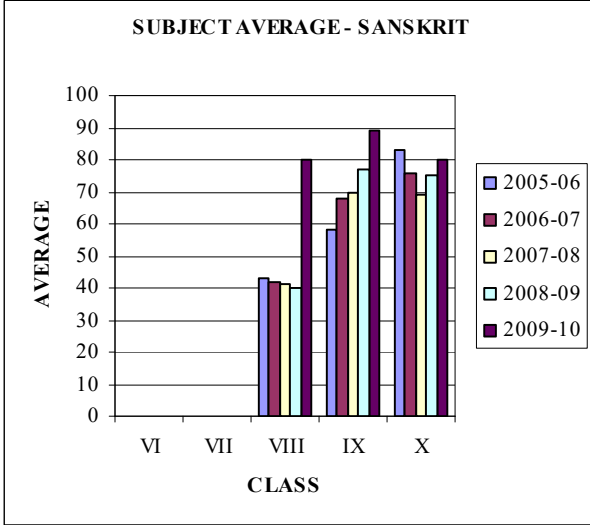
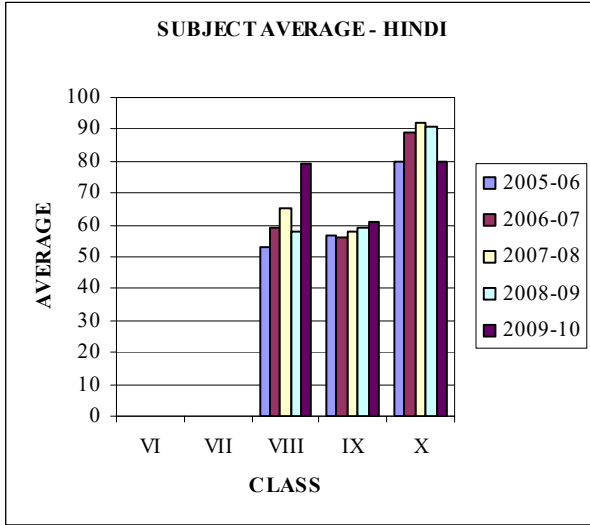
The average scoring percentage in English of students of all classes has never gone below 50. It remains between 50 and 80 during the last 5 years. The average of class VI remains above 50 and it reaches as high as 80 in the year 2006-07, that of class VII remains at or above 54, that of class VIII remains at or above 55, that of class IX remains at or above 54 and it reaches as high as 72 in the year 2008-09. The average scoring in case of class X always remains above 60 except in the year 2009-10 when it becomes 50.





As far as Hindi as an alternative Third Language is concerned, students of EMRS, Dhanghera have shown very good results in all the years. The average scoring percentage in Hindi remains well above 50 up to as high as 79 in all the years for class VIII and IX. The average scoring percentage of students of class X remains at or above 80 and it becomes maximum (92) in the year 2007-08. The average has never gone below 53.

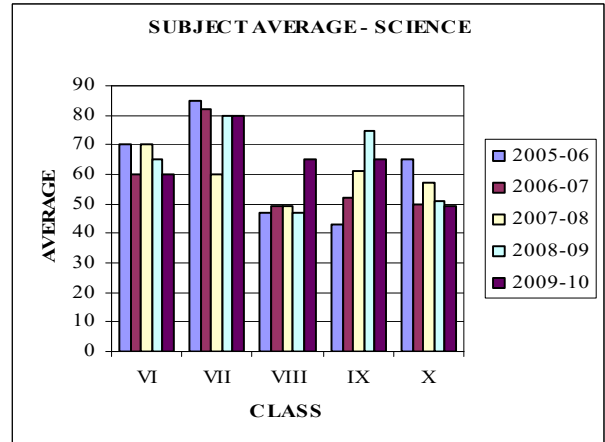
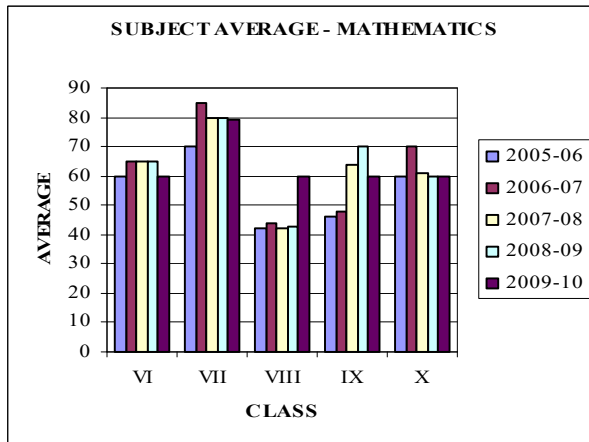
Similarly, as far as Sanskrit as an alternative third language is concerned, the average scoring percentage in it remains between 40 and 43 in respect of class VIII in all the years except in 2008-09 when it becomes 80. The average scoring percentage in Sanskrit in respect of class IX remains above 68 in all the years except in 2005-06 when it becomes 58. Further, that in respect of class X remains above 69 in all the years



The average scoring percentage in Mathematics shows high degree of variation ranging between 42 and 85 which indicates an average of good performance in the concerned subject. The average has never gone below 60 in

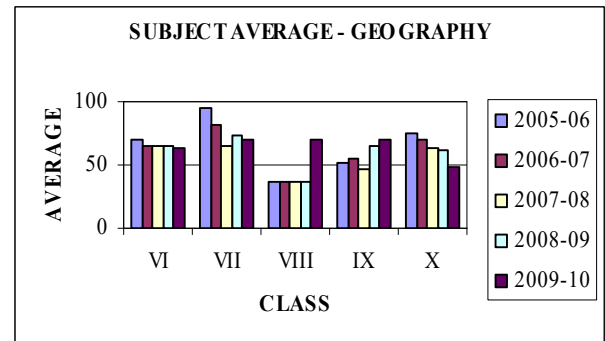
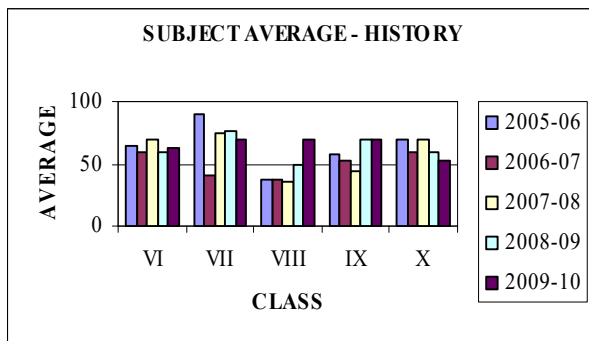
any of the years in respect of class VI, VII and X. However, it remains between 42 and 44 in respect of class VIII in all the years except in 2009-10 when it becomes 60. It remains at or above 60 in respect of class IX in all the years except in years 2005-06 and 2006-07 when it becomes 46 and 48 respectively.

The average scoring percentage in Science shows high degree of variation ranging between 43 and 85 which indicates an average of good performance in the concerned subject. The average remains at or above 80 in respect of class VII in all the years except in 2007-08 when it becomes 60. The average for class VI remains at or above 60 in all the years where as that for class VIII remains below 50 in all the years except in 2009-10 when it becomes 65. The average for class IX remains above 50 in all the years except in 2005-06 when it becomes 43 and for class X, it remains at or above 50 in all the years except in 2009-10 when it becomes 49.



The average scoring percentage in History shows very high degree of variation ranging between 36 and 90 which indicates an inconsistent performance in the concerned subject. The average has crossed 70 thrice in respect of class VII during 2005-06, 2007-08 and 2008-09. The average has never gone below 30.

On the other hand, average scoring percentage in Geography shows very high degree of variation ranging between 36 and 95 which indicates an inconsistent performance in the concerned subject. The average has crossed 70 thrice in respect of class VII during 2005-06, 2006-07 and 2008-09 where as it has crossed 70 only once in respect of class X in 2005-06.



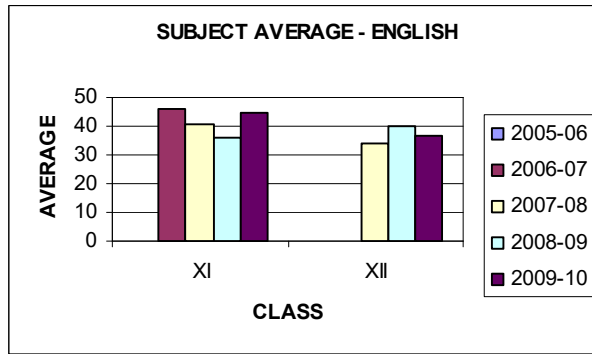
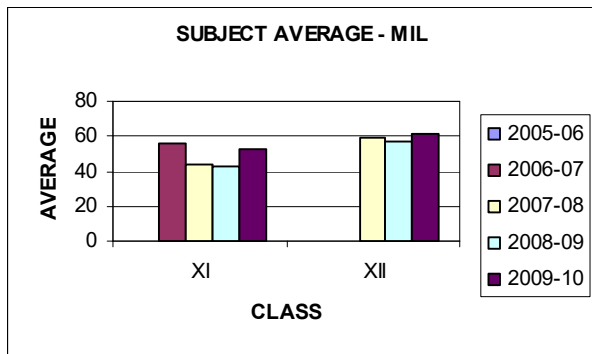
The following table indicates subject wise average marks secured by a class (in the secondary school level) in different years since 2005-06.

**Table -4.9 (B)**  
**Year wise & Class wise average marks scored by the students (Class XI & XII)**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
XI	MIL	--	56	44	43	53
	English	--	46	41	36	45
	Physics	--	61	40	39	23
	Chemistry	--	47	48	42	29
	Mathematics	--	37	26	25	29
	Zoology	--	67	55	47	40
	Botany	--	61	55	41	34
	I T	--	--	37	40	39
XII	MIL	--	--	59	57	61
	English	--	--	34	40	37
	Physics	--	--	47	51	48
	Chemistry	--	--	38	50	39
	Mathematics	--	--	26	36	34
	Zoology	--	--	58	70	52
	Botany	--	--	48	54	48
	I T	--	--	--	62	59

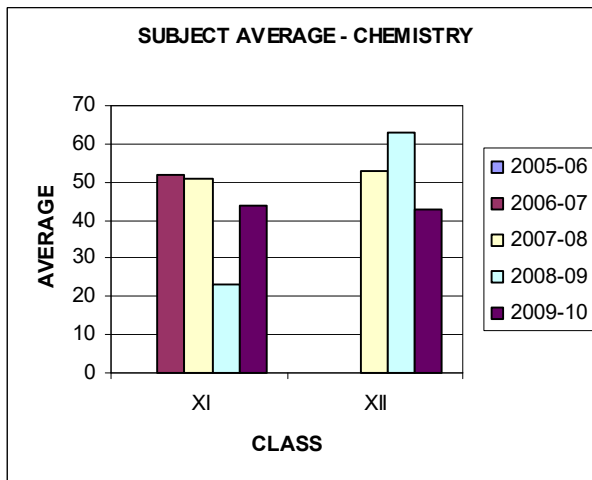
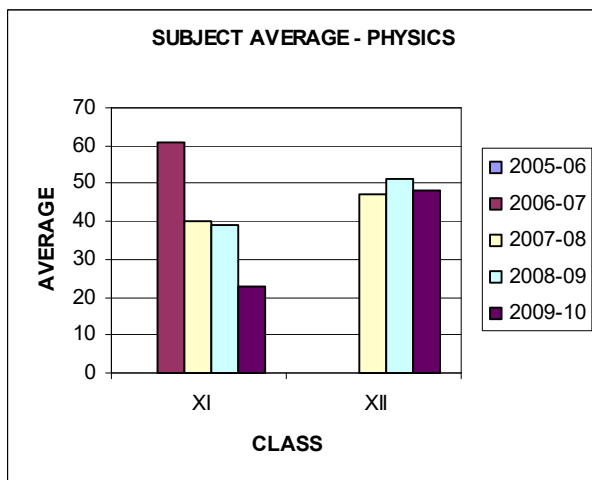
It has been observed that average scoring percentage in MIL of students of class XI and XII remains above 50 during all the years except in the years 2007-08 and 2008-09 when it remains at 44 and 43 respectively in respect of class XI. This shows that there has been a consistency in the performance of the students in the concerned subject.

On the contrary, the average scoring percentage in English always remains below 50. It remains well below 40 once in respect of class XI and twice in respect of class XII. This indicates that students are continuously performing poor in English and it is the high time to take suitable steps to increase their standard in English.



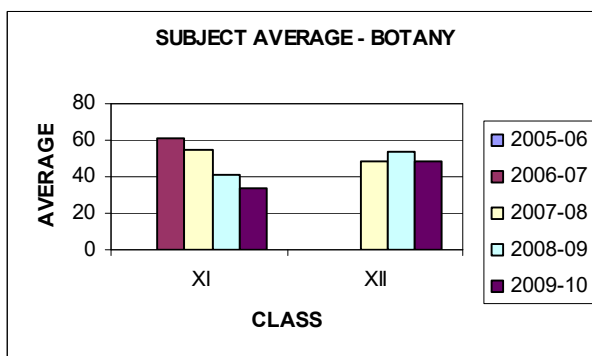
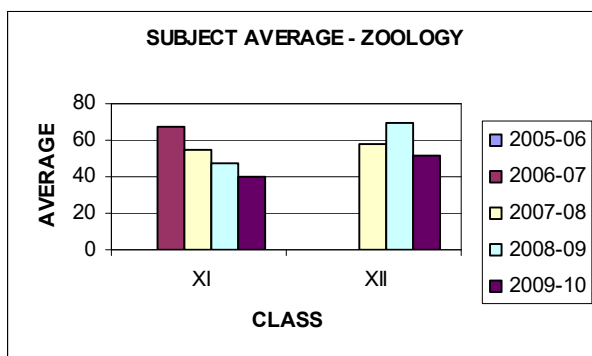
The average scoring percentage in Physics shows that it remains well below 50 in all the years except in 2006-07 (class XI) and in 2008-09 (class XII). The average reaches as low as 23 in 2009-10 in respect of class XI.

The average scoring percentage in Chemistry shows that it has never gone below 40 except in 2008-09 when it becomes 23 in respect of class XI in 2008-09. On the other hand, it has never crossed 63. Performance of students in Chemistry is not eye-catching and hence, more emphasis must be given on this subject.



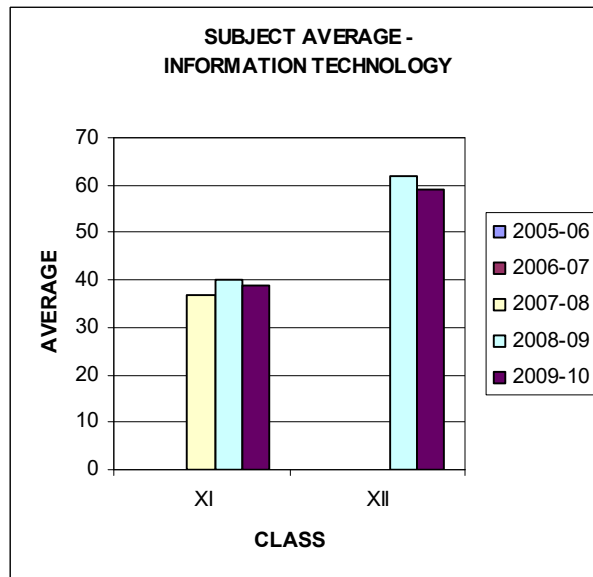
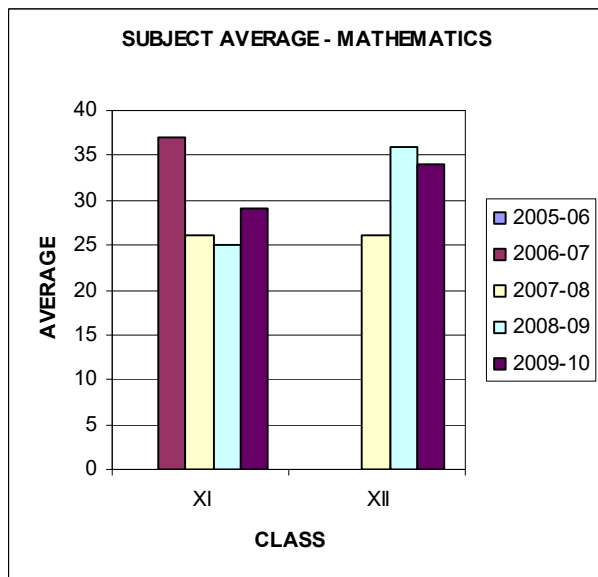
The average scoring percentage in Zoology has never gone below 50 except in 08-09 and 09-10 in respect of class XI. It becomes as high as 70 in 2008-09 in respect of class XII.

Similarly, the average scoring percentage in Botany has never gone below 40 except in 2009-10 in respect of class XI. It becomes as high as 61 in 2006-07 in respect of class XI.



The average scoring percentage in Mathematics indicates poor performance of the students. The percentage varies between 25 and 37. The average has never crossed 40 which is an indication of poor performance. This area needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

Similarly, the average scoring percentage in Information Technology remains at or below 40 in all the years in respect of class XI. However, the average scoring percentage remains at 62 and 59 in respect of class XII during 2008-09 and 2009-10 respectively. This area needs more attention and suitable steps may be taken to encourage the students for consistency in results. One Laboratory Assistant (IT) may be appointed to help the PGT (IT) in the practical classes.



#### 4.1.15 Visit and Inspection of Higher Authorities:

Principal of EMRS, Dhanghera could not provide definite information about visit and inspection of higher authorities to the school prior to August 2010. He has provided Xerox copy of visit register in which visit of Inspector of Schools (SSD), Central Zone, Bhubaneswar on 26.08.2010 and a group of IAS Officers of 2010 batch on 07.01.2011 were recorded. This indicates either the Principal is not aware of such visits to the school prior to August 2010 or there be no such visit of higher authorities to the school.

Some of the important observations found in the register are as follows:

(i) **Views of Inspector of Schools (SSD), Central Zone, Bhubaneswar on 26.08.2010**

“I have verified the academic records of the School. They are maintained as per Government Procedure. I have supervised teaching in Class X (English and Science) and Class VII (Science). Teachers have given impressive teaching but participation of students needs to be more effective. I am pleased to mention here that for quality education, this school has achieved award from honourable Chief Minister of Odisha at Rabindra Mandap in the function organized by ST/SC Development Department. I congratulate the Principal and teachers for the praiseworthy performance and inspire all teachers and students keep up the spirit and labour hard with all dedication and zeal”.

(ii) **Views of IAS (Officer Trainees), 2010 batch on 01.01.2011**

“The facilities available to the students were satisfactory and good. The pass percentage in 10<sup>th</sup> Standard was good with 92 percent, but the pass percentage of 12<sup>th</sup> Standard was low with 69.72 percent. This needs serious monitoring as it is a model school. The contractual status of the teachers is the main grievance from the teacher’s side. The laboratories were well equipped. The horticulture initiative is good. Hope, the Dhanghera EMRS grows to be an epitome of Ekalabya Schools in the State”.

#### **4.1.16 Problems of Teachers**

Teachers engaged in EMRS, Dhanghera are well educated and well acquainted with the teaching methods applicable for tribal students. But all of the teachers have expressed dissatisfaction over their service condition (contractual appointment) and salary (consolidated). They are capable of imparting good teaching to the students but their spirit and enthusiasm are retreating due to their frustration regarding the service condition and salary. They even expressed that had they been the permanent teachers with regular scales of pay, they would not search for any other job. It was also observed that some of the teachers are applying for the posts of teacher or lecturer to other Institutions only because of the uncertainty in their job in the school. On the other hand, this indicates their interest in this profession. It is therefore, suggested that the teachers engaged in EMRSs may be made permanent with regular scale with other service conditions applicable to other teachers of SSD Department. To check the out-flow of good teachers, we must be careful from right now and to strengthen the model schools with the help of such teachers, we must take steps to make them permanent with regular scales of pay.

In EMRS, Dhanghera, acute shortage in quarters for the teachers has been observed. Eight numbers of teaching staffs are compelled to stay out side the school campus due to lack of quarters. At least 10 more quarters need to be constructed for accommodation of the left out teachers, laboratory assistants and night watchman of the School. It has been seen that a 2-storied building having 4 quarters meant for the bachelor teachers is under construction. After its completion, steps may be taken to construct 6 more quarters so that all teaching and other staffs will be accommodated in the school campus.

Repair and maintenance works of the quarters allotted to the teachers are very poor. Almost all the teachers complained about seepage of water from walls and roof of the quarters. Cracks have also been developed in the walls of the quarters. The study team observed that the quarters are becoming unsafe day by day due to poor maintenance works. Steps may be taken to repair the quarters immediately.



*Condition of the half constructed building and walls of the staff quarters of EMRS*

Further, all the teachers unanimously requested to exempt them from taking the mess charge. They have complained that due to this charge, their valuable time (one month) is wasted in purchasing food materials and maintaining the accounts of the mess. The valuable time is wasted which could have been utilized for their academic improvement, as opined by teachers.

It is suggested that a Mess Manager may be appointed who will be kept in charge of the mess of the hostel. A Committee under the chairmanship of the Principal may be constituted taking at least 2 teachers from amongst the PGTs and 2 from amongst the TGTs. The mess manager will be answerable to the Committee. This will free the teachers from their involvement in the day to day messing activities. Teachers, both male and female, will continue to be the Hostel Superintendents, looking after the over all activities of the students. However, a teacher should not be the Hostel Superintendent for more than 3 consecutive years.

Teachers alleged that Principal is old enough to take any innovative and dynamic steps for the Institution. The Principal does not seem to have any control over the teaching and non-teaching staff which is not beneficial for the Institute. The system of appointing retired lecturers as Principal may be discontinued for the greater interest of the Institutes.

#### **4.1.17 Problems of Students**

The study team interacted with 66 students through questionnaire. Apart from these students, the study team also interacted with a number of students (both boys and girls). Their intention was to know about the quality of teaching, quality and quantity of food provided to them, quality of civic amenities provided to them, facilities provided to them in the hostels, involvement of teachers with the students, physical, mental and sexual harassments, their improvement in curricular and extra-curricular activities etc.

To the greatest satisfaction of the study team, not a single complain was received from any of the students regarding misbehavior and physical, mental and sexual harassment. This indicates that a good environment prevails in the School Campus. However, students were not found well-mannered as it should be in a residential institution. Lack of cooperation among students was observed which is not good for a residential institution. No complain was received regarding quality of teaching and involvement of teachers in the development of the students. Students expressed their dissatisfaction on the quality of food provided to them. They have been provided with rice, dal and potato and gourd mixed curry in most of the days.

However, all the students complained regarding non-provision of cots to them. It has already been mentioned that there is an immediate need of 100 cots for the students. Due to non-provision of sufficient cots, students are either compelled to sleep on the floor or to adjust in beds of other students. This has always been a matter of discontent among the students. Around 100 numbers of cots which are already been supplied to the students are in very poor condition which need immediate repair.

Another problem which the students complained about is poor maintenance of latrines and bathrooms. The study team witnessed the poor condition of the lavatories in all the boys' and girls' hostels. The repairing and maintenance part of the lavatories is severely neglected which compels the students to go out of the School Campus to meet their nature's call. Doors of latrine and bath rooms are found half-broken making such facilities meaningless. PA, ITDA, Kaptipada may be instructed to take immediate steps for repairing and maintenance of the lavatories in the hostels. Water supply system available in the hostels is also in very poor condition. There is need of complete modification in the water supply system as the present system has failed to cater to the need of the students.

Most of the students complained about the poor voltage and negligence of school authorities in replacement of the fans and tube lights when they are gone out of order. The Study Team witnessed many rooms which were partially dark as one side of electric wiring was damaged completely. In almost all the rooms, some problems were

found in respect of fans and tube lights. In some rooms of 1.2 square meter area, only one tube light or one CFL bulb is functioning which can not provide sufficient light for the students to read and write. Not a single room was witnessed by the Study Team in which all electrical equipments were functioning properly. This again indicates the complacency of the authorities regarding proper maintenance of the hostels. The Principal does not show any interest in immediate repairing of the defunct electrical appliances. The Study Team insisted upon the repairing but temporary arrangements even could not be materialized to provide electricity to the students.

#### **4.1.18 Suggestions for Improvement:**

**The following suggestions are made for bringing improvement in the situations at schools.**

1. Contractual Appointment of the teachers may be abolished. Permanent teachers should be appointed and the presently working teachers may be regularized.
2. A post of Vice-Principal may be created and appointment may be made to the said post on regular basis to assist the Principal in the administration.
3. An ITI qualified technician for maintenance of electric supply system and water supply system within the School Campus may be appointed on contractual basis.
4. Warden for boys' hostel and Matron for girls' hostel may be appointed.
5. 4 sweepers, 2 for boys' hostel and 2 for girls' hostel may be appointed.
6. A separate library hall with reading room may be constructed.
7. A separate science laboratory for the students of Class VI to X may be constructed.
8. Three separate common rooms for teachers, boys and girls may be constructed.
9. One office room may be constructed.
10. At least 6 numbers of teachers' quarters, one Parents' waiting room and one permanent shed for the watchman near the main entrance may be constructed.
11. Street Lights within the Campus needs to be installed properly to provide sufficient illumination to the Campus.

#### **4.2 Profile of Ekalabya Model Residential School, Bhawanipur, Sundargarh**

##### **4.2.1 Location, Year of Establishment and Recognition Status**

Ekalabya Model Residential School, Bhawanipur was established in the year 2000-01. The School is located at village Bhawanipur under Kirei Gram Panchayat of Sundargarh Sadar Block of Sundargarh District. The Gram Panchayat Headquarters (Kirei) is situated at a distance of 5 KMs, Block Headquarters (Sundargarh Sadar) is situated at a distance of 8 KMs, Sub-Division Headquarters (Sundargarh) is situated at a distance of 8 KMs, District Headquarters (Sundargarh) is situated at a distance of 8 KMs, Police Station (Sundargarh) is situated at a distance of 8 KMs, Railway Station (Jharsuguda) is situated at a distance of 32 KMs and Bus Stop (Sundargarh) is situated at a distance of 8 KMs from the School. Ekalabya Model Residential School, Bhawanipur has been recognized by Board of Secondary Education, Odisha, Cuttack (From class VI to class X) and Council of Higher Secondary Education, Odisha, Bhubaneswar (From class XI to XII).

##### **4.2.2 Creation of Educational Infrastructure**



An area measuring 26 Acres and 37 decimals has been provided by Government in the year 2008 with specifications such as Khata No 185, Khatiyani No 142 / 350, Plot No 236/1675 vide alienation case No 02 / 2002. The entire area alienated in favour of the School has been surrounded by a boundary wall.

There are 07 (seven) numbers of class rooms each measuring 7.3 M x 9.0 M (65.70 Sq M), 01 (one) library measuring 7.3 M x 7.3 M (53.29 Sq M), 05 (five) numbers of laboratories (Physics, Chemistry, Botany, Zoology & Information Technology) each measuring 7.3 M x 7.3 M (53.29 Sq M) in the school. There are 04 (four) numbers of lavatories each measuring 3.65 M x 3.65 M (14.65 Sq M) in the school out of which 02 are meant for the boys and 02 are for the girls. No common room has been provided for the students in the school building. The recreation room meant for the students is attached to the dining hall which has been partly used as store room of the mess and partly as reading room. Sufficient benches and desks have been provided in the class rooms for the students. However, the electrical installations like tube lights and fans are not functioning properly which creates difficulties for the students at nights (for extra classes) and during summer season (for day classes). Immediate steps should be taken up to restore the electrical installations for creation of better class room environment. Three number of hostels each having 4 rooms have been constructed to accommodate 210 (sanctioned strength) number of girls and 03 (three) number of hostels each having 4 rooms have been constructed to accommodate 210 (sanctioned strength) number of boys. The average capacity of each room is 18 which is found very high.

#### 4.2.3 Funding Pattern

Government in SSD Department, Odisha and Government in MoTA, India are providing funds (both recurring and non-recurring) for functioning of EMRS. The funds are placed with the school authority through OMTES and Principal of the concerned School looks after the utilization of the funds received from OMTES.

The following table indicates the year wise total allotment, expenditure and balance of funds relating to EMRS, Bhawanipur during the last 5 years.

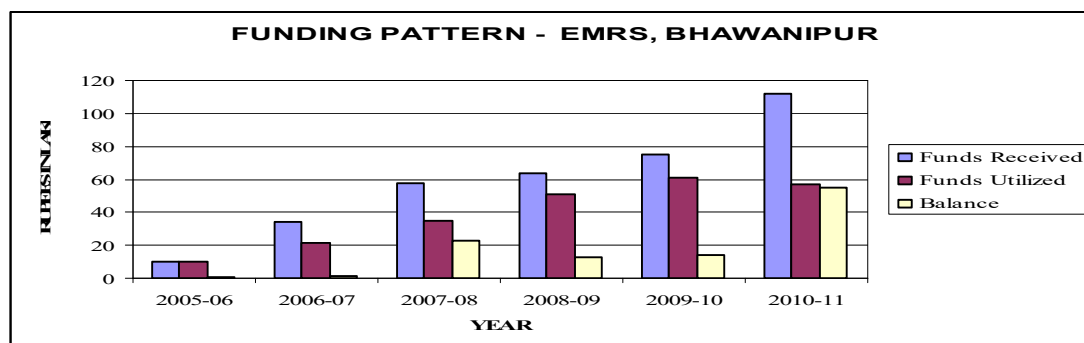
**Table-4.10**  
**Total allotment, expenditure and balance of funds of EMRS, Bhawanipur**

*(Rupees in Lakh)*

Year	Funds Received	Funds Utilized	Balance	% of Utilization
2005-06	10.36	9.96	0.60	94.21
2006-07	34.06	21.26	1.28	62.43
2007-08	57.69	34.63	23.06	60.03
2008-09	63.49	51.07	12.42	80.44
2009-10	75.35	61.19	14.16	81.21
2010-11	111.98	56.96	55.02	50.87

From the table, it has been observed that although sufficient funds have been placed with the EMRS, Bhawanipur and there is every need of spending funds for the earmarked purpose like purchase of teaching materials, stipend for students, repairing of hostel and school buildings etc, yet the authorities have failed to spend such funds for the earmarked purpose and a large amount of the balance funds found every year remain unutilized.

Percentage of utilization of funds was highest (94.21%) in 2005-06 where as that was lowest (50.87%) in the last financial year, 2010-11 (up to December, 2010). The Study Team requested the School Authority as well as PA, ITDA, Sundargarh to utilize the allotted funds meant for the specified purpose within the stipulated time.



#### 4.2.4 Staffing Pattern:

Sri Suresan Prusty has been working as Principal of the School since 01.08.2008. There are 08 (Eight) numbers of Post Graduate Teachers, 06 (Six) numbers of Trained Graduate Teachers, 01 (One) Sanskrit Teacher, 01 (One) Hindi Teacher and 01 (One) Physical Education Teacher in the School. Apart from these teachers, 04 (Four) Part Time Teachers are engaged to look after Karate, Music and Yoga classes for the students. 01 (One) Part Time Teacher is also engaged to take English classes in High School level as one TGT (English) is on leave. All posts, as per the sanctioned strength of the School, have been filled up and there is no vacancy at present. There are 04 (Four) Laboratory Assistants, 01 (One) Librarian cum Clerk, 01 (One) Data Entry Operator, 08 (Eight) Cook Cum Attendants and 02 (Two) Sweeper cum Watchman in the School. The Teacher-Pupil Ratio is maintained at 1:30.

The Principal of the school has been holding his office for 2 years. He is an M Sc in Chemistry having 33 years of experience as a Lecturer in a Degree College. He is posted on contractual basis with the consolidated salary of Rs 29,000/- per month. There are 8 numbers of Post Graduate Teachers in the school for imparting quality education to the students. They have been appointed on contractual basis with the consolidated salary of Rs. 14210/- per month. The PGT Physics is an M Sc with M Ed having 4 years of experience in this School and 8 years of earlier experience in a Private College. The PGT Chemistry is an M Sc having 4 years of experience in this School. The PGT Zoology is an M Sc with M Phil having 4 years of experience in this School. The PGT English is an MA with B Ed having 4 years of experience in this School. The PGT Odia is an MA with M Phil, Ph D and B Ed having 3 years of experience in this School. The PGT Information Technology is an MCA having 3 years of experience in this School. The PGT Botany is an unmarried female and an M Sc with M Phil and B Ed having 3 years of experience in this School. The PGT Mathematics is also an unmarried female and an MA having M Phil Degree having 1 year of experience in this School. It has been observed that all the Post Graduate Teachers are highly qualified and are continuing in this School for a long period. Their teachings as observed by the study team are found satisfactory.

There are 6 numbers of Trained Graduate Teachers in the school for imparting quality education to the students. They have been appointed on contractual basis with the consolidated salary of Rs. 13485/- per month. 1 Sanskrit Teacher and 1 Hindi Teacher have also been appointed on contractual basis with the consolidated salary of Rs. 13485/- per month. Except 1 TGT Science, all other TGTs are Post Graduates and 2 of them have additional qualification such as TGT Mathematics has PGDCA and TGT Arts has M Phil degree. The Sanskrit and Hindi teachers are Post Graduates in their respective streams and the PET is B Com, C P Ed and B P Ed. The PET is appointed on contractual basis with the consolidated salary of Rs. 7540/- per month for which he expressed his dissatisfaction.

The salary structure and the contractual status of the teachers have always been a matter of discontents among the teachers. The difference in salary between the Principal and the PGTs is very high which can be reduced by raising the salary of PGTs.

The detailed information on teaching staff is as follows:

**Table -4.11**  
**Details of Teaching staff of EMRS, Bhawanipur**

Sl No	Post	Educational Qualification	Age	Sex	Caste	Period of Service in EMRS	Previous Experience	Salary per Month	Type of Service	Whether taken in-service training
1	Principal	M Sc	60	M	SEBC	2 Years	27 Years	29000	Contractual	No
2	PGT Physics	M Sc M Ed	38	M	GEN	4 Years	8 Years	14210	-do-	No
3	PGT Chemistry	M Sc	32	M	GEN	4 Years	Nil	14210	-do-	No
4	PGT Zoology	M Sc M Phil	29	M	GEN	4 Years	Nil	14210	-do-	No
5	PGT English	M A B Ed	33	M	OBC	4 Years	Nil	14210	-do-	No
6	PGT Odia	M A M Phil Ph D M Ed	33	M	GEN	3 Years	Nil	14210	-do-	No
7	PGT Inf Tech	M C A	30	M	SC	3 Years	Nil	14210	-do-	No
8	PGT Botany	M Sc M Phil B Ed	32	F	ST	3 Years	Nil	14210	-do-	No
9	PGT Mathematics	M A M Phil	30	F	OBC	1 Year	Nil	14210	-do-	No
10	TGT Mathematics	M Sc B Ed PGDCA	39	M	ST	6 Years	Nil	13485	-do-	No
11	TGT Science	M Sc B Ed	34	F	OBC	6 Years	3 Years	13485	-do-	No
12	TGT Arts	MA B Ed	32	M	SC	6 Years	5 Years	13485	-do-	No
13	TGT English	MA B Ed	35	M	GEN	6 Years	Nil	13485	-do-	No
14	TGT Arts	M A M Phil	34	M	SC	5 Years	1 Year	13485	-do-	No

		B Ed								
15	TGT Science	B Sc B Ed	30	F	SC	5 Years	Nil	13485	-do-	No
16	Sanskrit Teacher	Acharya	29	M	GEN	6 Years	Nil	13485	-do-	No
17	Hindi Teacher	M A	31	F	GEN	6 Years	Nil	13485	-do-	No
18	PET	B Com C P Ed B P Ed	34	M	GEN	1 Year	1 Year	7540	-do-	No

It has been observed that except the Principal, PGT Physics, One TGT Science, 2 TGTs Arts and the PET, all other teachers are in this profession for the first time. However, they have been continuing in this School for a sizeable period. All of them, except the Principal, expressed their dissatisfaction over their consolidated lower salary and contractual basis of appointment.

#### 4.2.5 Enrollment Pattern/Position:

Students are selected for admission into class VI and XI through an entrance examination under the direct supervision of the SSD Department. The student strength of the school is 420 from the ST category only. There are 7 classes starting from VI to XII and there are 60 students in each class. All such students of ST category are boarders. 10% of the student strength above 420 i.e. 42 can be enrolled from ST / SC/ Other Castes as day scholars @ 6 students per class. Class wise students' enrollment from the year 2005-06 to 2010-11 is presented in the table below.

**Table-4.12 (A)**  
**Year wise students' strength in different classes**

Class	Year	Boarders			Day Scholars			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VI	05-06	29	30	59	--	--	--	29	30	59
	06-07	30	29	59	--	--	--	30	29	59
	07-08	29	28	57	--	--	--	29	28	57
	08-09	26	27	53	--	--	--	26	27	53
	09-10	29	28	57	--	--	--	29	28	57
	10-11	25	28	53	--	--	--	25	28	53
VII	05-06	27	29	56	--	--	--	27	29	56
	06-07	29	30	59	--	--	--	29	30	59



	06-07	29	23	52	01	--	01	30	23	53
	07-08	28	30	58	--	--	--	28	30	58
	08-09	29	30	59	--	--	--	29	30	59
	09-10	24	27	51	--	--	--	24	27	51
	10-11	30	30	60	--	02	02	30	32	62
XII	05-06	--	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--	--
	07-08	31	27	58	01	--	01	32	27	59
	08-09	26	30	56	--	--	--	26	30	56
	09-10	26	28	54	--	--	--	26	28	54
	10-11	25	27	52	--	--	--	25	27	52

Highest enrollment (59) in respect of boarders was observed in class VI during 2005-06 and 2006-07. In other years, there were vacancies in class VI ranging from 3 to 7 seats. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up during the years.

Highest enrolment (60) in respect of boarders was found in class VII during 2007-08 and 2010-11. In other years, there were vacancies in class VII ranging from 1 to 3. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up during the years.

Highest enrolment (60) in respect of boarders was found in class VIII during 2007-08. In other years, there were vacancies in class VIII ranging from 3 to 6. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up during the years excepting the year 2010-11 when one ST and one OC boys were admitted as day-scholars.

Highest enrolment (60) in respect of Boarders was found in class IX during 2008-09. In other years, there were vacancies in class IX ranging from 1 to 5. The additional 10% seats (6 in number) meant for the day-scholars (6 in number) have never been filled up during the years.

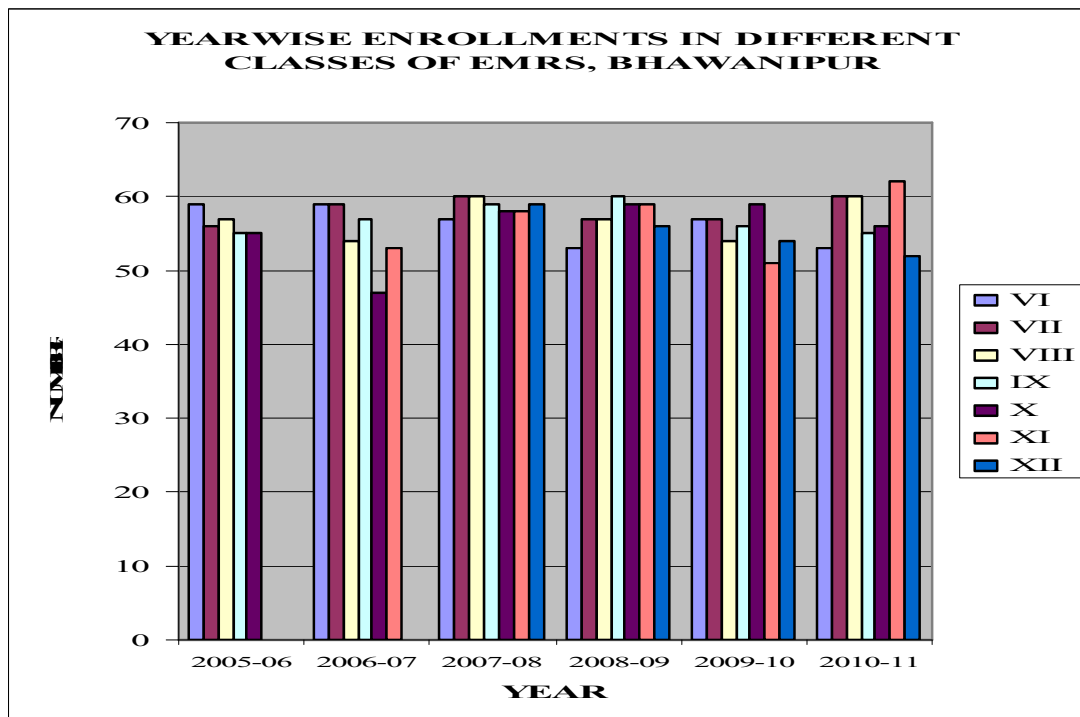
Highest enrollment (59) in respect of boarders was observed in class X during 2008-09. In other years, there were vacancies in class X ranging from 4 to 13. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up during the years excepting the year 2009-10 when one ST girl was admitted as day-scholar.

Highest enrollment (60) in respect of boarders was observed in class XI during 2010-11. In other years, there were vacancies in class XI ranging from 2 to 9. The additional 10% seats (6 in number) meant for the day-

scholars have never been filled up during the years excepting the year 2006-07 when ST boy was admitted as day-scholar and the year 2010-11 when 2 ST girls were admitted as day-scholars.

Highest enrollment (58) in respect of boarders was observed in Class XII in 2007-08. In other years, there were vacancies in class XII ranging from 2 to 8. The additional 10% seats (6 in number) meant for the day-scholars have never been filled up during the years excepting the year 2007-08 when one ST boy was admitted as day-scholar.

It has been observed that although the candidates selected through an entrance examination, some of them had taken their School Leaving Certificate within one or two month (s) to get them admitted either in Jawahar Navodaya Vidyalaya or in Kendriya Vidyalaya. This indicates that such students and their parents think, EMRSs are not at par with the above-mentioned two schools as far as academic and other facilities are concerned. The standard of education may be raised by providing adequate facilities to the students and faculties along with by creating study environment in side the campus of the complex. The deficiencies as observed by the students or parents need to be eradicated failing which the basic objectives of establishing such a complex for the ST students will not be achieved. Students taking their School Leaving Certificates for their study elsewhere can not be treated as dropouts. However, instances were seen when girls of class IX, X, XI left the school for marriage. This indicates the indifferent attitude of some parents towards education of girls.

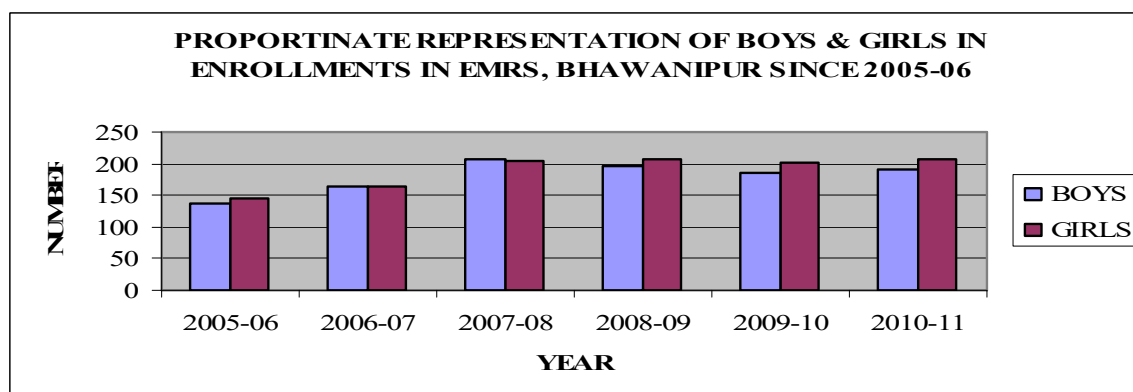


The above graphs depict the variation in enrollments since inception of the School. Vacancies of seats in all the classes have been a common scenario observed in all the years. This is attributed to the change of school by the candidates selected for Central School and Jawahar Navodaya Vidyalaya. However, the vacancies should have been filled up by the wait-listed students which have never been done. Moreover, we might have failed to generate sufficient attraction among the parents to send their wards to EMRS. This deficiency should be eradicated by formulating suitable planning so that not a single seat in any class would remain vacant. The entrance examination, school management, hostel management, academic environment, class room environment, basic amenities for the students etc are the major areas where we might have fallen short from the actual expectations of the parents.

**Table-4.12(B)**  
**Year wise total students' strength**

Year	Boys	Girls	Total
2005-06	137	145	282
2006-07	165	164	329
2007-08	207	204	411
2008-09	195	207	402
2009-10	187	202	389
2010-11	192	207	399
<b>Total</b>	<b>1083</b>	<b>1129</b>	<b>2212</b>

It is observed that enrollment of girls remain at a higher number than the boys. In all the years except during 2006-07 & 2007-08, total enrollment of girls in the school was more than that of the boys. The tabular representation is depicted in the following graph.



#### 4.2.6 Facilities provided to Students in EMRS

##### 4.2.6.1 Class Room Facilities

There are 07 (seven) numbers of class rooms each measuring 7.3 M x 9.0 M (65.70 Sq M) available in EMRS, Bhawanipur for each class (from VI to XII). The size of each class room is sufficient to accommodate 60 (sanctioned strength) students of a class. The class rooms are provided with table and benches for 60 students. All the class rooms have been electrified in the school. However, in each of the class rooms, five out of six fans and six out of seven tube lights are out of order. This creates an unhealthy class room environment. It indicates that there is a lot of negligence in the maintenance and repairing works which is the responsibility of ITDA, Sundargarh. Drinking water is being supplied to the students and teachers in the school through pipes from a bore well fitted with a water filter. Water filtered through aqua guard is used by the teachers and students for drinking purpose which is a better arrangement by the school authority. It is a matter of great satisfaction that at least safe drinking water is provided to the students in the school hours.

On the other hand, it was found that 60 students are being taught in one class which is not desirable at all. There should be two sections for each class having 30 students each so that the teacher concerned could give special



attention to each individual student, specifically to weaker students. Therefore, funds should be provided to construct new rooms for separate section for each class. There is requirement of 14 Class Rooms ( 2 rooms for 2 sections of a class x 7 classes) and at present 7 class rooms exist in the school building and 2 class rooms are under construction, hence, 5 more rooms should be constructed immediately to maintain the provision of quality education in the EMRS.

Moreover, difficulties arise during teaching of alternative subjects in a particular class in a particular period. For example, when Hindi and Sanskrit are taught simultaneously (a student can choose either Hindi or Sanskrit as Third Language) in class IX or in class X, shortage of class room is felt. If students of class IX, who have chosen Hindi, are taught in the class room earmarked for class IX, then rest students of class IX, who have chosen Sanskrit, are taught in the conference hall, where they have to sit on the floor for their study. The same difficulties are also observed in case of class XI and XII where Biology, Mathematics and Information Technology are taught as alternative subjects simultaneously. These subjects are taught to the students in their respective laboratories. Construction of 5 more class rooms will reduce this problem and quality education can be imparted to the students in the EMRS.

Two more additional class rooms, with an estimated cost of Rs. 16.00 Lakh sanctioned under Article 275 (1), are under construction in the school campus to accommodate students of class XI and XII. The construction works started on 24.06.2010 and during the visit of the study team, it was in an incomplete stage although a long period of 8 months has already been passed. One peculiar observation in this regard is that although the building has not yet been completed, but, the display board indicating date of completion as 23.10.2010 has been installed which indicates the irresponsibility of the ITDA Authorities. A prolonged gestation period in execution of this project results in large scale dislocation and does not fulfill the objectives of spending such a huge amount under Article 275 (1). The following picture speaks about the ground reality in EMRS, Bhawanipur.



*Class rooms of the EMRS are under construction*

Science laboratories are found to be spacious, well ventilated and well equipped. There is no shortage of consumable and non-consumable materials in the laboratories. However, no water supply & drainage system is there to the practical tables of Chemistry laboratory which creates difficulties for the students. Steps may be taken immediately to provide permanent water supply system along with drainage system to the practical tables of

Chemistry laboratory. Students are using the laboratories with much interest and enthusiasm. Fire fighting instruments are readily available in the laboratories. All instruments in Physics, Botany and Zoology laboratories are in good condition. Some equipments like Measuring Cylinder (1 out of 4), Reagent Bottle (Brown) (2 out of 24), Pipette (10ml) (2 out of 21), Wash Bottle (1 out of 24), Test Tube Holder (12 out of 32), Wire Gauze (13 out of 48), Asbestos Sheet (8 out of 30), Bunsen Burner (5 out of 24), Porcelain Basin (6 out of 29) and Tongue (11 out of 16) in the Chemistry laboratory are in very bad condition which need immediate replacement. Similarly, equipments like UPS (3 out of 11), computer cover (2 out of 10) and computer chair (1 out of 10) in the Information Technology laboratory are in damaged condition which need immediate replacement. Moreover, one key board and one mouse are required for the IT laboratory. One laboratory assistant for the IT laboratory is essentially required as the lone teacher (PGT – IT) find it difficult to teach to students of all the 7 classes.



*A view of Physics Laboratory at EMRS*

The laboratory assistant of Physics, who is a post graduate in Physics, failed to explain the basic concepts of practical physics like use of Slide Calipers, Magnetic Lines of Forces and Parallelogram Law of Forces. Moreover, all students of Class XI and XII complained about his irregularity and lack of interest and knowledge regarding Practical Physics. Utmost care must be taken during selection of laboratory assistants as they are the key persons behind development of practical knowledge of the students.

The lavatories in the school building are devoid of sufficient water supply and maintenance. Students are not using the lavatories during school time; rather they are going outside which creates threat to the hygiene of school environment. Such an unhygienic condition of the lavatories is not at all acceptable in a premiere institute like EMRS. Immediate steps should be taken for repair and maintenance of the lavatories. The water supply system to the lavatories must be strengthened so that students can use the facility in the school building without going outside. Authorities have failed to provide hygienic lavatory facility to the students. The following picture speaks about the ground reality of lavatories in the EMRS, Bhawanipur.



*Condition of Latrine & Basin at EMRS, Bhawanipur*

No common room has been provided for the students in the school building. The recreation room meant for the students is attached to the dining hall which has been partly used as store room of the mess and partly as reading room. All library books are stored in the said reading room. Sufficient books are stored in the library and clerk cum librarian is in charge of the library. The library is managed properly and no complains about books and library facilities were received from any of the students.

One common room is present for the teachers, which is partly used as residence by the non-teaching staff at present. This is a peculiar situation where school campus is used as residence by the non-teaching staff. Immediate steps may be taken to remove the occupants.

#### **4.2.6.2 Hostel Facilities**

Six number of two storied hostel buildings (3 for boys and 3 for girls) each having 4 rooms have been constructed to accommodate 210 (sanctioned strength) number of girls and 210 (sanctioned strength) number of boys. The average capacity of each room is 18 which is found very high.

204 numbers of girls are staying in 3 hostels namely Narayani, Jagnyaseni and Lopamudra Girls' Hostels. 101 numbers of beds have been provided to 204 girls which results in adjustment of 3 girls in 2 beds and 2 girls in 1 bed. The rest 65 numbers of girls are sleeping on floor due to non-provision of beds.

Similarly, 190 numbers of boys are staying in 3 hostels namely Baikuntha, Arjun and Kabi Samrat Boys' Hostels. 118 numbers of beds are provided to 190 boys which results in adjustment of 3 boys in 2 beds and 2 boys in 1 bed. The rest 48 numbers of boys are sleeping on floor due to non-provision of beds.

In all the hostels (both boys' and girls'), more than 50% of fans and tube lights are out of order which creates difficulties for the students in their evening study. Most of the students go to the Class Rooms of the School Building which are also not free from this problem.

Moreover, in all the hostels, doors of some of the latrines and bathrooms are broken. Further, blockage in some of the latrines was also observed as a result of which both boys and girls are going outside the school campus to a nearby pond for their refreshment. Water supply facilities for the hostels are insufficient and this is one of the reasons behind non-functional of lavatories in the hostels.

One common mess is functional for both boys and girls. Students (both boys and girls) used to go to the common dining to have their food.

Monthly dietary expenses for each boarder have been fixed at Rs 565/- per month. The chart prescribed by the OMTES is as follows:

**Table-4.13**  
**Monthly dietary expenses for each boarder**

Sl No	Materials	No of Time	Quantity / Time	Price / KG	Amount / Day / Student	Amount / Month / Student
1	Rice	4	250 gm	Rs. 2.00	Rs. 1.00	Rs. 30.00
2	Dal	2	40 gm	Rs. 75.00	Rs. 6.00	Rs. 180.00
3	Vegetable	2	133 gm.	Rs.15.00	Rs. 4.00	Rs. 120.00
4	Oil		15 gm	Rs.80.00	Rs. 1.20	Rs. 36.00
5	Salt and fuel	-	-	-	-	Rs. 40.00
6	Mutton / Egg	Weekly once	-	-	-	Rs. 69.00
7	Breakfast / Tiffin	-	-	-	Rs. 3.00	Rs. 90.00
<b>TOTAL</b>						<b>Rs. 565.00</b>

It was noticed that 8 numbers of Cook cum Attendants (CCA) (4 males & 4 females) are engaged for preparation of food for the boarders. At about 8.30 AM, lunch is prepared and boarders used to finish their lunch by 9.30 AM so that they can attend the prayer class sharp at 10.00 AM everyday. Rice, dal / dalma, mixed curry etc are provided to the students in the lunch on regular basis. Non-Vegetarian item such as egg, fish and mutton are being provided to the students on Wednesday, Friday and Sunday respectively. Students have expressed their satisfaction on the quality and quantity of the food provided to them. In the day time, Mid-Day Meal is also being provided to the students of Class VI, VII and VIII under MDM Programme. At that time, one packet of biscuit is provided to each student irrespective of class. In the afternoon, rice, dal and potato chatni are provided to the students as Tiffin. At night, rice, dal / dalma and mixed curry etc are provided to the students as dinner by 8.30 PM and all students used to finish their dinner by 9.30 PM. CCAs have informed that materials for preparation of food are provided by the Food Minister selected from amongst the boarders. A teacher is kept in charge of the mess for a period of one month and this is done on rotation basis.

#### **4.2.6.3 Health Facilities**

Provision for monthly medical check up of students is available. ANMs from the nearby Primary Health Centre used to come to the EMRS once in every month for medical check up of the students. First Aid facilities are also available for the students both in hostel and school. Ailing students are taken to the hospital at Sundargarh for check up and as per the advice of the doctors; medicines are provided to them free of cost by the school authority through their respective Hostel Superintendent.

Scabies, Diarrhea, Dysentery, Cold and Fever etc. are the commonly found diseases among the students. Cases of Malaria are very less which indicates that the students have developed the habit of using medicated mosquito nets. Doctor visits the school quarterly, but sometimes the frequency of visit even less. It is suggested that a regular Pharmacist / ANM should be appointed on contractual basis to extend frequent medical attention to the students, especially to the small children in the lower classes and growing girls.

#### **4.2.7 Extra Curricular Activities in EMRS**

Students in this school have actively participated in extra curricular activities in all the years since its inception. Particularly, in the area of sports, all students have shown their interest and the PET is deeply involved in all round development of the students as far as sports activities are concerned. In the year 2009, girls of this school have participated in Kabadi competition held at Aurangabad and bagged a Cup with Certificate. Similarly, in the year 2010, boys of this school have participated in Winter Meet (Kabadi) held at Balasore and bagged a Shield with Certificate. Students are being trained in Yoga, Music and Karate by the respective teachers engaged for this purpose. Many students have bagged Yellow, Orange, Green and Blue Belts in Karate Examinations. Every year, annual sports meet is held in the school and students have been participating in the events with much interest. The contribution of the PET in this regard is praise worthy. Sports equipments are supplied to the students in plenty. Still there is a shortage of cricket instruments which should be augmented by purchase of sufficient cricket equipments. Quality of the sports equipments supplied to the students is overall good, but not excellent. This aspect may be considered and equipments of very good quality may be supplied to the students.

Apart from sports, students are also participating in cultural activities inside and out side the school. In numbers of occasions, students of the school have bagged Certificate, Shield, Cup and Cash Awards in Solo Song Competitions, Chorus Competition, Cultural Competitions and Comedy Competitions at District Level Cultural Programmes during the years 2008, 2009, 2010 and 2011. Students are also going for excursions and picnics which act as boosts for the growth of knowledge about different places.

No "Wall Magazine" has been fixed on the wall at the entrance of the school containing songs, arts and short stories written by the students. Further, no periodical magazine / souvenir have been published on behalf of the school. This should be encouraged in order develop creativity amongst the tribal students.

Students of this school are regularly participating in the district level Independence Day Parade and Republic Day Parade at Sundargarh Stadium, Sundargarh. In the year 2010, girls' group of the school acquired first position (Certificate with Shield) in both the parades. The PET Sri Amar Anan Pattanaik has a lot of contribution in this regard.

#### **4.2.8 Facilities provided to Teachers in EMRS**

All teachers engaged in the school are appointed on contractual basis which has always been a matter of great discontent among them. All teachers except the Principal have expressed their displeasure over their salary and service condition (Contractual Appointment).

The consolidated salary of the Principal is Rs. 29, 000/- per month, that of PGTs is Rs. 14, 210/-, TGTs is Rs. 13, 485/-, PET is Rs. 7, 540/- and that of Laboratory Assistant is Rs. 13, 485/-. For 18 teachers (1 Principal, 8 PGTs, 8 TGTs and 1 PET) and 4 Laboratory Assistants of the School, there are 10 numbers of quarters available in the complex. Acute shortage in staff quarters was observed in the school which has resulted in adjustment of 2 teachers in a single quarter and adjustment of teachers in night watchman's quarter. Some teachers are also staying out side the school campus due to non-availability of quarter. Steps may be taken immediately to construct at least 10 numbers of teacher's quarters to accommodate all the staff in side the school campus.

In the Ekalabya Model Residential School, if 100% result is achieved, the subject teacher and the Principal are to be awarded (one time) @ Rs. 4000/- and Rs. 5000/- respectively by Collector. However, no such award has ever been acquired by any of the teachers.

#### **4.2.9 Maintenance of Registers**

The Team has verified different kinds of registers maintained at the school which includes Cash Book, Medical Register, Visitor's Register, Attendance Registers of Students, Attendance Register of Teachers and General Stock Register. All of the above-mentioned registers are maintained properly. Cash Book was tallied with the Bank Pass Book and found updated as on 21.02.2011. Marks obtained by students of all classes in all examinations have been maintained in a register maintained year wise. However, progress reports are not being prepared and supplied to the students. This should be taken care of and Principal of the school may be instructed to maintain the issue of progress report to each of the students after each examination.

#### **4.2.10 Role of School Managing Committee**

In pursuance of Order No 12115 Dt 27.03.2009 of OMTES, a School Managing Committee (SMC) has been constituted under the Chairmanship of the Collector, Sundargarh in which Principal of the school acts as the Member-Convener vide Order No 970 dt 13.07.2009. This indicates that the authorities took around 4 months to constitute the School Managing Committee. PA, ITDA, Sundargarh, Inspector of Schools (SSD), Sambalpur, CDMO, Sundargarh, Executive Engineer, DRDA, Sundargarh, Sri Durlav Oraon, WES (Retd) and Sri Kartik Bariha (Retd Govt Servant) are the Members in the SMC. The School Management Committee looks after the development, curricular activities and overall management of the school.

It is instructed by the OMTES that the meeting of the committee shall be held monthly in the school premises within first week of each month under the chairmanship of the Collector. However, the study team observed that six numbers of meetings have been held since inception till date which means there is no regularity in convening the meeting. Moreover, Collector, Sundargarh has never attended a meeting which indicates her negligence in the EMRS affairs. The meetings were held on 04.07.2009 (1<sup>st</sup>), 01.09.2009 (2<sup>nd</sup>), 16.02.2010 (3<sup>rd</sup>), 23.08.2010 (4<sup>th</sup>), 25.11.2010 (5<sup>th</sup>) and 14.02.2011 (6<sup>th</sup>).

Discussions were made in the meetings regarding results of the students, development of campus, consistency in power and water supply, cleanness of the campus, disciplinary action against unruly students and issue of warning against irregular teachers etc. Members of the Committee had direct discussions with the students and enquired about the performance of teachers and quality & quantity of food provided to them. In each case, students had expressed their satisfaction, as observed from the Resolutions of the Meetings. CDMO, Sundargarh, in the 5<sup>th</sup> Meeting held on 25.11.2010, had requested to engage a part time Pharmacist to checkup the health status of the students in the school three times a week. This has not yet been complied with.

#### **4.2.11 Parents – Teachers Meetings:**

Parents and teachers share a common treasure—the student. It is as if they are partners in joint ownership of a valuable corporation. The child they share represents the corporation. If they are to nurture this corporation and

ensure its success, they must be intentional about establishing good communication. To develop the communication that will allow parents and teachers to make plans, set goals, solve problems, and establish the relationship that they need in order to have a good partnership, a Parent-Teacher Meeting is required. Parent-Teacher meeting should be used as a platform to make a lasting bond with the parent to increase the likelihood of academic success for their child.

During our study, Principal informed that Parents – Teachers Meetings are being convened regularly to apprise the parents about the academic achievement of their wards, about the activities of the students, their health conditions and their improvement in curricular and extra-curricular activities. However, he failed to show any register or documents indicating the convening of such meetings.

#### 4.2.12 Parents' Literacy Level and Occupation:

The following table speaks about the literacy level of the parents of the students of EMRS, Bhawanipur. It has been observed that 227(57%) out of 399 students have literate parents, 119 (30%) out of 399 students have only literate father, 17(4%) out of 399 students have only literate mother and 36 (9%) out of 399 students have illiterate parents.

**Table-4.14**  
**Literacy Level of Parents of interviewed Students of EMRS**

Class	Total Strength			Parents Literate			Only Father Literate			Only Mother Literate			Parents Illiterate		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>VI</b>	25	28	53	17	18	35	6	8	14	1	2	3	1	0	1
<b>VII</b>	31	30	61	15	18	33	12	12	24	4	0	4	0	0	0
<b>VIII</b>	30	30	60	23	15	38	5	10	15	1	1	2	1	4	5
<b>IX</b>	25	30	55	16	18	34	7	9	16	0	2	2	2	1	3
<b>X</b>	27	29	56	16	16	32	6	9	15	2	3	5	3	1	4
<b>XI</b>	30	32	62	15	17	32	9	8	17	0	0	0	6	7	13
<b>XII</b>	25	27	52	7	16	23	10	8	18	1	0	1	7	3	10
<b>Total</b>	<b>193</b>	<b>206</b>	<b>399</b>	<b>109</b>	<b>118</b>	<b>227</b>	<b>55</b>	<b>64</b>	<b>119</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>20</b>	<b>16</b>	<b>36</b>

*(B: Boys, G: Girls, T: Total)*

On the other hand, we had interacted with 70 students @ 10 students from each class and requested them to write about different aspects in a questionnaire supplied to them. Information collected from them reveals that parents of 21(30%) students are service holders (either Private or Government), parents of 39 (55.7%)students are farmers, parents of 1(1.4%) student is in business and parents of rest 9 (12.9%)students are labourers.

#### 4.2.13 Drop out position in EMRS

Dropout in EMRS, Bhawanipur is almost absent. Some students left the school only after getting intimation for admission either in Jawahar Navodaya Vidyalaya or Kendriya Vidyalaya. Two girls left the school getting married, which indicates the indifferent attitude of the parents towards education of their children.

#### 4.2.14 Result Analysis for last 5 years

The following table shows the results of all the Classes (from VI to XII) of EMRS, Bhawanipur during the years 2005-06 to 2009-10.

**Table-4.15 (A)**  
**Division wise number of pass students of Class VI to VIII for Five Years**

Class	Year	Appeared	First Division	Second Division	Third Division	Failed	% of First Division	% of Second Division	% of Third Division
VI	05-06	57	32	18	7	0	56	32	12
	06-07	58	30	20	8	0	52	35	13
	07-08	58	32	18	8	0	55	31	14
	08-09	53	30	15	8	0	57	28	15
	09-10	58	30	20	8	0	52	35	13
VII	05-06	55	16	24	15	0	29	44	27
	06-07	57	31	17	9	0	54	30	16
	07-08	60	31	15	14	0	52	25	23
	08-09	54	11	21	22	0	20	39	41
	09-10	58	21	22	15	0	36	38	26
VIII	05-06	54	30	20	4	0	56	30	7
	06-07	60	32	18	10	0	53	37	17
	07-08	60	31	25	4	0	52	42	6
	08-09	54	30	20	4	0	56	37	7
	09-10	58	32	20	6	0	55	35	10
IX	05-06	57	30	20	7	0	53	35	12
	06-07	59	32	21	6	0	54	36	10



	07-08	60	35	22	3	0	58	37	5
	08-09	56	35	21	0	0	63	37	0
	09-10	56	35	20	1	0	63	36	1
X	05-06	55	15	32	8	0	27	58	15
	06-07	47	21	14	12	0	45	30	25
	07-08	58	20	26	12	0	34	45	21
	08-09	59	14	33	9	3	24	56	15
	09-10	58	32	24	2	0	55	41	4

**Table-4.15 (B)**

**Division wise number of pass students of Class for class XI and XII for Five Years**

Class	Year	Appeared	First Division	Second Division	Third Division	Failed	% of First Division	% of Second Division	% of Third Division
XI	05-06	--	--	--	--	--	--	--	--
	06-07	53	10	25	18	0	19	47	34
	07-08	57	20	20	17	0	35	35	30
	08-09	59	8	29	22	0	14	49	37
	09-10	53	10	27	16	0	19	51	30
XII	05-06	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--
	07-08	59	1	14	27	17	2	24	46
	08-09	56	22	18	14	2	39	32	25
	09-10	56	5	17	19	15	9	30	34

It has been observed that the percentage of First Division in respect of Class VI remains above 50 in all the years, percentage of Second Division remains above 30 in all the years except 2008-09 when it becomes 28 and percentage of Third Division remains at or below 15 in all the years. It can be safely concluded that results of Class VI was satisfactory during all the years.

The percentage of First Division in respect of Class VII remains above 50 during 2006-07 and 2007-08 where as it remains well below 50 in rest of the years, percentage of Second Division remains at or above 30 in all

the years except 2007-08 when it becomes 25 and percentage of Third Division remains above 20 in all the years except 2006-07 when it becomes 16. It is concluded that results of Class VII was not satisfactory during all the years

Similarly, percentage of First Division in respect of Class VIII remains above 50 in all the years, percentage of Second Division remains at or above 30 and percentage of Third Division remains at or below 10 in all the years except 2006-07 when it becomes 17. It can be safely concluded that results of Class VIII was satisfactory during all the years.

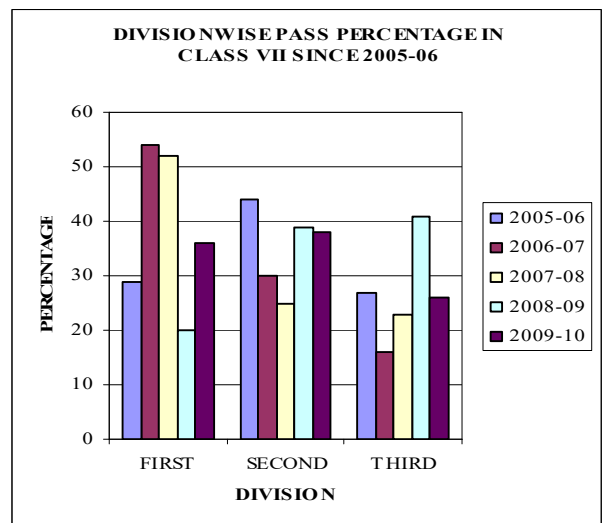
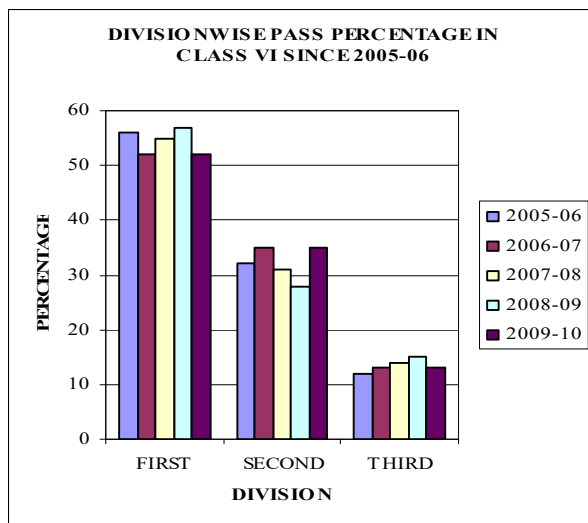
The Percentage of First Division in respect of Class IX remains above 50 in all the years, percentage of Second Division remains above 35 and percentage of Third Division remains at or below 5 in all the years except 2005-06 and 2006-07 when it becomes 12 and 10 respectively. It can be safely concluded that results of Class IX was satisfactory during all the years.

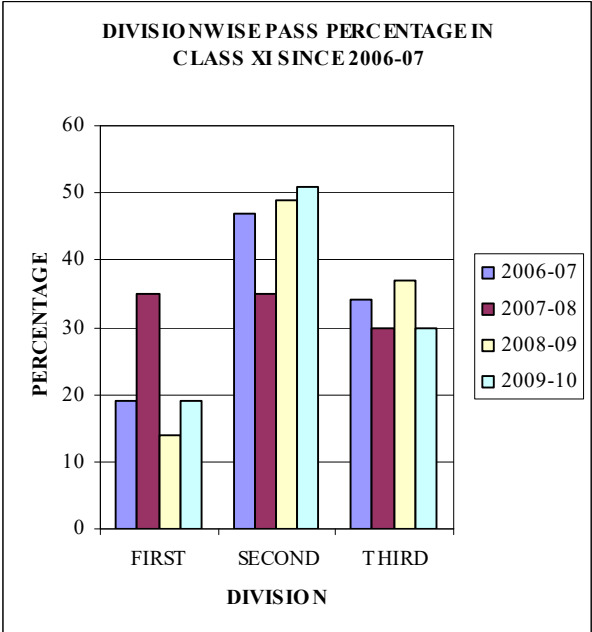
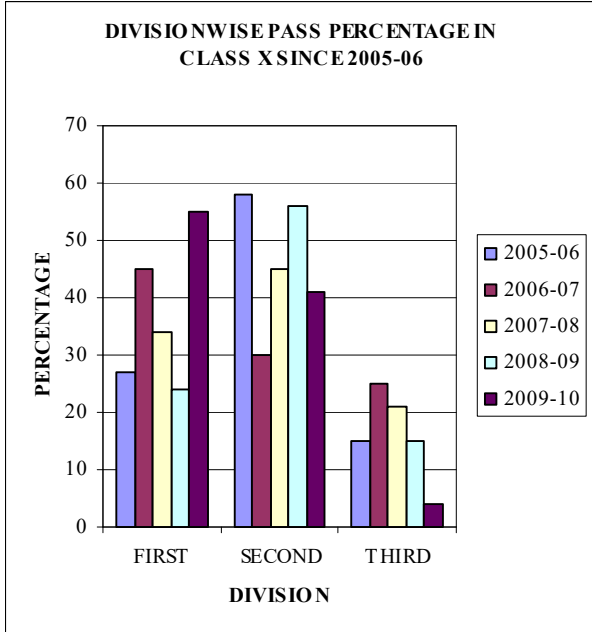
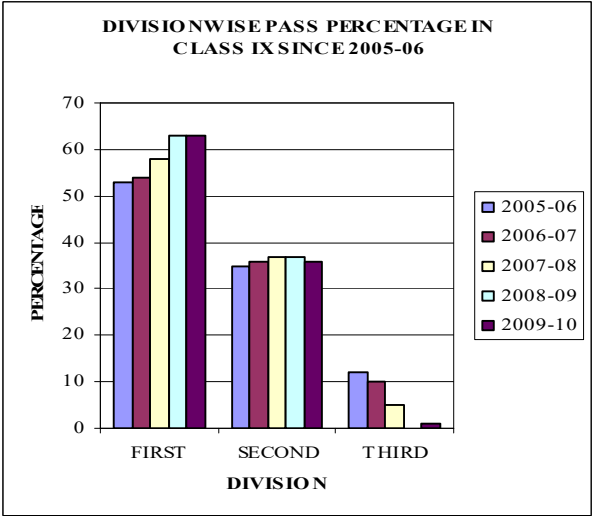
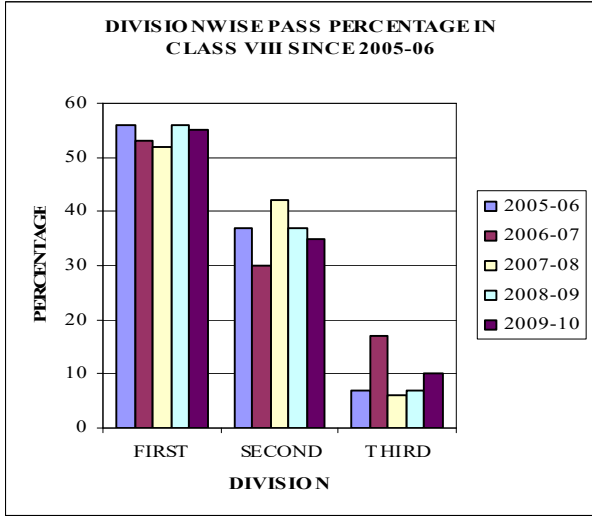
Similarly, percentage of First Division in respect of Class X remains well below 50 in all the years except 2009-10 when it becomes 55, percentage of Second Division remains at or above 30 and percentage of Third Division remains at or above 15 in all the years except 2009-10 when it becomes 17. Even, 3 students were failed in the year 2008-09. It can be safely concluded that results of Class X was not satisfactory during all the years.

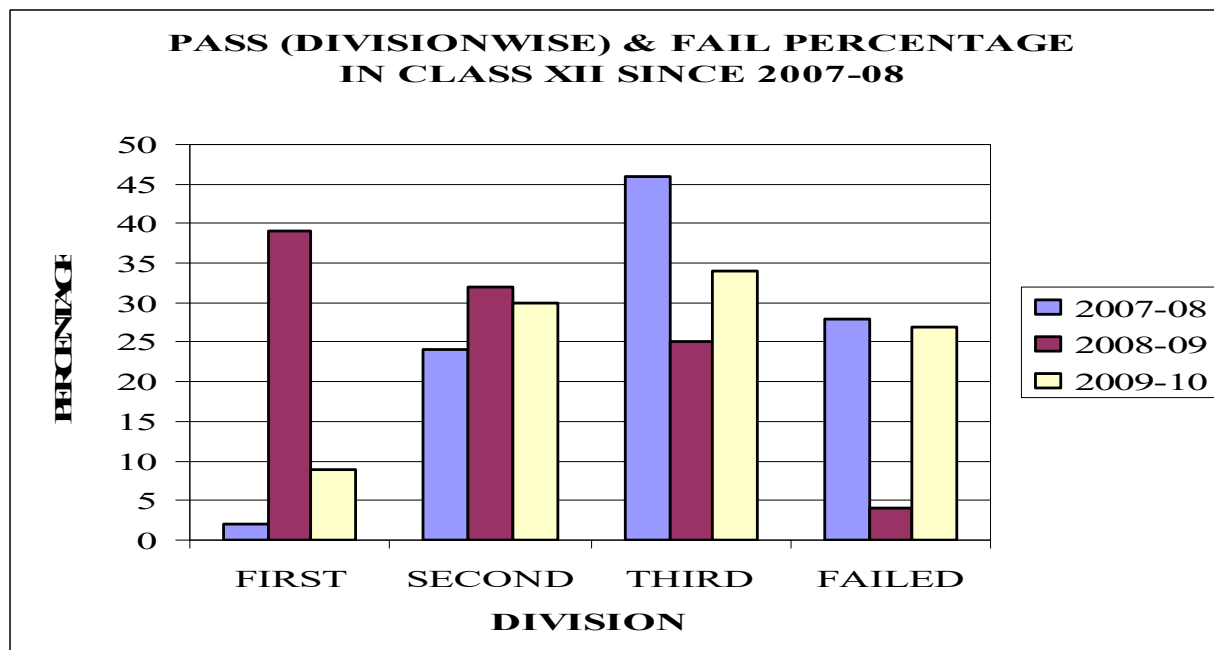
The percentage of First Division in respect of Class XI remains below 20 in all the years except 2007-08 when it becomes 35, percentage of Second Division remains above 45 in all the years except 2007-08 when it becomes 35 and percentage of Third Division remains at or above 30 in all the years. It can be safely concluded that results of Class XI was not satisfactory during all the years.

Similarly, percentage of First Division in respect of Class XII remains well below 10 in all the years except 2008-09 when it becomes 39, percentage of Second Division remains at or above 24 and percentage of Third Division remains at or above 25. It can be safely concluded that results of Class XII was not satisfactory during all the years.

The following graphs indicate the results of all the classes during the last 5 years.







It has been observed that the School exhibits good results when the students are facing examination within the School but it exhibits poor results when the students are appearing the Board or Council Examination. It is suggested that more attention should be given by the teachers towards the academic betterment of the students by introducing regular mid session examination at school with extra coaching.

The following table indicates subject wise average marks secured by the students of a class (at High School level) in different years since 2005-06.

**Table-4.16 (A)**  
**Year wise and class wise average marks scored by the students**  
**(From Class VI to X) in different subjects**

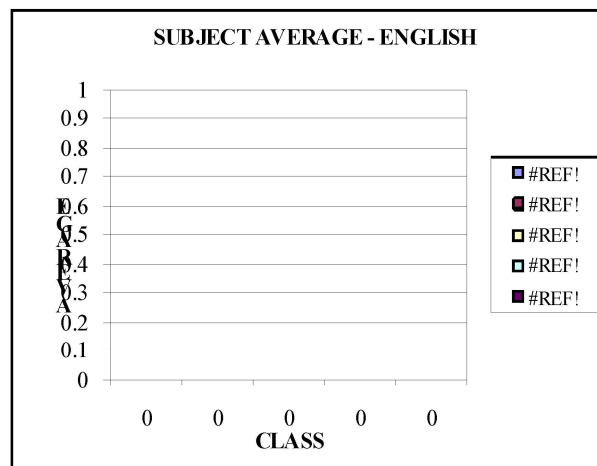
Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
VI	MIL	60	56	50	55	56
	English	55	62	39	53	49
	Hindi	82	74	--	--	76
	Sanskrit	--	--	--	--	--
	Mathematics	41	49	37	27	36

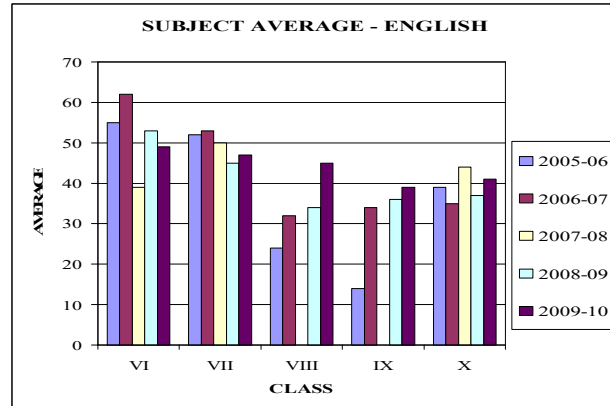
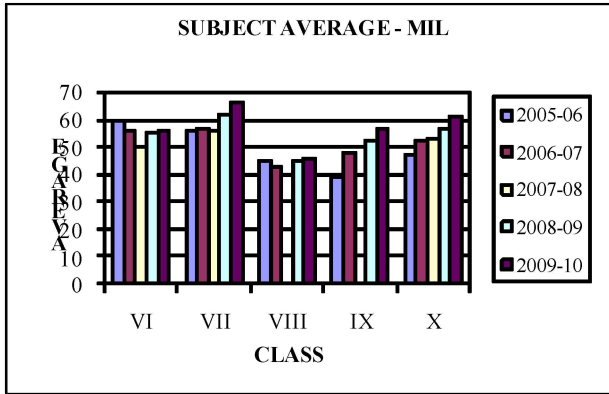
	Science	59	61	57	48	48
	History	54	42	54	58	48
	Geography	54	48	42	36	40
VII	MIL	56	57	56	62	66
	English	52	53	50	45	47
	Hindi	--	--	--	--	--
	Sanskrit	--	--	--	--	--
	Mathematics	40	50	60	40	30
	Science	64	60	64	60	57
	History	34	34	32	74	78
	Geography	32	33	34	52	72
VIII	MIL	45	43	NA	45	46
	English	24	32	NA	34	45
	Hindi	84	43	NA	82	76
	Sanskrit	73	55	NA	79	74
	Mathematics	22	62	NA	32	35
	Science	51	45	NA	46	55
	History	45	75	NA	62	57
	Geography	44	69	NA	55	55
IX	MIL	39	48	NA	52	57
	English	14	34	NA	36	39
	Hindi	63	67	NA	75	75
	Sanskrit	65	63	NA	66	72
	Mathematics	41	33	NA	35	43
	Science	68	57	NA	46	67
	History	25	38	NA	40	66
	Geography	26	41	NA	54	67

X	MIL	47	52	53	57	61
	English	39	35	44	37	41
	Hindi	80	83	72	80	80
	Sanskrit	74	79	81	87	88
	Mathematics	53	55	30	44	58
	Science	53	58	44	46	57
	History	58	56	54	54	68
	Geography	49	52	52	52	62

It has been observed that average scoring percentage in MIL of students of Class VI and VII remains at or above 50 during all the years whereas that of students of Class VIII has never crossed 50 during the said years. Further, average scoring percentage in MIL of students of Class IX remains above 50 during 2008-09 and 2009-10 whereas that of students of Class X remains above 50 during all the years except 2005-06. The average has never gone below 30.

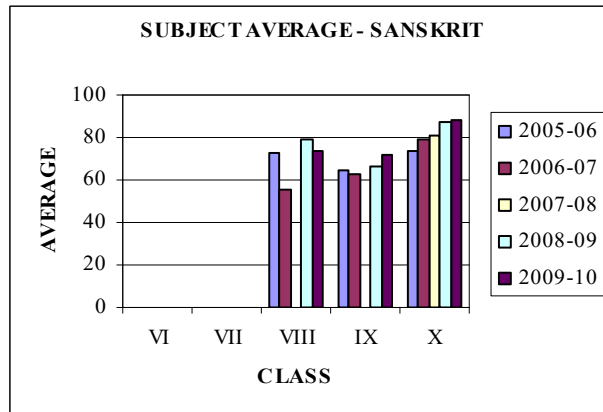
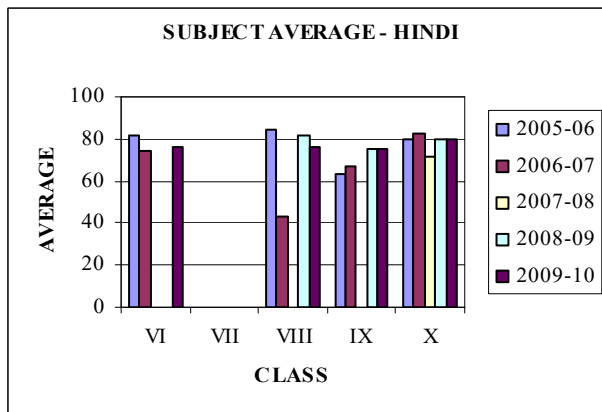
Similarly, average scoring percentage in English of students of all the classes in all the years remains well below 50 except in 2005-06 (in Class VI and VII), 2006-07 (in Class VI & VII), 2007-08 in Class VII and during 2008-09 (in Class VI). This indicates that the performance of students in English is not at all satisfactory at High School level. The average has gone below 30 in 2005-06 (Class VIII and Class IX).





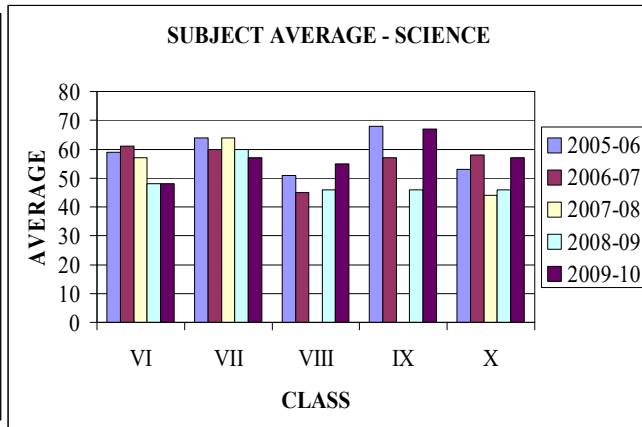
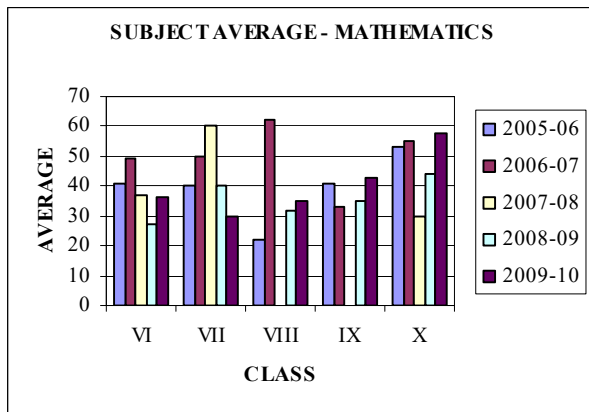
As far as Hindi, as an alternative Third Language is concerned, students of EMRS, Bhawanipur have shown very good results in all the years. The average scoring percentage in Hindi remains well above 60 up to as high as 84 in all the years for all the classes except in 2006-07 when it becomes 43 in respect of Class VIII. The average has never gone below 40.

Similarly, as far as Sanskrit as an alternative Third Language is concerned, the average scoring percentage in it remains well above 60 and has gone up as high as 88 in all the years for all the classes except in 2006-07 when it becomes 55 in respect of Class VIII. The average has never gone below 50.



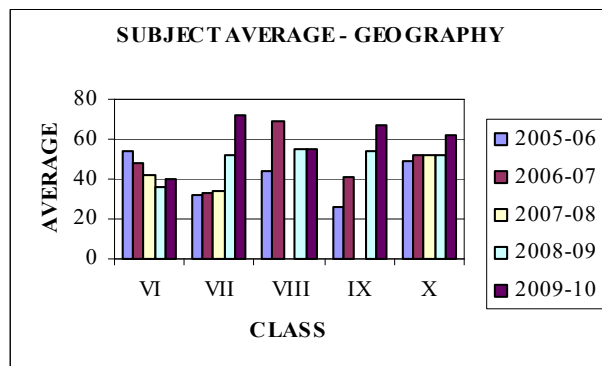
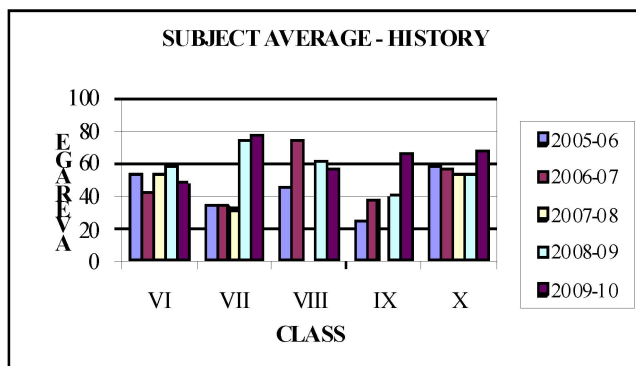
The average scoring percentage in Mathematics shows high degree of variation ranging between 22 and 62 which indicates a poor performance in the concerned subject. The average has never touched 60 in any of the years except in 2006-07 (in Class VIII) and 2007-08 (in Class VII). The average has gone below 30 in 2005-06 (in Class VIII) and 2008-09 (in Class VI). This subject is to be given more attention by the teachers as Mathematics is one of the most important subjects at School level which helps students in their higher studies in future. It is the only subject in which 100% marks can be obtained and it helps in raising the division of the students.

The average scoring percentage in Science shows medium degree of variation ranging between 44 and 68 which indicates an average performance in the concerned subject. The average has crossed 65 only in two years i.e. 2005-06 and 2009-10, both for class IX only. The average has never gone below 40.



The average scoring percentage in History shows very high degree of variation ranging between 25 and 78 which indicates an inconsistent performance in the concerned subject. The average has crossed 70 thrice such as in 2006-07 (in Class VIII) and in 2008-09 & 2009-10 (in Class VII). The average has gone below 30 once i.e. in 2005-06 (in Class IX).

On the other hand, average scoring percentage in Geography shows very high degree of variation ranging between 26 and 72 which indicates an inconsistent performance in the concerned subject. The average has crossed 70 only once in 2009-10 (in Class VII). The average has gone below 30 once i.e. in 2005-06 (Class IX).



The following table indicates subject wise average marks secured by a Class (in the Secondary School level) in different years since 2005-06.

**Table-4.16 (B)**  
Year wise and class wise average marks scored by the students  
(In Class XI and XII) in different subjects

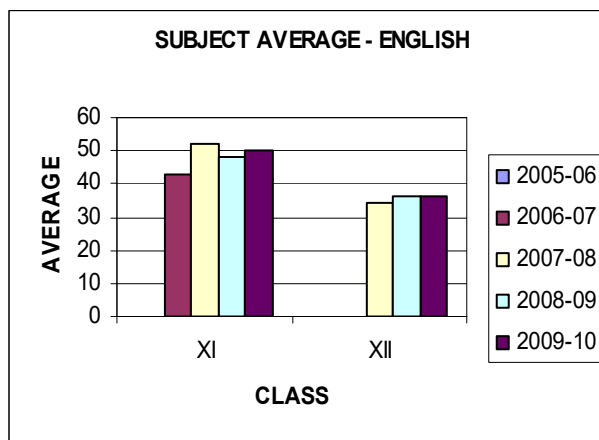
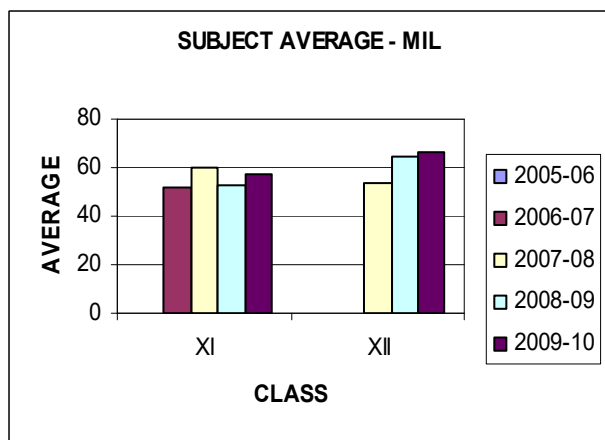
Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
XI	MIL	--	52	60	53	57
	English	--	43	52	48	50
	Physics	--	51	61	27	57



	Chemistry	--	52	51	23	44
	Mathematics	--	33	35	32	45
	Zoology	--	23	34	13	13
	Botany	--	17	23	11	22
	I T	--	--	59	34	57
XII	MIL	--	--	54	65	66
	English	--	--	34	36	36
	Physics	--	--	60	58	60
	Chemistry	--	--	53	63	43
	Mathematics	--	--	33	49	32
	Zoology	--	--	24	28	28
	Botany	--	--	29	28	22
	I T	--	--	--	71	59

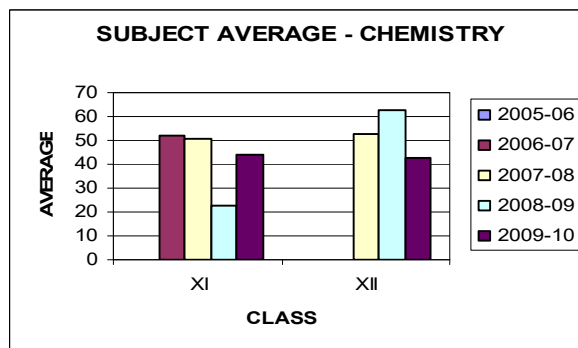
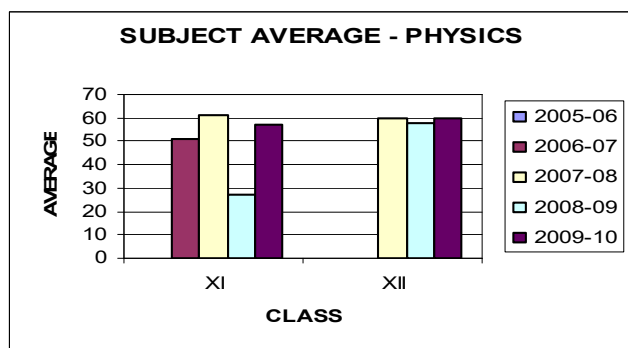
It has been observed that average scoring percentage in MIL of students of Class XI and XII remains above 50 during all the years. This shows that there has been a consistency in the performance of the students in the concerned subject.

On the contrary, the average scoring percentage in English always remains below 50 except in 2007-08 and 2009-10 (in Class XI). It remains below 40 in all the years in respect of Class XII. This indicates, students are continuously performing poorly in English and it is the high time to take suitable steps to increase their standard in English.



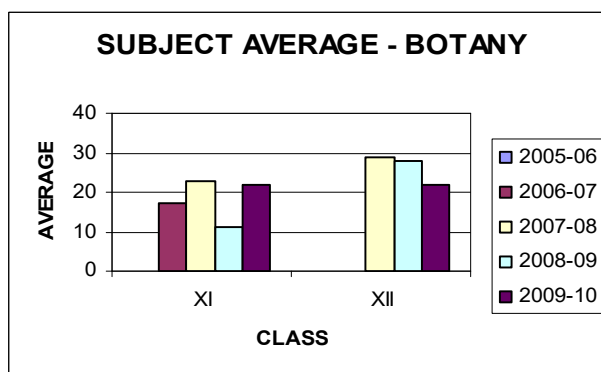
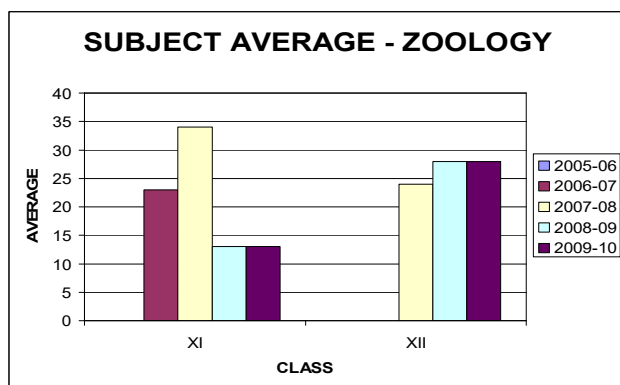
The average scoring percentage in Physics shows that it has never gone below 50 in any of the years except in 2008-09 (in Class XI). The average reaches 60 and above in 2007-08 (both in Class XI and XII) and 2009-10 (in Class XII).

The average scoring percentage in Chemistry shows that it has never gone below 40 but never crossed 65. It remains at as low as 23 in 2008-09 (in Class XI). Performance of students in Chemistry is not eye-catching and hence, more emphasis must be given on this subject.



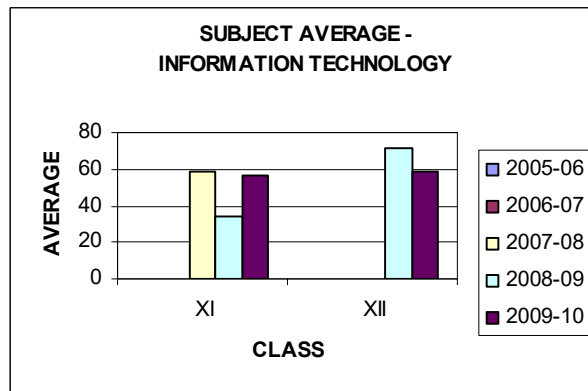
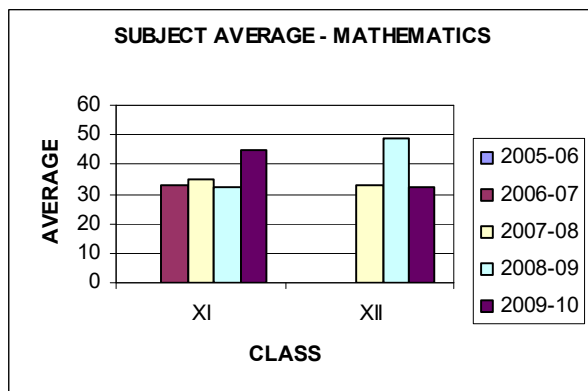
The average scoring percentage in Zoology indicates very poor performance of the students. It varies between 13 and 34. The average has never crossed 35 which is an indication of poor performance in the subject. This area needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

Similarly, the average scoring percentage in Botany also indicates very poor performance of the students. It varies between 11 and 29. The average has never crossed 30 which is an indication of poor performance. This area also needs more attention and suitable steps may be taken to bring improvement in the performance of the students.



The average scoring percentage in Mathematics indicates poor performance of the students. It varies between 33 and 49. The average has never crossed 50 which is an indication of poor performance. This area needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

However, the average scoring percentage in Information Technology indicates good performance of the students. It remains above 55 in all the years and raised to as high as 71 (2008-09 in class XII) except once i.e. in 2008-09 (in class XI) when it becomes 34. This area also needs more attention and suitable steps may be taken to encourage the students for consistency in results. One Laboratory Assistant (IT) may be appointed to help the PGT (IT) in the practical classes.



#### 4.2.15 Visit and Inspection of Higher Authorities

Higher Authorities like Director, OMTES, Bhubaneswar, Collector, Sundargarh, PD, DRDA, Sundargarh, Medical Officer, Sundargarh and Executive Engineer, RWSS, Sundargarh etc. have visited / inspected the School many a times during last 3 years. The Visit Register is maintained properly from 18.02.2009. Some of the important observations of some of the authorities are as follows:

(i) **Views/Observation of Collector, Sundargarh( on 18.02.2009)**

“It is disappointing to note that despite written instructions, not one out of the six hostels have maintained the outgoing / incoming register, log book of treatment of ailing boarders or Mess Attendance Register. The Principal is to submit his written explanation for this lapse within 3 days.”

(ii) **Views/Observation of School Medical Officer, Sundargarh (on 03.07.2009)**

“The Campus is maintained properly and it is neat and clean. The food prepared for the students is satisfactory”.

(iii) **Views/Observation of PD, DRDA, Sundargarh( on 16.12.2010)**

“The entire staff seem to be committed and having perfect coordination, cooperation and congenial atmosphere. I wish the gardening and agricultural side has to be focused and boosted up so that it can be an Oasis in the desert”.

#### 4.2.16 Problems of Teachers:

Teachers engaged in EMRS, Bhawanipur are well educated and well acquainted with the teaching methods applicable for tribal students. But all of the teachers have expressed dissatisfaction over their service condition (contractual appointment) and salary (consolidated). They are capable of imparting good teaching to the students but their spirit and enthusiasm are diminishing due to their frustration regarding the service condition and salary. They even expressed that had they been the permanent teachers with regular scales of pay, they would not search for any other job. It was also observed that some of the teachers have applied for the posts of teacher or lecturer to other Institutions only because of the uncertainty in their job in the school. On the other hand, this indicates their interest in this profession. It is, therefore suggested that the teachers engaged in EMRSs may be made permanent with regular scale with other service conditions applicable to other teachers of SSD Department. To check the out-going of good teachers, we must be careful from right now and to strengthen the model schools with the help of such teachers, we must take steps to make them permanent with regular scales of pay.

In EMRS, Bhawanipur, acute shortage in quarters for the teachers has been observed. Four numbers of teachers are compelled to stay out side the school campus due to lack of quarters. PET has been allotted with a quarters which is actually meant for the Night Watchman. Three other teachers have been provided with quarters which are actually meant for other non-teaching staff. This is not at all a good symbol of healthy school environment. At least 10 more quarters need to be constructed for accommodation of the left out teachers, laboratory assistants and night watchman of the School. It has been seen that a 2-storied building having 4 quarters is under construction meant for the night watchman with an estimated cost of Rs. 17.50 Lakh. Funds for this work have been provided under Article 275 (1). The date of completion in advance has been mentioned to be 31<sup>st</sup> May 2011. After its completion, steps may be taken to construct 6 more quarters so that all teaching and other staffs will be accommodated in the school campus.



#### ***Construction of Quarters for Watch man at EMRS***

Further, all the teachers unanimously requested to exempt them from taking the mess charge. They have complained that due to this charge, their valuable time (one month) is wasted in maintaining the accounts of the mess. Lady teachers, when kept in mess charge, are compelled to go out side to lift the rice and to purchase the food materials. This has created difficulties for them to manage the mess and their valuable time is wasted which could have been utilized for academic improvement of students.

It is suggested that a Mess Manager may be appointed who will be kept in charge of the mess of the hostel. A Committee under the Chairmanship of the Principal may be constituted taking at least 2 teachers from amongst the PGTs and 2 from amongst the TGTs. The mess manager will be answerable to the Committee. This will free the teachers from their involvement in the day to day messing activities. Teachers, both male and female, will continue to be the Hostel Superintendent who will look after the over all activities of the students. However, a teacher should not be the Hostel Superintendent for more than 3 consecutive years.

Some of the teachers complained of frequent transfer and harassment by higher authorities. But the study team could not find any documentary evidence against any teacher. However, it is suggested that a suitable policy should be maintained for both intra-district and inter-district transfer of the teachers engaged in EMRS.

Some of the teachers complained about non-provision of reference books by the School to them which hinder their academic improvement. It is, therefore suggested that sufficient reference books should be provided to the teachers along with the course books.

#### **4.2.17 Problems of Students**

The study team interacted with 70 students @ 10 students of each class through questionnaire. Apart from these students, the study team also interacted with numbers of students (both boys and girls) to know about the quality of teaching, quality and quantity of food provided to them, quality of civic amenities provided to them, facilities provided to them in the hostels, teachers' attitude towards students, whether showing physical, mental and sexual harassments, contribution of teachers for improvement of students in curricular and extra-curricular activities etc.

To the greatest satisfaction of the study team, not a single complain was received from any of the students regarding misbehavior and physical, mental and sexual harassments by teacher. This indicates that a good environment prevails in the School Campus. Students are cooperative, well-mannered and mutually inclusive. No complain was received regarding quality of teaching and non-involvement of teachers in the development of the students. No complain was received regarding quality and quantity of food provided to the students. Some students informed that a bag-full of rice was replaced immediately after it was found to be unhealthy for the students. All the students expressed their satisfaction in this regard.

However, all the students complained regarding non-provision of cots to them. It has already been mentioned that there is an immediate need of 175 cots for the students. Due to non-provision of sufficient cots, students are either compelled to sleep on the floor or to adjust in beds of other students. This has always been a matter of discontent among the students.

Another problem complained about by the students is poor maintenance of latrines and bathrooms. The study team witnessed the poor condition of the lavatories in all the boys' and girls' hostels. The repairing and maintenance part of the lavatories is severely neglected which compels the students to go outside of the School Campus to meet their nature's call. Doors of latrine and bath rooms are found to be half-broken making such facilities meaningless. PA, ITDA, Sundargarh may be instructed to take immediate steps for repairing and maintenance of the lavatories in the hostels. Water supply system available in the hostels is also in a very poor condition. However, the study team, during its halt in EMRS, Bhawanipur, witnessed the survey of water source and steps taken for installation of deep bore well by the PA, ITDA, Sundargarh.

Most of the students complained about the poor voltage and negligence of School authorities in replacement of fans and tube lights, if become out of order. The Study Team witnessed that a room occupied by Class X students in Jagnyaseni Girl's Hostel was partially dark as one side of electric wiring was damaged completely. In almost all the rooms, some problems were found in respect of fans and tube lights. In some rooms of 1.2 square meter area, only one tube light or one CFL bulb is functioning which can not provide sufficient light for the students to read and write. Not a single room was witnessed by the Study Team in which all electrical appliances were functioning properly. This again indicates the complacency of the authorities regarding proper maintenance of the hostels. The Principal does not show any interest in immediate repairing of the defunct electrical appliances. The Study Team insisted on the immediate repairing and temporary arrangement of electricity to the students for their study.

#### **4.2.18 Suggestions for Improvement:**

The following suggestions are made for further improvement in school environment and teaching quality.

1. Contractual Appointment of the teachers may be abolished. Permanent teachers should be appointed and the teachers working presently in the school may be regularized.
2. A post of Vice-Principal may be created and appointment may be made to the said post on regular basis to assist the Principal in the administration of the School.
3. An ITI qualified technician for maintenance of electric supply system and water supply system within the School Campus may be appointed on contractual basis.
4. Warden for boys' hostel and Matron for girls' hostel may be appointed.
5. 4 sweepers, 2 for boys' hostel and 2 for girls' hostel may be appointed.
6. A separate science laboratory for the students of Class VI to X may be constructed.
7. Three separate common rooms for teachers, boys and girls may be constructed.
8. At least six numbers of teachers' quarters and one permanent shed for the watchman near the main entrance may be constructed.

### 4.3 Profile of Ekalavya Model Residential School, Ranki, Keonjhar

#### 4.3.1 Location, Year of Establishment and Recognition status of EMRS

The Ekalavya Model Residential school was established at Ranki, Keonjhar district in the year 2001 over an area of 20 acres of land. The school is functioning with effect from 2005-06. The land has been transferred to the School by the district administration. The institution is situated at the Pokara hill, about 5 K.M. from the District head quarters. The school comes under Sirispal G.P. 5 K.M. from G.P Head quarters, 5 K.M. from Block Head quarters, 5 K.M from the sub head quarters and 7 K.M. from the Railway Nearest health centre is at Keonjhar.



school was year 2001- is land has foot of head It is 1 Keonjhar divisional station.

EMRS, Ranki has been recognized by the Board of Secondary Education, Odisha and Council of Higher Education, Odisha in the year 2006 and 2009 respectively. The quality of the management system of the school has been assessed and confirmed to that of ISO 9001-2008 on 16.1.2010 by the registered firm namely JAS-ANZ , authorized by SSD Department vide certificate No QMS/JAS-C 1562/0102/Code No 84/8422.

#### 4.3.2 Creation of Educational Infrastructure:

The EMRS, Ranki, Keonjhar has its own boundary wall inside which school building, Hostel building, staff quarters, power grid have been constructed. An area measuring 20.00 acres has been provided by Govt. in the year 2001 with the specification such as Khata No. 455, Khatiyani No. 2520,169 and 170, Plot No. 1983. The school building of the EMRS is erected over an area of 1329.38 sq. mtrs and the area of the hostel buildings both for boys and girls are 3539.756 Sq. mtrs each. The infrastructure of the school has been developed with receipt of funds from different sources. An amount of Rs. 296.92 Lakh has been spent till the end of 2009-10 for the infrastructure development of the School as mentioned below:

**Table-4.17**  
**Construction work taken place at EMRS during different years**

Sl. No.	Year	Work done	Amount utilized (Rs. in Lakh)	Source from which funds utilized	Executive agency
1	2005-06	Construction of School and Hostel building, staff quarters including certifications and P.H. works	221.32	Art. 275(I) of the constitution	Executed through IIDCO
2	2005-06	Construction of Approach Road	4.50	Periphery Development	Executed by the ITDA. Keonjhar
3	2005-06	Construction of HP Culvert	0.75	Periphery Development	Executed by the ITDA. Keonjhar
4	2005-06	Construction for site Development	3.50	Art. 275(I)	Executed by the ITDA. Keonjhar
5	2006-07	Construction of compound wall	8.00	Art. 275(I)	Executed by the ITDA. Keonjhar
6	2006-07	Construction of Mini Stadium inside the campus	6.00	Art. 275(I)	Executed by the ITDA. Keonjhar
7	2007-08	Construction of Watch man shed inside the campus	2.50	Article 275(I)	Executed by the ITDA. Keonjhar
8	2007-08	Construction of Boundary wall of the complex.	26.25	Periphery development	Executed by the ITDA. Keonjhar
9	2007-08	Construction of compound wall of the girls' hostel	6.40	Periphery Development	Executed by the ITDA. Keonjhar
10	2008-09	Construction of CC road and drain inside the campus	5.00	Art. 275(I)	Executed by the ITDA. Keonjhar
11	2009-10	Construction of cow catcher	1.40	Interest money of Periphery Development funds	Executed by the ITDA. Keonjhar
12	2009-10	Plantation programme in side the campus	1.35	Interest money of Periphery Development funds	Executed by the ITDA. Keonjhar
13	2009-10	Construction of Drama Mandap	5.00	Interest money of Periphery Development funds	Executed by the ITDA. Keonjhar
14	2009-10	Purchase of Vehicle Bolero camper for emergency work by EMRS, Ranki	4.95	Interest money of Periphery Development funds	Executed by the ITDA. Keonjhar
	<b>Total</b>		<b>296.92</b>		

The school building has 6 class rooms measuring 9mX7.2m each. The class rooms are provided with table and benches for 60 students. There are 5 Laboratories for the each science subject i.e. Physics, Chemistry, Botany, Zoology and I.T in the school. The size of the Laboratory meant for Physics, Chemistry, Botany and Zoology are 12mX7.2 m each and the size of the IT laboratory is 9metres X 7.2 meters. Except IT laboratories other four laboratories are provided with two demonstration table each. 20 students are being taken in one batch to have practical classes in the above laboratories. Two demonstration tables for 20 students seem not sufficient for practical classes. At least 5 tables should be provided in one laboratory so that four students could see the demonstration and do their experiments in the practical classes. There are two lavatories in the school building of 4.5 X 7.2 m size for girls and boys separately. One is meant for boys and another for girls. There is one teachers' common room in the school building of 3.7mX 7.2 m size which is very small. There is a store room having 4.5metres X3.5 meters size. The office room is of 2.09 X3.5 meters size. As the space provided for office room is not sufficient, a part of the office room is functioning inside the store room. Drinking water is being supplied to the students and teachers of the school through pipes from a bore well fitting with a water filter. Electrical installations have been made in all the rooms of the school. But both the staff and students complained that low voltage is creating problems in supply of electricity.

Since the school is running from Class VI to Class XII, obviously there must be minimum seven class rooms. But it is unfortunate that the school has six class rooms and one class room is being held in the Zoology laboratory. There is no room for Library. The same is now functioning inside the Physics Laboratory. Since space provided for the office room is insufficient, a portion of the store room is used for office room. There should be separate store room. The school has no common room and an auditorium to hold seminars, meetings and discussion with the students. The school is functioning with +2 classes since 2007-08 and these problems have been over looked by the management since then. Since Govt. is increasingly concern for provision of education to all S.T. students, all these facilities should be provided to the students on priority basis in order to create the study environment in the school. Besides, it is worthy to mention that to teach 60 students in one class is not desirable at all. There should be two sections for each class having 30 students each so that the teacher concern could give special attention to each individual student, specifically to weaker students. Therefore, funds should be provided to construct new rooms for each section in all the classes. Now, only 6 class rooms exist in the school building and thus, rooms for 8 more classes should be constructed along with rooms for students' and teachers' common room, library-cum-reading room and auditorium in side the school. An Indoor stadium is required to develop for indoor sports activities.

There are two hostel buildings, one each for boys and girls separately. Both the buildings are two storied. The girls' hostel has its own boundary wall. There is no boundary wall for the Boys hostel. Both the hostels are of similar pattern. Each hostel has 8 dormitories (6.4 Meters X13.75 Meters) each, (4 in the ground floor and 4 in the 1<sup>st</sup> floor), 19 rooms of 3.62meters 6.4 meters size of which four are in the ground floor and 15 are in the 1<sup>st</sup> floor. Each hostel has 32 toilets for the boarders of 3.95 Meters X12.10Meters size (16 toilets in the Ground floor and 16 in the 1<sup>st</sup> floor) and 4 urinals (two in the ground floor and two in the 1<sup>st</sup> floor) of size 2.75 Meters X 2.5 Meters.). But to utter dismay it was noticed that all 32 toilets of boys' hostel and 16 toilets in Girls hostel have been defunct which compel them to go out side to ease their nature. Both the hostels have their kitchen and store rooms of 6 Meters X 4 Meters and 2.8 X 2.6 Meters size respectively. The kitchens are found neat and clean. There are two dining hall of 6Meters X 6.5 Meters size. No table and bench are provided in the dining hall. The students use to sit on the floor for taking their meals/ Tiffin etc. Required numbers of Kitchen utensils have been provided to the hostels. The hostels have one tube well each for the use of the students, besides bore wells with over head tanks and pipes to the kitchen, bath rooms and latrines etc.

All total 19 staff quarters including one watchman shed have been constructed for teaching and non teaching staff of the school. Out of 19 staff quarters, one is for the Principal of the school, one is for the Vice principal. 8 family quarters ( 4 flat quarters with 2 bed room and four flat quarters with one bed room) and 8 bachelor quarter (1 Bed Room Flat) are constructed within the campus of the school.

The play ground exist inside the campus is not developed. The gallery constructed in the play ground is also not maintained. The ground is not conducive for organizing any sports/ athletic events either in rainy season or summer. However, The PET of the school reported that they have conducted annual sports meet. The track and field events were 100 meter, 200 meter, 400 meter and 800 meter race, hurdles race, discuss, shot put and javelin throw,



long jump and high jump. Apart from this, students are participating inter class cricket, volleyball, and foot ball matches.

### 4.3.3 Funding Pattern

As per the Bye law, the Society is eligible for accepting donations, contributions and grants from individuals, institutions, industrial and business houses and Govt. including foreign donors.

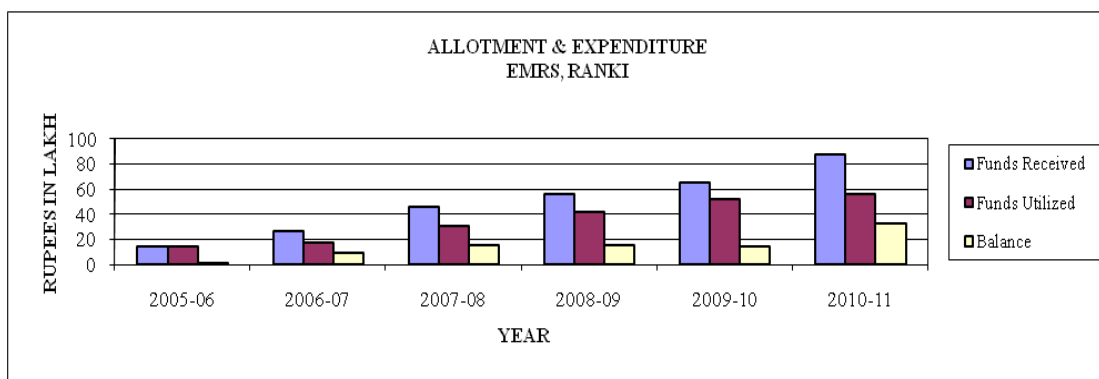
Government in SSD Department, Odisha and Government in MoTA, India are providing funds (both recurring and non-recurring) for functioning of EMRS. The funds are placed with the School Authority through OMTES and Principal of the concerned School looks after the utilization of the funds received from OMTES.

The following table indicates the year wise total allotment, expenditure and balance of funds relating to EMRS, Ranki during the last 5 years.

**Table-4.18**  
**Year wise Total Allotment, Expenditure and Balance of Funds**

*(Rupees in Lakh)*

Year	Funds Received	Funds Utilized	Balance	% of Utilization
2005-06	14.49	13.86	0.63	95.65
2006-07	26.38	17.63	8.75	66.83
2007-08	45.62	30.33	15.29	66.48
2008-09	56.23	41.76	14.47	74.27
2009-10	65.31	51.8	13.51	79.31
2010-11	87.98	55.94	32.04	63.58



From the table, it has been observed that although sufficient funds have been placed with the EMRS, Ranki and there is every need of spending funds for the purpose earmarked like purchase of teaching materials, stipend for students, repairing of hostel and school buildings etc, yet the authorities have failed to spend such funds for the earmarked purpose and accordingly, the balance funds remaining unutilized increases every year. The management of the school should see that requirement of funds; the school should place to OMTES after proper assessment of requirement on each item and ensure its utilization in proper manner within the time frame.

Percentage of utilization of funds was highest (95.65%) in 2005-06 where as that was lowest (63.48%) in the last financial year 2010-11. In no case 100% UC has been sent to OMTES against the allotment made by the OMTES. Except 2005-06 the school failed to utilize 80 % of the funds allotted in their favour. Proper assessment of expected expenditure should be made by the School management and send to OMTES every year well before

starting of financial year, so that funds could be allotted accordingly. The Management should see that the allotted funds are expended properly and fully within the stipulated period. The Study Team requested the School Authority as well as PA, ITDA, Keonjhar to utilize the allotted funds for the specified purpose within the stipulated time.

Besides, the school received funds from different sources such as ITDA, Keonjhar, Deputy Welfare Commissioner, Barbil, NRHM, Block Grant and State Govt. through S.I of schools towards Mid Day Meal and for examination from CHSE. From 2005-06 to 2010-11, the school received Rs. 3.51 Lakh from the above sources. From ITDA, the school received Rs. 3.10 Lakh towards development of sports and other matters, Rs.0.017 Lakh from the Deputy Welfare Commissioner ,Barbil, Rs.0.169 Lakh from the block towards Mid Day Meal , Rs.0.061Lakh from CHSE towards examination charges , and Rs.0.20 Lakh from NRHM. U.C of the allotted amount has been sent to the concerned authority by the EMRS.

#### 4.3.4 Staffing Pattern:

The EMRS, Ranki, Keonjhar is running with one Principal, 8 PGT, 8 TGT, one PET, 4 Laboratory assistants, two clerks, one peon, one Night watchman, 8 CCA ( 4 each for Boys' and Girls' hostel.) as per the sanctioned strength prescribed for the school. The teacher and pupil ratio is maintained as 1:30. The Principal of the school is holding his office for one and half year. He is an MA with M. Ed qualification having 33 years of experience in that line. He is posted on contractual basis with the consolidated salary of Rs 29,000/- per month. Eight numbers of Post Graduate Teachers have been engaged in the school to impart quality education to the students. The PGT (Physics) is an M Sc with M Phil having 4 years of experience. He has been working in the school for three and half years. The PGT (Math) is also an M. Sc with M. Phil qualification having 6 years of experience. He is continuing in the school for three and half years. The PGT (Odia) is a female having qualification of MA, M. Phil with B.Ed. The PGT (IT) is an MCA having one year experience. Other four PGTs are M.A with B. Ed qualifications have rendered three and half years of service in the school. All the PGTs are appointed on contractual basis with consolidated salary of Rs. 14,210/- per month. Eight TGT posts, including Sanskrit and Hindi courses, have been filled up by selecting teachers with suitable qualification. Out of eight numbers of TGTs, two are M. Sc with M. Ed; three are M.A. with B. Ed. The TGT teaching Mathematics is a B. SC with B. Ed and the TGT for Art classes is B.A. with B. Ed qualification. The TGT engaged to teach Sanskrit is an M.A (Acharya). They are all experienced and have been given appointment on contractual basis with consolidated scale of pay of Rs. 13,483 /- per month. The PET of the School is also a qualified person belongs to S.C. category having one year experience. He is B.A. with CP Ed. He is also appointed on contractual basis with a consolidated scale of Rs 7,540/- per month. The qualification, age, sex, caste, period of service and scale of pay of the teaching staff of EMRS is mentioned below:

**Table-4.19**  
**Details of Teaching Staff**

Sl. No	Post	Qualification	Age	Sex	Caste	Period of service	Previous experience	Salary/month (in Rs)	Type of service	Whether taken in-service training
1	Principal	M A M Ed	63	M	Gen	1.yr.6m	33 years	29,000	Contractual	No
2	PGT (Phy)	M Sc M Phil	30+	M	OBC	3yr.6 m.	No	14,210	-do-	No
3	PGT ( Bot)	M Sc B Ed	31+	M	SEBC	4.yr.6m	No	14,210	do	No
4	PGT (Zool)	M Sc B Ed	33+	F	SEBC	3.yr.6m	No	14,210	do	No
5	PGT (Odia)	M A M Phil B Ed	35+	F	S.T.	3yr.6m	No	14,210	do	No
6	PGT (Eng.)	M A B Ed	30+	F	SEBC	3yr.6m	No	14,210	do	No

7	PGT (Math)	M Sc M Phil B Ed	34+	M	SEBC	3yr.6m	No	14,210	do	No
8	PGT (IT)	M C A	29+	M	SEBC	2 yrs	No	14,210	do	No
9	PGT (Chem)	M Sc B Ed	29+	M	SEBC	½ yr.	No	14,210	do	No
10	TGT (Sc)	M Sc M Ed	29+	M	S.C.	6yr.4m	No	13485	do	No
11	TGT (Sc)	M Sc B Ed	28+	M	Gen	2.3yrs	No	13485	do	No
12	TGT (Eng)	M A B Ed	30+	M	SEBC	2yr.3m	No	13485	do	No
13	TGT (Art)	B A B Ed	30+	F	Gen	6yr.5 m	No	13485	do	No
14	TGT (Odia)	M A B Ed	31+	F	Sc	6yr.5m	No	13485	do	No
15	TGT (Math)	B Sc B Ed	30+	F	SEBC	4yr.5m	No	13485	do	No
16	TGT (Sans)	M A (Acharya )	28+	F	Gen	6yr.5m	No	13485	do	No
17	Hindi	M A B Ed	24+	F	S.C.	6 yr.5m	No	13485	do	No
18	PET	B A C P Ed	29+	M	SC	6yr.5 m	No	7,540	-do-	No
19	Lab Asst Physics	B Sc	29	M	SEBC	3yrs 6 months	No	13,485	-do-	No
20	Lab Asst Chemistry	B Sc	28	M	Gen	3yrs 6 months	No.	13,485	-do-	No
21	Lab Asst Botany	B Sc	28	F	OBC	3yrs 6 months	No.	13,485	-do-	No
22	Lab Asst Zoology	B Sc	28	M	Gen.	3yrs 6 months	No	13,485	-do-	No

The above table shows that the Post Graduate teachers engaged in the school are well qualified and experienced. The Principal is a retired principal from Govt. college having M.A., M.Ed.(Eng.)qualification and 33 year of experience. He belongs to Gen. Caste. Among other teachers, including PET, eight are males and 9 are females. Out of 22 teaching staff including principal of the school, one is S.T., 4 are SCs, 17 belong to other castes.

Regarding marital status of the teachers, except three, others are married. In the School, the students get admission through an entrance test. Therefore, children/students from different regions of the state are getting opportunity to get admission in this institution. Since the mother tongues of the students coming from different regions are different, it is not possible to impart education in one specific tribal language in the school. However, the teachers belong to S.T. category having prescribed qualification should be given priority in appointment in the school. The Hostel Superintendent may preferably a S.T. teacher. In absence of such category, other teacher having good relation with the student should be given charge of hostel superintendent.

It has been observed that except the Principal, all other teachers are in this profession for the first time. However, they have been continuing in this School for a sizeable period. All of them, except the Principal, expressed their dissatisfaction over their consolidated lower salary and contractual basis of appointment.

#### 4.3.5 Enrollment Position:

Enrollment of students to different classes is being done through entrance examination with the direct supervision of the SSD Department. The student strength of the School is 420; all are boarders belonging to S.T. categories; besides 10% of the student strength can be enrolled from ST/SC/OBC/Other Caste as day scholars.

Class wise students enrolled from the year 2005-06 to 2010-11 in the EMRS, Ranki, Keonjhar were as follows:

**Table-4.20 (A)**  
**Year wise students' strength in different classes**

Class	Year	Boarders			Day Scholars			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VI	05-06	30	30	60	-	-	-	30	30	60
	06-07	30	30	60	-	-	-	30	30	60
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	02	02	04	32	32	64
	09-10	29	30	59	02	01	03	31	31	62
	10-11	30	30	60	01	-	01	31	30	61
VII	05-06	30	28	58	-	-	-	30	28	58
	06-07	29	28	57	-	-	-	29	28	57
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	-	-	-	30	30	60
	09-10	30	30	60	-	-	-	30	30	60
	10-11	30	30	60	02	01	03	32	31	63
VIII	05-06	30	27	57	01	-	01	30	28	58
	06-07	30	29	59	-	-	-	30	29	59
	07-08	30	30	60	01	-	01	31	30	61
	08-09	30	29	59	01	-	01	30	30	60
	09-10	29	30	59	01	02	03	30	32	62
	10-11	30	29	59	03	02	05	33	31	64
IX	05-06	27	26	53	-	-	-	27	26	53
	06-07	30	25	55	-	-	-	30	25	55
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	-	-	-	30	30	60

	09-10	29	30	59	02	-	02	31	30	61
	10-11	30	29	59	01	02	03	31	30	64
X	05-06	27	27	54	-	-	-	27	27	54
	06-07	22	25	47	-	-	-	22	25	47
	07-08	22	25	47	-	-	-	22	25	47
	08-09	26	24	50	-	-	-	26	24	50
	09-10	25	30	55	-	-	-	25	30	55
	10-11	25	22	47	-	-	-	25	22	47
XI	05-06	-	-	-	-	-	-	-	-	-
	06-07	-	-	-	-	-	-	-	-	-
	07-08	30	30	60	03	-	03	33	30	63
	08-09	30	30	60	04	02	06	34	32	66
	09-10	30	30	60	01	-	01	31	30	61
	10-11	30	30	60	03	-	03	33	30	63
XII	05-06	-	-	-	-	-	-	-	-	-
	06-07	-	-	-	-	-	-	-	-	-
	07-08	-	-	-	-	-	-	-	-	-
	08-09	30	30	60	03	-	03	33	30	63
	09-10	26	24	50	-	-	-	26	24	50
	10-11	25	26	51	01	-	01	26	26	52

From the above table, it reveals that though admission of students was made in class VI through an entrance examination, some students enrolled at first selection in class VI and XI took T.C. from the school in order to have their study else where, reportedly in Navodaya Vidyalaya or in Kendriya Vidyalaya and students out of waiting list were enrolled in the school in their places. In the year 2005-06, 2006-07, 2007-08, 2008-09 and 2010-11, 7,4,3,2 and 9 students respectively took T.C after taking admission in EMRS in class VI and the consequential vacancies were filled up from the waiting list of the students .This infers that student who appeared entrance test for taking admission in Navodaya Vidyalaya, Kendriya Vidyalaya and EMRS simultaneously; prefer Navodaya

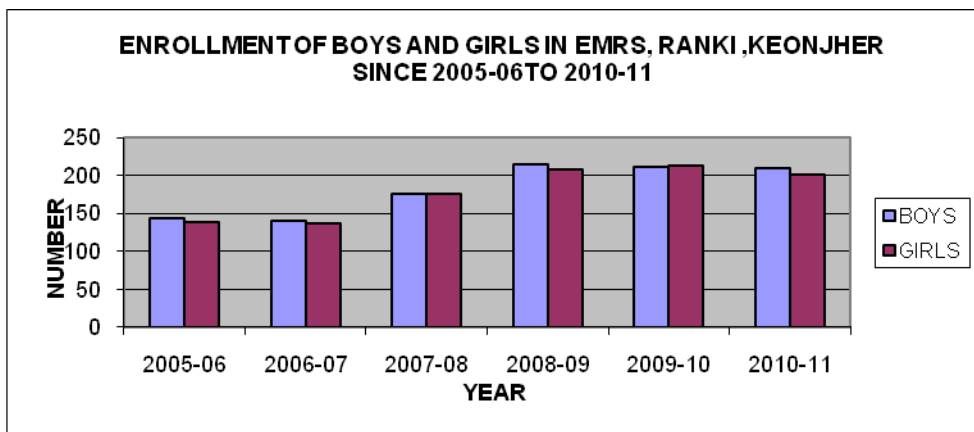
Vidyalaya/ Kendriya Vidyalaya for admission. Non availability of facilities and study environment at EMRS at par with the former two schools may be one of the reasons for leaving the school after taking admission in EMRS. Similarly in the year 2009-10 and 2010-11, two students of class XI took T.C (one student in each year). They prefer other college to continue their +2 courses. The standard of education may be raised by providing adequate facilities to the students and faculties along with creating study environment in side the campus of the EMRS. Environment of the EMRS should be eco-friendly to attract the students to continue their study.

The variation in enrollments since inception is found in the School. Vacancy of seats in all the classes have been a common scenario observed in all the years. However, the vacancies should have been filled up by the wait-listed students. Moreover, the school might have failed to generate sufficient attraction among the parents to send their wards to EMRS. This deficiency should be eradicated by formulating suitable planning so that not a single seat in any class would remain vacant. The entrance examination, school management, hostel management, academic environment, class room environment, basic amenities for the students etc are the major areas where the school might have fallen short from the actual expectations of the parents.

**Table-4.20 (B)**  
**Year wise Total student strength**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2005-06	144	139	283
2006-07	141	137	278
2007-08	176	175	351
2008-09	215	208	423
2009-10	211	213	424
2010-11	209	201	410
<b>Total</b>	<b>1096</b>	<b>1073</b>	<b>2169</b>

It has also been observed that enrollment of girls remain at a lower level than the boys except in the year 2009-10 where the total enrollment of girls in the School was 213, only 2 numbers more than that of boys. The figure presented in the table is depicted in the bar diagram below.



### 4.3.6 Facilities provided to the students in EMRS:

#### 4.3.6.1 School Facilities

The school building has 6 class rooms of 9 Meters X 7.2 Meters each, 5 Laboratories for the science subject i.e. Physics, Chemistry, Botany, Zoology and I.T. The size of the Laboratory meant Physics, Chemistry, Botany and Zoology are 12Meters X7.2 Meters each and the size of the IT laboratory is 9 Meters X 7.2 Meters . There are two lavatories in the school building of 4.5 Meters X 7.2 Meters size each for girls and boys separately. The rooms are provided with table and benches for 60 students. The School is electrified. Each class room provided with 6 fans and eight tube lights. All the and lights are functioning. Since the school is for students from Class VI to Class XII, there must be seven class rooms. There is one teachers' common room and one Principal's room. There is a store room of size 4.57 Meters X 3.5 Meters and an office room of 2.09 Meters X 3.53Meters size. since the size of the Office room is too small, a part the store is being used for the office purpose. Therefore, another room either for office or store is required. It is reported that 20 students are being taken in one batch to have practical classes in the above laboratories. The laboratories in the School not specious enough for 20 students in a batch. demonstration tables are provided to each Laboratories i.e. physics, Chemistry, Botany and Zoology. Two demonstration tables for 20 students seem not sufficient to have practical classes. At 5 tables should be provided in one laboratory so that four students could observe the demonstration and do their experiment in the practical classes. The apparatus available in the laboratories are sufficient for the students but there is no sufficient almirahs to keep these apparatus in safe custody. Some of the apparatus are kept on the racks. Some of the apparatus such as one cavity block, two photometers, 3 GP sets, one packet of plane slides were found damaged need replacement. In the IT laboratories, 15 computers are installed with one net work switch and one



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class  
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But,  
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are  
Two  
least

switch for the Printer. But no net work connection is available in the laboratories. The concerned Laboratory assistant explained that the Principal is on contact with BSNL for this purpose.



**A view of inside scene as well as of class room of EMRS, Ranki**



**Students at Play Ground and at Garden, EMRS, Ranki**



Drinking water is being supplied through pipes from a bore well fitting with a water filter.

But it is unfortunate that the school has six class rooms and one class room is being held in the Zoology laboratory. Due to shortage of rooms, the office of the school is now functioning in the store room of the school.

***Students performing experiments at***



***Laboratory, EMRS, Ranki***

There is no room for Library. The same is now functioning inside the Physics Laboratory. The school has no common room for the students and an auditorium to hold seminars, meetings and discussion with the students. The rooms now available in the School are also not sufficient to take classes for the students who have taken optional subjects like Sanskrit, Hindi, etc separately. For the students in class XI and XII, separate rooms are required to have classes on Biology, Botany and IT separately. Common subjects like English and MIL can be taught in one class room. A separate room may be provided for the library cum reading room in the School with adequate number of text books along with good magazines and books of eminent authors in Odia, Hindi and English languages.

The school is functioning with +2 classes since 2007-08 and above mentioned problems has been over looked by the management since long. Since Govt. is increasingly concern for education of all S.T. students, all these facilities should be provided to the students on priority basis in order to create the study environment in the school. Besides, it is worth mentioned that to teach 60 students in one class is not desirable at all. There should be two sections for each class having 30 students each so that the teacher concern could give special attention to each individual student specifically to weaker students. Therefore, funds should be provided to construct 8 more rooms for different classes. Moreover, difficulties arise during teaching of alternative subjects in a particular class in a particular period. For example, when Hindi and Sanskrit are taught simultaneously (a student can select Hindi or Sanskrit as Third Language) in Class IX or in Class X, shortage of Class Room is felt. If students of Class IX, who have selected Hindi, are taught in the Class Room earmarked for Class IX, then rest students of Class IX, who have selected Sanskrit, are accommodated in Conference Hall, where they have to sit on floor for their study. The same difficulties are also found in case of Class XI and XII where Biology, Mathematics and Information Technology are taught as alternative subjects. These subjects are taught to the students in their respective laboratories. Construction of 5 more class rooms will solve this problem and quality education can be imparted to the students in the EMRS.

Apart from that, a student's common room, library-cum-reading room, auditorium in the school and an Indoor stadium is required to develop the indoor sports activities for overall development of the students.

The school has 231 working days and 134 holidays in an educational year. Coaching classes are being held in Mathematics, Science and English subjects for the students up to HSC level and in the subjects like English, Physics, Chemistry, Mathematics, Zoology, Botany and IT for the students of +2 levels. In an educational year, regular classes and coaching classes are held for 221 days and 169 days respectively. Monthly tests are being conducted in each subject

#### **4.3.6.2 Hostel Facilities:**

There are two hostel buildings one each for boys and girls separately having capacity of 210 students each. Both the buildings are two storied. Both the hostels are of similar pattern. Each hostel has 8 dormitories (6.4 mX13.75 m) each, (4 in the ground floor and 4 in the 1<sup>st</sup> floor), 11 rooms of 3.62mX6.4 m size of which four are in the ground floor and 7 are in the

1<sup>st</sup> floor, two rooms (3.62 mX6.4m) are meant for store and two rooms for the CCA engaged for boys hostel. There is provision for supply of cots, blankets, mosquitoes and utensils to the



boarders.



### *Students enjoying leisure period at Play Ground*

The girls' hostel is a two storied building with specification narrated above. It has its own boundary wall. The strength of the girls' hostel is 210. But at present 196 students are staying in the hostel. But it was found that only 164 cots were supplied to the students. Out of 164 cots 30 cots were found broken. 170 students shared 134 cots and rest 26 students staying in the hostel without cot. Though mosquito nets and blanket were supplied to all the students, most of the mosquito and blankets were found old and torn. The Hostel superintendent of girls hostel explained that she has reported this matter to the Principal of the School for taking necessary steps.

200 students were staying in the Boys' hostel. Cots were provided to 140 students only. Others were accommodated without cot. Some of the cots were broken and not fit to be used. 25 students were not supplied with blanket. But all the students were supplied with mosquito nets. Broken cots are neither replaced nor repaired.

It was observed that while mosquito nets are supplied to all the boarders, the hostel authority has failed to supply blankets to all the students residing in the hostel. No study table and chair is provided to the students. Thus, they have to read and write on the cot provided to them or on the floor where cot is not supplied. Studying by sitting on the cot or on the floor will put pressure on the spinal chord of the students. Therefore OMTES may consider supplying study table and chair to the students with lamps. Windows of the rooms were found broken. The principal assured the study team that he will take immediate step to repair the windows.

Each hostel has 32 toilets for the boarders of 3.95Meters X12.10Meters size (16 toilets in the Ground floor and 16 in the first floor) and 4 urinals (two in the ground floor and two in the first floor) of size 2.75 Meters X 2.5 meters .. But to utter dismay it was noticed that all 32 toilets of boys' hostel and 16 toilets in Girls hostel have been defunct which compel them to go out side to ease themselves.

Both the hostels have their kitchen and store rooms of 6 meters X 4 Meters and 2.8 X 2.6 Meters size respectively.

kitchens  
There are  
6m X 6.5  
table and  
in the  
students  
floor for  
Tiffin etc.  
Kitchen  
provided to



The are neat and clean.  
two dining hall of  
Meters size. No  
bench are provided  
dining hall. The  
use to sit on the  
taking their meals/  
Required no. of  
utensils have been  
the hostels.

### ***A view of the store room of the EMRS, Ranki***

The hostels have one tube well each for the use of the students, besides bore wells with over head tanks and pipes to the kitchen, bath rooms and latrines etc. In the dining room provision for dining table and chair may be made. But the water supplied contains harmful minerals and other impurity. Therefore pure safe drinking water may be supplied to the hostels and school by installing water purifying machine.

In the hostel the First Aid Box is kept for immediate treatment of the ailing student. Whenever a boarder fells ill, immediately he is taken to the city hospital for treatment. A pharmacist may be posted in the EMRS and medicines for common diseases may be kept in the hostel.



***Students taking their launch at Hostel***

There is a room constructed out side the boundary of the Girls hostel for the parents of the girl students. But no such room has been constructed for the parents of boy boarders. The room should be furnished with electrical installments, bed and attached bath room and latrine.

Text books have been supplied to all the boarders. The students are also provided with two pair of dress in a year. Each boy boarder gets Rs 85/- per month and each girl boarder gets R 115/- per month as their pocket money. The boarders use to go to the bank (Nationalized banks) to withdraw money which are about 3/4 K.M. away from the school. The students are found reluctant to go to the banks situated at 3/4 KM away from the school to withdraw their money or updating their pass books. Therefore, it is suggested that the Principal of the School may contact the concerned Bank Manager to open their A.T.M counter out side the campus of the school for the staff and students of the school

Local people may use the ATM counter as well. The Hostel Superintendent may be assigned with the work to collect the Pass Books once in a month and send to the concerned bank for updating the same.

A monthly dietary expense for each boarder student has been fixed at Rs 565/- per month. The dietary chart prescribed by the OMTES is as follows:

**Table-4.21**  
**Monthly Dietary expenses of students**

Sl. No.	Materials	No. of time	Quantity/time	Price/KG	Amount/day/student	Amount /month/student
1	Rice	4	250 gm	Rs. 2.00	Rs. 1.00	Rs. 30.00
2	Dal	2	40 gm	Rs. 75.00	Rs. 6.00	Rs. 180.00
3	Vegetable	2	133 gm.	Rs.15.00	Rs. 4.00	Rs. 120.00
4	Oil		15 gm	Rs.80.00	Rs. 1.20	Rs. 36.00
5	Salt and fuel	-	-	-	-	Rs. 40.00
6	Mutton /Egg	Weekly once	-	-	-	Rs. 69.00
7	Breakfast/Tiffin	-	-	-	Rs. 3.00	Rs. 90.00
	Total	-	-		-	Rs. 565.00

During the study, it was reported that the students in the hostel have been provided biscuits / suji in the Break fast/Tiffin. In lunch and dinner, rice, dal , mixed curry are being supplied every day. The students are provided with mutton once in a month and chicken twice. Eggs are supplied twice in a week. On interaction with the CCA of both the hostel, it is reported that the student of the hostels are assigned with the responsibility to supply the materials to the CCA basing on the number of students present in the hostel. However, it was found that except rice, other cooking items are being supplied less than the norms fixed by OMTES. A student complained that the food given to him is not sufficient. The hostel superintendent should check the quantity of the materials given to the CCA once or twice in a week to confirm that the quantity is at par with the prescribed amount.

#### 4.3.6.3 Health facilities

Health check up of the students is being done once in a month by Mobile Health unit. A First Aid Box is available in the hostels. Commonly found ailments among the children are Malaria and cough and cold. The serious students are admitted in the Govt. hospital, Keonjhar.

There are 2 bore wells, three tube wells in the EMRS to provide drinking water to the staff and students of the school. Both the cook cum attendant and staff of the school intimated that ground water is not pure. White sediments are found at the bottom of the container. Therefore, a filter tank has been constructed in side the campus of the EMRS nearer to the staff quarters. In the school, students are using water from an Aqua Guard installed in the school. The impurity of the water should be examined /tested, if the ground water contains any harmful chemicals/ materials and remedial measures may be taken to provide pure water to the students and staff of the school.

There should be one sick room for each hostel with sufficient medicines for imminent disease and preliminary treatment of the sick student. It may be mentioned that such a room is highly necessary for the girl students. Two temporary pharmacists (one male and one female) may be posted in boys and girls hostel respectively.

#### 4.3.7 Extra curricular activities.

Report received from the school reveals that the students of the school are being encouraged to have extra curricular activities such as debate, song, quiz, essay, gardening, painting, sports etc. and also allowed to participate in the competitions organized by different organizations. The students of the school participated in painting, G.K., Essay and Debate competitions organized by the Jharbesela School, Keonjhar. But none of the participant of the school has been awarded any prize. A Board with a caption "Wall Magazine" has been fixed on the wall at the entrance of the school containing the songs, arts and stories written by the students. This is a good idea. But no periodical magazine/ Souvenir have been published on behalf of the school. This should be encouraged.

Both Boys and Girls Kho-Kho team of the school participated in the District level school autumn meet 2006-07, 2007-08, 2008-09 and 2009-10, 2010-11 and each year the team was awarded Champion trophy.

In the State level athletic meet, one student of the school was participated in the year 2006-07, 10 students participated in the year 2007-08, 9 students participated in the year 2008-09 and 9 students participated in the year 2009-10 and 11 students in the year 2010-11. Miss Puspalata Mohapatra was selected for all India sports competition held at SAIFAI, U.P. in the year 2006-07. Another student of the school namely Miss Malati Majhi was also selected for All India spots competition held at Aurangabad, Maharashtra in the year 2007-08. One student, Sri Prabhanjan Nayak of this school was selected for participating in All India Rural Sports competition held at Amritsar, Punjab in the year 2010-11.

Students of this school are regularly participating in the District level Independence Day Parade. In the year 2007, the school acquired First position and the PET Sri S.K. Mallick got best teacher award in Keonjhar Dist. The school participated in the cultural programme in the Adivasi Mela in the year 2010 and was awarded seal by the Honourable C.M.

The students should be encouraged taking part in different social activities and to be enrolled under NCC and NSS activities. Periodical competition on different extra curricular activities such as essay, debate, painting competitions should be arranged and top three competitors should be given prizes.

A Committee may be constituted under the chairmanship of the Principal of the School to plan and organization of the sports and other extra curricular activities during the academic year. Funds may be placed in favour of the EMRS for such activities by OMTES after considering the requirement placed by the Committee.

#### **4.3.8 Facilities to the teachers in the School**

All teachers engaged in the School are appointed on contractual basis which has always been a matter of great discontent among them. All teachers except the Principal have expressed their displeasure over their Salary and Service Condition (Contractual Appointment).

The consolidated salary of the Principal is Rs. 29, 000/- per month, that of PGTs is Rs. 14, 210/-, TGTs is Rs. 13, 485/-, PET is Rs. 7, 540/- and that of Laboratory Assistants is Rs. 13, 485/-. There are 19 numbers of quarters available in the EMRS while 34 teaching and non-teaching staffs are working in the School. Quarters have been constructed for the Principal, vice principal (with 2 bed room, drawing and kitchen with dining space) separately, 16 family flat quarters ( four quarters with two bed rooms and four quarters with one bed room). Apart from that, 8 Bachelor flat quarters have been constructed (one bed room with kitchen). There is a watchman shed inside the campus of the EMRS. But the same is now being used as staff quarter. Therefore, at least 15 quarters need to be constructed for providing accommodation to the rest of the staff( 3 teaching and 6 non teaching) staying out side the campus at a distance of 3 K.M from the School.

#### **4.3.9 Maintenance of Registers**

The Team has verified different kinds of registers maintained at the school which includes Cash Book, Medical Register, Visitor's Register, Attendance Registers of Students, Attendance Register of Teachers and General Stock Register, Students enrollment registers. Of the above-mentioned registers, teacher and student attendance registers and student's enrollment registers are maintained properly. But cash books and file registers were not maintained properly. Though amount entered in the cash book does match the audited figure of income and expenditure, yet the head of the account from which funds received were not maintained. Similarly in the file register, there is no indication about date of receipt of letters and put up for orders and also date of their disposal.

Therefore, both concerned clerks should be given accounts as well as office record maintenance training. The Librarian may not be given charge of a clerk to maintain office registers etc for which both the work i.e. library and office work will be hampered. In the school one post of librarian and one post of clerk should be created and posting may be given accordingly for smooth functioning of the library as well as office work. Marks obtained by students of all classes in all examinations have been maintained in a register maintained year wise. However, progress reports are not being prepared and supplied to the students. This should be taken care of and Principal of the school may be instructed to maintain the issue of progress report to each of the students after each examination.

#### **4.3.10 Role of School Management Committee:**

The EMRS, Ranki, Keonjhar was established in the year 2001 and was functioning in the High school Building of ST & S.C. Dev. Department, Keonjhar as its own building was under construction. After eight years of its establishment i.e. in the year 2009, a Management Committee was constituted at the District level with the Collector, Keonjhar as the Chairman and the Principal of the EMRS as the Member-Secretary. Other members of the Managing Committee are the P.A., ITDA, Keonjhar, Inspector of School (SSD), Sambalpur, E.E. D.R.D.A., Keonjhar, C.D.M.O. Keonjhar, Principal, Dharani Dhara College, Keonjhar, and Head Master, D. N. High School, Keonjhar for proper management of the EMRS, Ranki.

. The Committee meeting will be held monthly in the school premises within First week of each month under the chairmanship of the Collector and all the expenditure of the school for the preceding month shall be approved by the Committee. In the absence of Collector, the P.A. TIDA and in case of non ITDA district (Jajpur), A.D.M will chair the meeting. In no case, the meeting shall be postponed. The quarterly Audit report of Chartered Accountant and Audit report of Govt./CAG Auditors shall also be placed before the Committee and remedial steps taken by them. The following are the Powers and functions of the Managing Committee

1. The Committee will taken care of campus development as well as the kitchen garden of the EMRS
2. The Committee will review the performance of the teaching and non teaching staff on monthly basis and annually up to January of every year and submit report to the Society for extension of their contractual engagement by 15<sup>th</sup> February of each year.
3. The Committee will review and ensure that the ‘Mess Committee’ of the school function properly and ensure involvement of the representatives of the students to purchase quality materials/food stuff, messing and preparation of menu hostels.
4. The committee will approve all purchase for the EMRS and ensure that while purchasing the articles, Govt. Rules and Regulations are followed scrupulously. The Principal of EMRS shall take the prior approval of the Chairman before procuring any article.
5. The Committee will ensure fortnightly health check up of the inmates by the medical staff of the nearest PHC/CHC/Govt. hospital and incidental cost for purchase of medicines etc. shall be borne out of the funds placed in the school for the purpose. The Committee shall also ensure that health care benefits to students provided regularly by NRHM including Mosquito nets.
6. The instructions issued vide Society (OMTES) letter No. 636 dt. 17.8.207 as per the 11<sup>th</sup> meeting of Board of Governors for opening of Joint Pass Book in the name of P.A. ITDA and Principal concerned ( DWO and Principal for non ITDA district) for financial transaction shall be followed.
7. The Committee will chalk out a plan for organizing remedial classes for the students who are poor in subjects like English, Mathematics and Science etc. during summer vacation for better performance of the school in the Annual CHSE and AHSC Examinations.
8. The Committee shall review the progress of academic, co-curricular, extracurricular activities of the students of EMRS.
9. The Committee shall take up any other matter as they would consider proper and conducive for academic development and other all round development of the EMRS.

The details of the meeting of the Managing Committee held are placed below.

After its constitution, the Managing committee met on 29.4.2009, 23.7.2009, 4.2.2010 and on 21.9.2010. Thus, the managing committee met once in every three months, instead of one month as per provision of the constitution of the society. However, the proceedings of the meetings reveal that discussions were held for all round development of the complex as per the provisions of the bye law. Except the Managing Committee meeting held on 6.10.2009 in which the Collector, Keonjhar presided, all other meetings were held under the chairmanship of

the P.A. ITDA, Keonjhar. Some important decisions taken in the meetings of the Managing committee, in brief, are as follows:

Date on which the Managing committee meeting was held	Important decision taken	Implementation
29.4.2009	<ol style="list-style-type: none"> <li>1. It was decided to construct a rest shed for the parents in front of the girls' hostel.</li> <li>2. to fill up the vacant post of Lab. Asst. in Zoology, one male CCA and one female CCA posts</li> <li>3. Installation of deep bore well.</li> <li>4. To send proposals for construction of additional class room, library room, staff common room, staff quarters and supply Lab. Equipments to the ST &amp; SC Dev. Dept.,</li> <li>5. To depute a doctor by CDMO for health check up of the hostel inmates, TA/DA will be borne by the school.</li> <li>6. Provision of mosquito nets/cots/blankets to all inmates</li> </ol>	<p>A shed has been constructed</p> <p>All the vacant posts are filled up</p> <p>Two bore wells have been installed. Additional class rooms, library rooms have not yet been constructed. The laboratory equipments available in the laboratories are not adequate.</p> <p>The Principal has reported that health check up is being done by the Mobile care unit.</p> <p>Mosquito nets, cots and blankets have not been supplied to all the inmates. Some cots were found damaged/ half broken.</p>
23.7.2009	<ol style="list-style-type: none"> <li>1. To purchase laboratory chemicals and equipments</li> <li>2. To have drainage system in the boys and girls hostels</li> </ol>	<p>Not yet fully complied.</p> <p>Under construction.</p>
6.10.2009	Leveling and development of the Play ground	Not yet done.
4.2.2010	Progresses of the previous decisions were discussed.	
21.9.2010	Results of the annual examinations were discussed.	

#### 4.3.11 Parents – Teachers Meetings

Parents and teachers share a common treasure—the student. It is as if they are partners in joint ownership of a valuable corporation. The child they share represents the corporation. If they are to nurture this corporation and ensure its success, they must be intentional about establishing good communication. To develop the communication that will allow parents and teachers to make plans, set goals, solve problems, and establish the relationship that they need in order to have a good partnership, a Parent-Teacher Meeting is required. Parent-Teacher meeting should be used as a platform to make a lasting bond with the parent to increase the likelihood of academic success for their child.

During our study, Principal informed that Parents – Teachers Meetings are being convened regularly to apprise the parents about the academic achievement of their wards, about the activities of the students, their health conditions and their improvement in curricular and extra-curricular activities. However, he failed to show any register or documents indicating the convening of such meetings. However, during visit, the team met 5 guardians of the students of different classes. Interaction with those parents revealed that they prefer EMRS for the education of their ward because of hostel facilities provided in the campus and there is no school with hostel facilities near their villages. They opined that they are all satisfied with the management of the school and hostel. But, they stated that



no intimation is being given to the parents regarding result/improvement of the students by the school and no progress report / result of the either monthly, half yearly or annual examination is issued to the parents/local guardians. They demanded that this should be done. Meeting with parents by the Principal in presence of teachers should be held regularly, quarterly or may be in a year. Parents/Guardians are allowed to meet their wards. Students should also be allowed to leave the school in long holidays and also other than holidays with permission of the Principal. There is a rest room for the parents/guardians of the girl students inside the campus of the EMRS.

#### 4.3.12 Parents' Literacy Level

The following table speaks about the literacy level of the parents of the students of EMRS, Ranki. It has been observed that out of 417 students, 256 have literate parents (61%), 101 students have only literate father (24%), 02 students have only literate mother (0.48%) and 58 students have illiterate parents (14.52%).

**Table-4.22**  
**Parents' Literacy Level**

Class	Total Strength			Parents Literate			Only Father Literate			Only Mother Literate			Parents Illiterate		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
VI	31	30	61	11	22	33	9	3	12	0	0	0	10	6	16
VII	32	31	63	17	10	27	7	13	20	0	0	0	8	8	16
VIII	33	31	64	27	14	41	3	13	16	0	0	0	3	4	7
IX	32	32	64	21	20	41	8	10	18	0	0	0	3	2	5
X	25	22	47	13	16	29	7	2	9	0	0	0	5	4	9
XI	33	33	63	27	28	55	5	4	6	0	0	0	1	1	2
XII	26	26	52	8	22	30	15	2	17	1	1	2	2	1	3

#### 4.3.13 Drop out position in EMRS

Dropout in EMRS, Ranki is found almost absent in the school as enrollment has been done through entrance test and hostel facility is available in the school. Some students left the school only after getting intimation for admission either in Jawahar Navodaya Vidyalaya or Kendriya Vidyalaya. In the year 2005-06 to 2010-11, 26 students left the school after taking admission in class VI/XI. (25 in class VI and one in class XI)

#### 4.3.14 Result Analysis (of class VI –XII) for last 5 years:

Class wise and year wise pass out students from class VI to XII is presented in the table below.

**Table-4.23**  
**Year and Division wise pass out students**

Class	Year	Appeared	First Division	Second Division	Third Division	Failed	% of First Division	% of Second Division	% of Third Division
VI	05-06	60	7	20	33	0	12	33	55
	06-07	60	9	21	30	0	15	35	50
	07-08	60	12	30	18	0	20	50	30
	08-09	61	10	25	26	0	16	41	43



08-09	54	0	7	6	41	0	13	11
09-10	46	9	32	5	0	20	70	10

It has been observed that percentage of First Division in respect of class VI varies from lowest 12% to highest 25 % in the year 2009-10, the trend is thus increasing. However percentage of first division was slightly less in the year 2008-09 than in the previous year. Percentage of second division was found in upward trend till 07-08. Percentage was increased from 33 % in the year to 50 % in the year 2007-08. But in the next two years i.e. in the year 2008-09 and 2009-10, the trend was downward and was recorded at 41 and 40 respectively. Percentage of third division is gradually coming down from 55 in the year 2005-06 to 30 in the year 2007-08. In the year 2008-09 and 2009-10 the percentage of 3<sup>rd</sup> division was 43 and 35 respectively. It can be concluded that the result of the school is improving. But the principal and teaching staffs of the school have to sit together and put more effort to improve the standard of the students of class VI further.

Percentage of first division in respect of class VII in last five years varies from year to year. In no point of time it reaches 50%. However, the percentage of First division was lowest in the year 2005-06 and was highest in 2007-08 (40%). It was then reduced to 35% in 2008-09 and further reduced to 27% in 2009-10. Percentage of 2<sup>nd</sup> division was lowest in the year 2006-07(28%) because 29 % of students got first division. Mark in that year. In the year 2009-10 it was 50%. Percentage of third division remains above 19 in all the years. Percentage of third division came down from 51 % in the year 2005-06 to 19 % in the year 2009-10. No student during last five year was unsuccessful. Thus, it is concluded that results of class VII are gradually improving though not showing satisfactory result.

From the figures given above, percentage of first division in respect of Class VIII remains below 20 in all the years. No improvement trend is marked in this aspect. Rather in the year 2009-10, percentage of first division was 15 lowest during last five years. Percentage of second division remains at or above 26 and percentage of third division remains at or above 36 in all the years. The results in the last five years were dismal and show that no effort has been taken by the teaching staff or Principal of the school to improve the standard of the students. The School Management may find out the difficulties of the students and teachers and take optimum measures for improvement of the standard of the students.

Results of class IX were no way better than that of class VIII. Percentage of first division in respect of class IX remains below 20 in all the years, percentage of second division remains below 30 except in the year 2009-10 where percentage of 2<sup>nd</sup> division stands at 43. Percentage of third division remains at or above 50 % in all the years except 2009-10 when it becomes 40. Thus intensive care should be taken to improve the standard of class XI students.

Percentage of first division in respect of class X was worst in the year 2005-06 and 2007-08. In these years percentage were 8 & 6 respectively. During rest three years the percentage was below 30 but above 17. Percentage of second division remains at or above 26 and percentage of third division remains at or above 25 in all the years. Even, 3 students were failed in the year 2008-09. It can be safely concluded that results of class X were not satisfactory during all the years.

The school got affiliation from CHSE, Odisha in the year 2008. No information with regard to the result in respect of class XI was available with EMRS, Ranki.

First Batch of the students of class XII appeared +2 examinations in the year 2009. In this year result was very poor. Only 13 students out of 51 appeared passed and 41 failed. Of 13 students who came out successful in the examination, no one secured 1<sup>st</sup> division mark. Two stood in 2<sup>nd</sup> division and 11 secured 3<sup>rd</sup> division marks. But in the year 2009-10 the result was tremendous. All 46 appeared the final HSC examination came out successful. Percentage of first division was 20, 2<sup>nd</sup> division was 70 and 3<sup>rd</sup> division was 10. The school should continue their efforts in coming years for improvement of the standard of the students.

The following table indicates subject wise average marks secured by a Class (in the high school level) in different years since 2005-06.

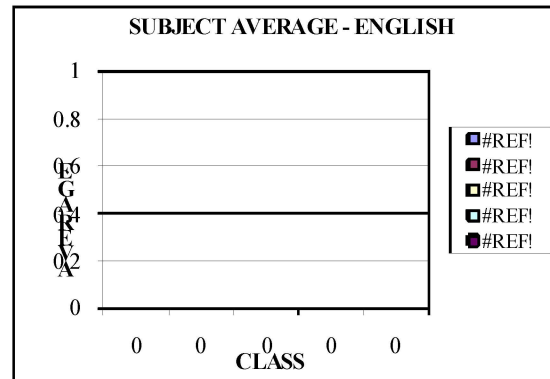
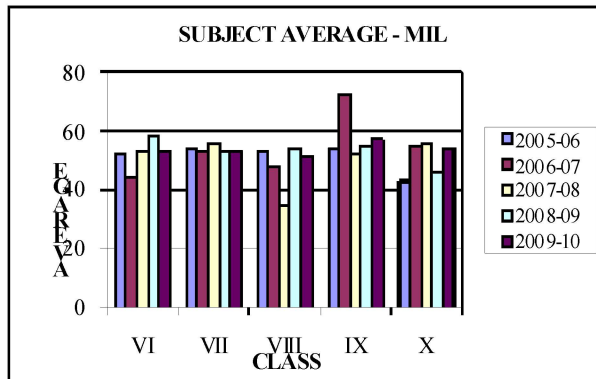
**Table-4.24 (A)****Subject wise average marks secured by students of different classes**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
VI	MIL	52	44	53	58	53
	English	63	45	48	53	44
	Hindi	-	-	-	-	-
	Sanskrit	-	-	-	-	-
	Mathematics	61	37	52	51	56
	Science	66	46	45	53	62
	History	58	55	72	47	47
	Geography	64	65	54	46	46
VII	MIL	54	53	56	53	53
	English	48	56	48	48	39
	Hindi	-	-	-	-	-
	Sanskrit	-	--	-	-	-
	Mathematics	49	53	64	52	57
	Science	51	62	59	54	53
	History	59	61	62	69	79
	Geography	53	59	61	62	81
VIII	MIL	53	48	35	54	51
	English	52	52	37	35	62
	Hindi	81	71	62	43	33
	Sanskrit	79	72	72	51	62
	Mathematics	61	59	65	37	48
	Science	59	68	65	65	39
	History	67	69	57	64	35
	Geography	62	69	57	52	82
IX	MIL	54	72	52	55	57
	English	47	35	37	43	51

	Hindi	47	71	65	65	61
	Sanskrit	48	95	85	43	65
	Mathematics	59	42	53	82	49
	Science	51	51	65	81	54
	History	46	62	54	65	68
	Geography	46	62	54	65	68
X	MIL	43	55	56	46	54
	English	42	52	58	63	37
	Hindi	61	73	73	82	45
	Sanskrit	65	88	74	80	74
	Mathematics	47	60	61	61	44
	Science	41	68	59	73	75
	History	53	59	51	58	63
	Geography	53	59	51	58	63
	MIL	52	44	53	58	53
	English	63	45	48	53	44
	Hindi	-	-	-	-	-
	Sanskrit	-	-	-	-	-
	Mathematics	61	37	52	51	56
	Science	66	46	45	53	62
	History	58	55	72	47	47
	Geography	64	65	54	46	46

It has been observed that average scoring percentage in MIL of students of Class VI and VII remains at or above 50 during all the years except 2006-07 when percentage of class VI was 44. Similarly average mark in MIL of class VIII remains above 50 % except in the year 2008-09 and 2009-10 when the average marks stand at 46 in each year. Further, average scoring percentage in MIL of students of Class IX remains above 50 in all the year whereas that of students of Class X remains above 50 during all the years except 2005-06 when the average marks was 43. The average has never gone below 43.

Similarly, average scoring percentage in English of students of all the classes in all the years remains well below 50 except in 2005-06 (Class VI and VIII), 2006-07 (Class VII and X), 2007-08 (Class X) , 2008-09 (Class VI and class X) and 2009-10(class VIII and IX).In these years the average marks in English of the classes indicated in the brackets were more than 50 % This indicates that the performance of students in English is not at all satisfactory in the High School level. In no case average marks in English in any class has gone below 30.



As far as Hindi as an alternative Third Language is concerned, students of EMRS, Ranki have shown very good results in all the years. The average scoring percentage in Hindi remains well above 60 in all the years for all the classes except in 2009-10 when it becomes 45 in respect of Class X. The average has never gone below 45.

Similarly, as far as Sanskrit as an alternative third language is concerned, the average scoring percentage in it remains well above 50 up to as high as 95 in all the years for all the classes except in 2006-07 and 2008-09 when it becomes 48 and 43 respectively in respect of Class IX. The average mark has never gone below 40.

The average scoring percentage in Mathematics in the class VI to VII was above 50 in all the year except in the year 2006-07 where the average mark was 37 in respect of class VI and in the year 2005-06 in respect of class VII where the average mark was 49. Similarly the average mark in mathematics of class VIII was 50 in the year 2005-06, 2006-07 and 2007-08. But in subsequent two years, the average mark came down to 37 and 48 respectively. In class, average mark in mathematic was below 50 in the year 2005-06 and 2009-10. Except these years the average marks were above 60. Teachers should see that this standard of the students should be improved. This area is to be given more attention by the teachers as Mathematics is one of the most important subjects in School which helps all students in their higher studies in future. It is the only subject in which 100% marks can be obtained and it helps in shaping the division of the students.

The average scoring percentage in Science shows medium degree of variation ranging between 45-66 in class VI, 51-62 in class VII, 39-68 in class VIII, 51-81 in class IX and 41-75 in class X. This indicates good performance in the concerned subject. The average has never gone below 39 in the year 2009-10 in respect of class VIII.

The average scoring percentage in History shows variation ranging between 46 and 79. Except in four occasions i.e. in the year 2008-09 & 2009-10 when the average marks of students of class VI was 47 & that of class VIII was 35 and in the year 2005-06 when the average mark in History in respect of class IX was 46 %, the average marks of the classes from VI to X in History were above 50 % and crossed 70% in the year 2006-07 in respect of class VII. Similarly, average scoring percentage in Geography shows variation ranging between 46 and 81. In the year 2008-09 and 2009-10, average mark in Geography in respect of class VI were 46 and in the year 2005-06, the average mark in Geography in respect of class IX was 46. Except these three occasions, the average marks in Geography in respect of class VI to X stood above 50.

The following table indicates subject wise average marks secured by a Class (in the Secondary School level) in different years since 2005-06.

**Table-4.24 (B)**  
**Subject wise average marks secured by students of class XI and XII**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
XI	MIL	--	--	58	53	59

	English	--	--	35	28	32
	Physics	--	--	48	40	39
	Chemistry	--	--	44	32	32
	Mathematics	--	--	37	35	32
	Zoology	--	--	42	48	41
	Botany	--	--	40	42	36
	I T	--	--	55	43	44
XII	MIL	--	--	--	53	61
	English	--	--	--	30	45
	Physics	--	--	--	36	64
	Chemistry	--	--	--	22	43
	Mathematics	--	--	--	22	46
	Zoology	--	--	--	39	65
	Botany	--	--	--	18	62
	I T	--	--	--	50	53

It has been observed that average scoring percentage in MIL of students of Class XI and XII remains above 50 during all the years. In the year 2009-10 performance of the students of class XI and XII in MIL was highest. The average marks obtained was 59 and 61 respectively. This shows that there has been a consistency in the performance of the students in the concerned subject.

On the contrary, the average scoring percentage in English always remains below 50. The average marks were within 28 to 45. This indicates, students are continuously showing poor performance in English and it is the high time to take suitable steps to increase their standard in English.

The average scoring percentage in Physics shows that it has never gone above 50 except in the year 2009-10 when the average mark in physics of class XII was 64. This indicates poor performance of the students of class XI and XII. Teachers of the school should take care of this. Standard of the students required to be improved. Other wise the aim of the establishment of EMRS will be defeated.

The average scoring percentage in Chemistry shows that it has never gone above 50. In the year 2008-09 and 2009-10 average mark in chemistry in respect of class XI was poor i.e. 32 only. The performance of the students of class XII was poorer than that when their average mark in chemistry in the year 2008-09 was 22 only. Performance of students in Chemistry is not eye-catching and hence, more emphasis must be given on this subject.

The average scoring percentage in Zoology indicates poor performance of the students. It varies between 39 and 65. However, the average scoring percentage of class XII in the year 2009-10 was good and it reaches 65. However more attention and suitable steps may be taken to bring improvement in the performance of the students.

Similarly, the average scoring percentage in Botany also indicates very poor performance of the students. It varies between 11 and 29. The average has never crossed 30 which is an indication of poor performance. This area also needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

The average scoring percentage in Mathematics indicates poor performance of the students. It varies between 22 and 46. The average mark has never crossed 50 which is an indication of poor performance. This subject also needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

The average scoring percentage in Information Technology indicates average performance of the students. It remains above 40 in all the years even as high as 62 (2009-10 in class XII) except once i.e. in 2008-09 (class XII) when it becomes 18 only. This area also needs more attention and suitable steps may be taken to encourage the students for consistency in results.

In IT subjects the scoring percentage was good. In class XI, the students have scored highest average mark at 55 in 2007-08 and lowest at 43 in the year 2008-09. However, the scoring average of class XII in two years i.e. 2008-09 and 2009-10 were consistent i.e. 50 and 53 respectively. This is however a good result.

#### **4.3.15 Visit and Inspection of Higher Authorities/VIPs**

The school has been visited by the Collector, Keonjhar, and P.A. ITDA and SI of schools, SSD, Sambalpur several times to observe the activities of the students and staff of the school. The school has not maintained a visit register. However, in his report, the Inspector of School (SSD), North zone Sambalpur, expressed his satisfaction on the performance of the teachers of the school and facilities available in the school for the students. It suggested that the Members of the Management Committee, especially the educationist selected as member of the Committee may visit four times in a year to assess the quality of the teaching being imparted to the students and problems of students should be sorted out for their solution.

#### **4.3.16 Problems of the Teachers**

Teachers engaged in EMRS, Ranki are well educated and well acquainted with the teaching methods applicable for tribal students. But all of the teachers have expressed dissatisfaction over their service condition (contractual appointment) and salary (consolidated). They are capable of imparting good teaching to the students but their spirit and enthusiasm are diminishing due to their frustration regarding their service condition and salary. They even expressed that had they been the permanent teachers with regular scales of pay, they would not have searched for any other job. It was also observed that some of the teachers are applying for the posts of teacher or lecturer only because of the uncertainty in their job in the school. Some times the teacher after getting appointment in EMRS left the job after two /three months if he /she gets job in other schools. As a result students suffer till new teacher is appointed against the vacant post.

On the other hand, this indicates that the teachers are losing interest from this profession. It is therefore, suggested that the teachers engaged in EMRSs may be made permanent with regular scale with other service conditions applicable to other teachers of SSD Department. To check the out-flow of good teachers, we must be careful from right now and to strengthen the model schools with the help of such teachers, we must take steps to make them permanent with regular scales of pay.

In EMRS, Ranki, acute shortage in quarters for the teachers has been observed. Three numbers of teachers are compelled to stay out side the school campus due to lack of staff quarters. At least 10 more staff quarters need to be constructed for accommodation of the left out teachers, laboratory assistants and night watchman of the school.

Further, all the teachers unanimously requested to exempt them from taking the mess charge. They have complained that due to this charge, their valuable time (one month) is wasted in maintaining the accounts of the mess. Lady teachers, when kept in mess charge, are compelled to go out side to lift the rice and purchase the food materials. This has created difficulties for them to manage the mess and their valuable time is wasted which could have been utilized for the academic improvement of students.

It is suggested that a Mess Manager may be appointed who will be kept in charge of the mess of the hostel. A Committee under the chairmanship of the Principal may be constituted taking at least 2 teachers from amongst the PGTs and 2 from amongst the TGTs. The mess manager will be answerable to the Committee. This will free the teachers from their involvement in the day to day messing activities. Teachers, both male and female, will continue to be the Hostel Superintendents who will look after over all activities of the students. However, a teacher should not be the Hostel Superintendent for more than 3 consecutive years.



Some of the teachers complained about non-provision of reference books by the School to them which hinder their academic improvement. It is therefore suggested that sufficient reference books should be provided to the teachers along with the course books. Some of them are of the opinion that orientation training should be provided to the teachers periodically to improve their potential. Almost all the teachers said that they have no difficulty in teaching S.T. students.

#### **4.3.17 Problems of Students**

The study team interacted with 70 randomly selected students @ 10 students of each class through questionnaires method. Apart from these students, the study team also interacted with other students (both boys and girls). The intention was to know about the quality of teaching, quality and quantity of food provided to them, quality of civic amenities and facilities provided to them in the hostels, interaction of teachers with the students, physical, mental and sexual harassments if any by the teachers, their improvement in curricular and extra-curricular activities etc.

To the greatest satisfaction of the study team, not a single complain was received from any of the students regarding misbehavior and physical, mental and sexual harassments. However, some students replied that teachers give punishment if home work is not done in time. This indicates that a good environment prevails in the School Campus. Students are cooperative, well-mannered and mutually inclusive. No complain was received regarding quality of teaching and involvement of teachers in the development of the students. No complain was received regarding quality and quantity of food provided to the students. Some students informed that a bag-full of rice was replaced immediately after it was found to be unhealthy for the students. All the students expressed their satisfaction on quality of food.

However, all the students complained regarding non-provision of cots, good quality of mosquito nets and blankets to them. It has already been mentioned that there is an immediate need of 52 cots for the students. Due to non-provision of sufficient cots, students are either compelled to sleep on the floor or to adjust in beds of other students. This has always been a matter of discontent among the students. Students in the hostel should be provided with study table, chair and a lamp so that they can read and write comfortably.

Complains made by the students was poor maintenance of latrines and bathrooms. The study team witnessed the poor condition of the lavatories in all the boys' and girls' hostels. The repairing and maintenance part of the lavatories is severely neglected which compels the students to go out of the School Campus to meet their nature's call. Doors of latrine and bath rooms are found half-broken making such facilities meaningless. PA, ITDA, Keonjhar may be instructed to take immediate steps for repairing and maintenance of the lavatories in the hostels. The rooms, lavatories and campus of the hostel should be kept clean. Water supply system available in the hostels is also in a very poor condition. As the ground water contains harmful minerals, the PA, ITDA, Keonjhar may be requested to get the bore well water tested by the authorized laboratory and make safe drinking water available to the students and staff of the EMRS, Ranki. If possible town pipe water system may be extended to EMRS Ranki so that the staff and students will get safe drinking water.

Most of the students complained about the poor voltage and negligence of School authorities in replacement of fans and tube lights, if become out of order. A generator may be provided to be used in case of power cut or fluctuation of voltage.

#### **4.3.18 Observation and Suggestions**

##### **Infrastructure Development**

- The school is running with classes from VI to XII with 60 number of student in each class. Thus each class should be divided into two sections with 30 students each. As such 14 class rooms are required to accommodate the students from class VI to XII. In stead, there are only 6 class rooms in the school. Due to shortage of class rooms, one class is functioning in the Zoology laboratory. Similarly there is no library room, study room, students' common room, auditorium in the school. There fore, it is suggested at least 10 additional rooms required to be constructed for the above purposes. Besides, class XI and XII are functioning in one floor with the students of class VI to class X. There should be a two storied building where M.E school and High school may function in one floor and +2 classes may function in other floor.

- Steps may be taken for immediate repair of broken windows and defunct toilets.
- The staff strength of the school is 34 but at present there are only 19 quarters in side the campus of the school. All the staff should be supplied with quarters. 15 more quarters are required for accommodation of total staff of the school.
- The office of the school is now functioning in the store room. Another room may be constructed for the office room
- The laboratories and library should be well equipped with the required no. of apparatus and furniture.
- A waiting room should be constructed for the parents/guardians of the student of Boys boarders.

#### **Facilities provided to the students**

- In the hostel cots, mosquitoes, blankets are not supplied to all the students. Some students are residing in the hostel by sharing cots, mosquitoes and blankets with others and some of them are sleeping on the floor. The broken cots, torn blankets and Mosquito nets, broken windows, fans and lights should be replaced immediately. All the students should be supplied with cots, medicated mosquito nets and blankets.
- A table, a chair and a table lamp may be supplied to each hosteller so that they could read and write comfortably as reading or writing on the cot or on the floor may affect the spinal chord of the student.
- Chocked latrines and bath rooms should be repaired immediately and be kept clean.
- The students of +2 classes should not be allowed to stay with the students of the lower classes.
- Since 20 students are doing practical classes in a batch, at least 5 demonstration tables may be supplied for each laboratory. The frequently used apparatus, such as titration tube, flasks, acids etc may be kept on the table. Students may receive other materials from the laboratory assistant when ever required.

#### **Provision for training to the staff of the School**

- The junior clerk cum Librarian of the school is now doing the job of clerk and librarian and also maintaining records and registers. The librarian should be given exclusively the charge of the library and a clerk with accounting knowledge being posted in the EMRS. It is observed that the present clerk cum librarian has not taken the accountancy training as a result he is finding it difficult to maintain such registers/accounts of the school. He should be given training on accountancy.

#### **Health check up**

- A sick room may be constructed in each hostel in which common medicines could be kept.
- Since the ground water contains certain impurities, the water may be examined suitably and remedial measures may be taken to supply pure drinking water to the students.
- As a sick student especially girl student need immediate treatment, two pharmacists, one lady and one gent may be contractually appointed in the hostels of the EMRS for the treatment of the students.

#### **Coaching classes/ tutorial classes**

- Now coaching classes are being taken for all the students of the school. As the number of students in regular classes and coaching classes are same, it may not be possible on the part of the teacher to give special attention to the weaker students. Therefore Coaching classes may be taken for the students who are found weak in their subjects. It is therefore, suggested that coaching classes may be taken for the weaker students. If possible tutorial classes having a small group say, 10-15 students may be taken and included in the school routine.

### **Issue of Progress reports to the students and Guardians.**

- Progress report of all the examination should be sent to the parents/ guardians/local guardians of the student with the comments regarding his/her weakness etc relating to any subject. Concerned student should be well advised to improve his/ her standard. This should be done cordially.
- The Principal of the school should check up the progress of the students every month, discuss with the concerned subject teacher and take steps to improve the standard of the student. This aspect may be discussed with the parents in Parent-teacher meeting held quarterly

### **Monitoring of management of the Mess**

- No teacher of the school should be given charge of the Hostel Superintendent. Separate post may be created for this job.
- The Hostel Superintendent should supervise the management, cleaning of the hostel. He/ She should see that that the daily routine of the hostel is meticulously observed by the students.
- He/she should see that periodic check up of health of the students is done in time.
- In and out movement of the students should be checked by the Hostel Superintendent and a register may be maintained accordingly.
- A telephone may be provided in the room of the Hostel Superintendent inside the hostel.
- The Hostel superintendent should check up the quantity of food stuff being given to the CCA by the Mess Committee periodically and ensure quality food to the students. Any deviation noticed should be intimated to the principal for verification by the Managing Committee.

### **Maintenance of registers**

- Accounts training may be provided to the Jr. Clerk who has been entrusted to maintain account register.
- A visit register may be maintained.
- The office room is now functioning in the store room. A separate room may be constructed for the office

### **Vocational training and cultural activities**

- Immediate steps may be taken to impart vocational training in different trades to the students. After training is over, kits may be provided to the pass out students to be used in earning their livelihood. They may be well informed about the future of the trade in which he /she gets training.
- A Song/Art teacher may be posted in the EMRS to take such classes for the interested students in that line. Funds may be placed in favour of the EMRS to take cultural activities in the school. Best student in the cultural competition should be awarded by the Managing Committee.
- If possible, a Cultural Committee may be constituted under the chairmanship of the Principal of the School taking two teaching staff of the school who will chalk out plan for sports and cultural activities programme of the school for the year.

### **Magazine/ Annual report**

- A School Magazine and an Annual Report may be published annually by each EMRS.

### **Improvement of the Play ground**

- Steps should be given to improve the condition of the play ground. A gardener may be posted for development of the campus area of the EMRS.

#### **Salaries and training to the teaching staff.**

- Regular scale of pay may be allowed to all the staff of the EMRS instead of consolidated salary. The appointment of the teaching staff should be made regular in stead of on contractual basis.
- The performance of each staff should be reviewed annually. An administrative guide lines/ regulations may be prescribed for the staff of the EMRS. Refresher training need to be given to the students from time to time.
- Arrangements may be made for visiting of subjects experts to guide the teaching staff.
- A PET is appointed in the EMRS to provide physical education training to the students. He is also trained in Yoga. But two Yoga trainers (one male and one female) have been appointed with remuneration of Rs 4500/- per month each to impart Yoga training to the students. But the principal of the School opined that the performances of the said trainers are not up to the mark. Therefore, it would be better if the PET will be asked to impart yoga training to the students with an additional allowance of Rs 2000/- per month. as such an amount of Rs 7000/- will be saved and can be utilized for other developmental activities.

#### **Inspection of the school**

- Among others, two educationists, one E.E. and concern CDMO should be taken as the members in the Managing Committee. Therefore, such members of the Managing Committee may like to visit /inspect the School and hostels to evaluate the management of the school/hostels and also to asses /check up the quality of education/ health and sanitation being provided to the students and report to the Managing Committee for further action. In turn, the Managing Committee will take action under intimation to OMTES.

#### **Other matters**

1. Inter EMRS competition on extra-curricular activities such as sports/songs/arts etc. may be arranged.
2. Science exhibition in the school may be arranged.
3. The students should be taught about eco-friendly environment and there should be a green/forest club in EMRS.
4. Seminars on National problems and topics may be organized among the students by inviting experts / NGOs having expertise in the matter. Prizes may be awarded to the successful students in those activities.
5. Science magazines and digests on current national/ international events may be purchased and supplied to the library for the benefit of the teachers/ students.
6. Internet facilities may be made available in the IT Laboratory.
7. Information regarding higher studies /trades, especially after +2 courses may be displayed in a board along with advertisements published in the news papers/or by down loading from internet etc so that interested students can apply for the same. The Librarian may be kept in charge of this duty.
8. Track records of ex -students may be kept in the school. They may be encouraged to contact the school for the help they need to continue their studies. Well placed ex- students may be invited to the school to guide their juniors. Next batch of the school may feel encouraged for the success of their seniors and interacting with them.
9. In order to develop the campus of the school ,a gardener may be appointed
- 10 Water harvesting system may be introduced in the EMRS to conserve water.
- 11 Pass books of the students should be collected once in a month and get updated in the concerned bank
- 12 An IIT trained technician may be posted for maintenance of electricity and water supply system.

#### **4.4. Profile of Ekalabya Model Residential School, Siriguda, Rayagada**

##### **4.4.1 Location Year of Establishment Recognition Status:**

The Ekalavya Model Residential School, Siriguda was established at Siriguda, Rayagada dist. in the year 2001-02. Initially, the school was functioned in the premises of Govt. High School, Kujendri, Rayagada and shifted to Siriguda in the year 2007 after its up gradation to class XII. The Institution is situated at the foot of Siriguda hill range at a distance of 7 K.M. from the district head quarters. The school comes under Halua G.P. It is 3 K.M. away from G.P, 5 K.M. away each from Keonjhar Block Head quarters, the sub divisional head quarters and from the Rayagada Police Station, 4 K.Ms away from Rayagada bus Stand and 7 K.M. away from the Rail way station. Nearest health centre is at Rayagada which is 6 K.M. away from the school. It has own boundary wall inside which school building, Hostel building, staff quarters, power grid have been constructed. The EMRS, Siriguda is established in thickly concentrated tribal pockets of the State.

EMRS, Siriguda has been recognized by the Board of Secondary Education, Odisha and Council of Higher Education, Odisha in the year 2005 and 2009 respectively. The quality of the management system of the school has been assessed and confirmed to that of ISO 9001-2008 on 5.5.2010 by the registered Firm namely JAS-ANZ, authorized by SSD Department vide certificate No. QMS/JAS-C 1722/0176 Code No. 84/8423.

#### 4.4.2 Creation of Educational Infrastructures

The EMRS, Siriguda spreads over an area measuring 14.41 acres of land provided by the Govt. in the year 2007. It has its own boundary wall inside which school building, hostel building, staff quarters, power grid have been constructed. The EMRS, Siriguda is established in thickly concentrated tribal pockets of the State .The area of the school building is 1329 .38 sq. meters and the area of the hostel buildings (girls' hostel) is 3539.765 square meter. Construction of Boys hostel is in progress. It is being constructed over the area equal to that of Girls' hostel. The land has been transferred to the School by the district administration. The school is actually established and functioning with effect from 2001. Temporarily the school was functioned in the premises of Govt. High School Kujendri and the Institution was shifted to its new building Siriguda in the year 2007. In the same year +2 Science stream was opened in the school for the higher education of students. The infrastructure of the school has been developed with funds from different sources. An amount of Rs. 454.44 Lakh has been sanctioned in favour of EMRS, till the end of 2009-10 for infrastructure development of the School as mentioned below:

**Table-4.25**  
**Construction and Repair work of EMRS from 2005-06 to 2010-11**

<i>Rs. in Lakh</i>					
Sl.No.	Year	Work done	Amount Sanctioned	Sourcefrom which funds utilized	Executive agency
1	2005-06	Construction of EMRS Siriguda	270.00	Art.275(I) of the constitution	OCC
2	2007-08	Construction of Boundary wall	48.00	Art. 275(I) of the Constitution	ITDA
3	2008-09	Construction of 1 <sup>st</sup> floor of the school	60.00	RLTAP	ITDA
4	2009-10`	Repair and maintenance of EMRS, Siriguda	20.00	Non-Plan	ITDA
5	2009-10	Construction of Boys hostel building	48.90	OMTES	ITDA
6	2010-11	Development of campus of EMRS, Siriguda	7.54	NREGS	
			<b>454.44</b>		

(Source: ITDA, Rayagada)

Besides, Rs 454.44 Lakh, a sum of Rs. 10.00 Lakh has been sanctioned by the Collector, Rayagada (**Dist. window**) for construction of a road from the PWD road to Barijholra Village via EMRS, Siriguda.

The school is a two storied building. Since the boys' hostel is under construction, it is functioning in the first floor of the school and the school is functioning in the ground floor. After completion of the hostel building, +2 classes will be shifted to first floor of the school building. Principal of the School reported that it will take 3 more months to complete the hostel building now under construction.

The school building has 8 class rooms measuring 9mX 7.2 m) each, 5 laboratories(12mX7.2m each) for the each science subject i.e. Physics, Chemistry, Botany, Zoology and I.T(9mX7.2m)., one library room ,one teachers common room and two lavatories Drinking water is being supplied to the students and teachers in the school through pipes from a bore well. The class rooms are provided with table and benches for 60 students. Electricity has been supplied to the school. But the voltage is not stable. Students and teachers suffer due to low voltage. The class rooms are provided with benches and tables for all the students. Each class room has 6 fans and 8 tube lights. Three demonstration tables are provided to each laboratory i.e. Physics, Chemistry Zoology and Botany. Six students do experiments on one table. But to perform experiments comfortably, two more experiment tables are required. It was observed that there is no table and chair for the Lecturer or Lab. Asst. in the Practical classes. Apparatus supplied to the laboratories are not sufficient.

There are two separate hostels for boys and girls students of the School inside the school campus. The hostel for girls is named as Kalpana Chawla Girls hostel and for boys it is named as Dr. Ambedkar Boys' hostel. The girls' hostel is exclusively managed by the lady teachers with the help of 4 lady CCAs. Entry of gents is strictly prohibited there. While the girls are residing in the hostels constructed for them, the boys boarders are residing in the first floor of the School. The hostel building for boys is under construction. The principal of the school informed that the construction work will be completed by the end of May, 2011. The intake capacity of both the hostel is 210 students each. However, during visit it was found that 175 students were residing in girls' hostel. In the boys hostel 186 no. of students were residing. The girls' hostel is a double storied building. In the ground floor the hostel has 4 dormitories (35' X 25') and 6 rooms (8' X 8' each). No. TV is fixed in the recreation hall. A hall is used for yoga class (35' X 25'). The hostel has a store room of (8'X8') size, one kitchen room and a dining hall without table and chair. Four rooms in the ground floor have been provided to 4 CCAs In the first floor there are 4 dormitories (35' X 25') and 7 rooms for the students. The recreation hall is in the first floor of the hostel with a TT table (35' X 25'). No TV is provided in the recreation hall. There are two tube wells in the campus of the EMRS. One Aqua guard is installed in the school. Drinking water is being supplied from the bore well.

A tube well is installed inside the boundary of the hostel. Drinking water is being supplied from the bore well with a over head tanks. An aqua guard is installed in the dining hall of the hostel. No water harvesting structure is available in the hostel/ school. There are 32 latrines (16 in the ground floor and 16 in the first floor). However, two of them are found blocked which are under repair. There are 8 wash basins in the hostel (4 in the first floor and 4 in the ground floor) and all were found in order. The sick room in the hostel is now allotted to the Lady Yoga teacher. First Aid Box is available in the hostel. There is no waiting room for the parents of the students. As stated above the first floor of the school building is used for the boy boarders. It has 8 dormitories (35'X20'), one conference hall (60' X 105') and one store room. There is no store room and dining hall. The students use to take their food out side the building in open field. Some takes their food in the half constructed hostel building. One tube well is going to be installed in front of the boys' hostel building. Students are using water for drinking purpose from the aqua guard installed in the school. There are 4 wash basins in the school. Two of them are not functioning.

The EMRS provides reading and writing materials, one pair of school uniform with boot, tie, belt and ID card etc. Cot, mosquito nets, sattaranji, blankets, utensils soap, oil are also being provided to the students. A Doctor visits school twice in a month to check the health of the students. First Aid Box is available at school. The Principal informed that there is a proposal for the preparation of health card for each inmate of the EMRS.

Total 14 staff quarters have been constructed, one for the Principal, one for the vice principal, four family quarters and 8 bachelor quarters (all are single quarters).

The play ground exist inside the campus is not developed.. The ground is not conducive for organizing any sports/ athletic events either in rainy season or in summer. However, the Principal of the school has informed that he is trying to prepare a play ground for cricket/foot ball and hockey in side the campus of the EMRS.

#### 4.4.3 Funding Pattern

As per the bye law, the Society is eligible for accepting donations, contributions and grants from individuals, institutions, industrial and business houses and Govt. including foreign donors.

Government in SSD Department, Odisha and Government in MoTA, India are providing funds (both recurring and non-recurring) for functioning of EMRS. The funds are placed with the School Authority through OMTES and Principal of the concerned School looks after the utilization of the funds received from OMTES.

The following table indicates the year wise totals of allotment, expenditure and balance of funds relating to EMRS, Siriguda during the last 5 years.

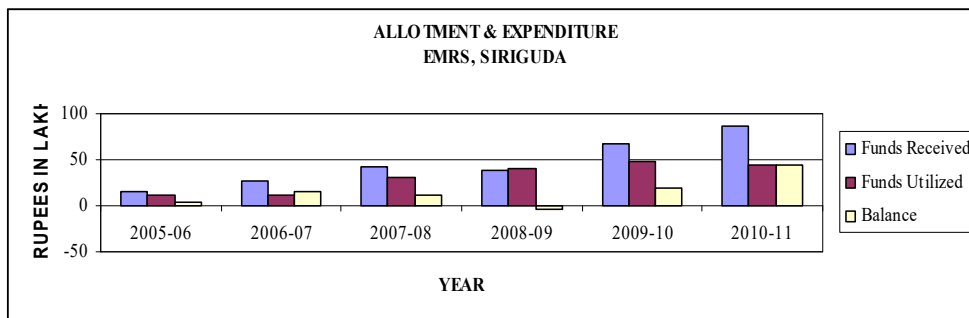
**Table-4.26**  
**Year wise Allotment, Expenditure and Balance of funds of Siriguda EMRS**

*(Rupees in Lakh)*

Year	Funds Received	Funds Utilized	Balance	% of Utilization
2005-06	14.80	10.83	3.97	73.18
2006-07	26.57	11.74	14.83	44.19
2007-08	42.39	30.79	11.60	72.64
2008-09	37.95	41.09	- 3.14	108.27
2009-10	67.70	48.66	19.04	71.88
2010-11	87.01	43.45	43.56	49.94

From the table, it is observed that although sufficient funds have been placed with the EMRS, Siriguda and there is every need of spending funds for the earmarked purpose like purchase of teaching materials, stipend for students, repairing of hostel and school buildings etc, yet the authorities have failed to spend such funds for the earmarked purpose and accordingly, the balance funds remained unutilized increases every year.

Percentage of utilization of funds was highest (108.27) in 2008-09 where as that was lowest (44.19) in the financial year 2006-07. The study team requested the school authority as well as PA, ITDA, Rayagada to utilize the allotted funds meant for specified purpose within a stipulated period of time.



The Institution gets funds from State Government through S.I of schools towards Mid Day Meal and from CHSE for conducting examination. In the year 2008-09 Rs.60 Lakh was sanctioned for development of school under RLTA.

#### 4.4.4 Staffing Pattern

The EMRS, Siriguda is running with one Principal, 8 PGT, 8 TGT( including one Hindi teacher, one Sanskrit teacher), one PET, 4 Laboratory assistants, , one clerk, one data entry operator, one peon, two Night watchmen, and 7 CCA. Two TGT, three clerks and one CCA post are vacant. The teacher -pupil ratio is 1:30. The Principal of the school has been holding his office for last one year and 5 months. He is an MA, Ph D with LLB qualification. He is posted on contractual basis with the consolidated salary of Rs 29,000/- per month. Eight number

of Post graduate teachers have been engaged in the school for imparting quality education to the students. All the PGT teachers have Master degree qualification and are appointed on contractual basis with consolidated salary of Rs. 14,210/- per month. Seven TGT posts, including Sanskrit and Hindi teachers, have been filled up by selecting teachers with suitable qualification. Among seven numbers of TGTs, one TGT (SC.) is an M Sc with B Ed, two are M.A. with B Ed and two are BA, B Ed. The Hindi teacher has acquired MA, PGDT qualification. They are all experienced and have been given appointment on contractual basis with consolidated scale of pay of Rs. 13,483 per month. The PET of the School is also a qualified person belongs to General category. He is B.A. with B P Ed. Among four laboratory Assistance appointment in the school, one is M Sc and other three are B Sc They are also appointed on contractual basis with a consolidated scale of Rs 7,540/- per month. Qualification, age, sex, cast, period of service and scale of pay of the teaching staff is mentioned below:

**Table-4.27**  
**Details of Teaching Staff**

Sl. No	Post	Qualification	Age	Sex	Caste	Period of service	Previous experience	Salary /month	Type of service	Whether taken in-service training
1	Principal	M A M Phil PhD LLB	62	male	OBC	One yr.5 months	Acted as OSD, GIET, Gunupur	29,000	Contractual	No
2	PGT (Physics)	M Sc	26	Female	Gen	Two years	-	14,210	-do-	No
3	PGT (Botany)	M Sc M Phil	29	Male	S.C.	3 yrs 7 months	-	14,210	do	No
4	PGT (Zoology)	M Sc M Phil	35	Female	S.C.	3 yrs 7 months	-	14,210	do	No
5	PGT (Odia)	M A M Phil	31	Male	SEBC	5 yrs	-	14,210	do	No
6	PGT (English)	M A M Phil	31	Male	S.C.	4 yrs	-	14,210	do	No
7	PGT (Math)	M Sc	24	Male	OBC	1 yr. one month	1 yr. at RCST BBSR and 1 yr. in KBRC Cuttack	14,210	do	No
8	PGT (IT)	M.C.A	29	Male	Gen	4 yrs	-	14,210	do	No
9	PGT (Chem)	M Sc B Ed	30	Male	S.C.	3 yrs 6 months	-	14,210	do	No
10	TGT (Math)	B Sc B Ed	30	Male	OBC	6 yrs 5 months		13,485	do	No
11	T.G.T. (Science)	M Sc B Ed	31	Male	Gen	2yrs 8 months		13,485	do	No
12	T.G.T. (Science)	B Sc B Ed	29	Male	Gen	1 yr. 4 months				No
13	T.G.T. (English)	MA B Ed	35	Male	Gen	6 yrs 4 months		13,485	do	No
14	TGT (Arts)	M A B Ed	33	Male	Gen.	7 yrs		13,485	do	No
15	TGT (S.S.)	B A B Ed	35	Female	S.C.	6 yrs 3 months	4yr.SS	13,485	do	No



		DTE								
16	TGT (Sanskrit)	M A B Ed	29	Male	OBC	3 yrs.		13,485	do	No
17	Hindi	M A PGDT	35	Female	Gen	5 yrs		13,485	do	No
18	PET	B A B Ed LLB	37	Male	Gen.	7 years		7,540	-do-	No
19	Lab Asst. (Physics)	B Sc	25	Male	Gen	3.5 years	-	13,485	Do	No
20	Lab Asst. ( Chemistry)	B Sc	24	Female	SC	1.5 years	-	13,485	Do	No
21	Lab Asst. (Botany)	B Sc	23	Female	Gen.	1.5 yr	-	13,485	Do	No
22	Lab Asst. (Zoology)	M Sc	31	Male	Gen.	4 years	-	13,485	Do	No

The above table shows that the Post Graduate teachers engaged in the school are well qualified and experienced. The Principal is a retired principal from Govt. College having M.A., Ph. D with LLB qualification. He has previous experience as OSD in Gandhi Institute of Technology, Gunupur. He belongs to OBC Caste. Among other teachers, including PET, 14 are males and 4 are females. Among them, none belongs to S.T., 4 to S.C., 4 to SEBC and 11 belongs to Gen. Caste. Regarding marital status of the teachers, 11 teachers are married and 7 are unmarried. In the School, the students get admission through an entrance test. Therefore children/students from all over the state from different regions are getting opportunity to get admission in this Institution. Since the mother tongue of the students of the school coming from different regions is different, it is not possible to impart education in one specific tribal language in the school. However, since the school running from class VI and students were previously taught in Odia medium, there is no such linguistic problem in the school.

#### 4.4.5 Enrollment Pattern:

Enrollment of students to different classes in each EMRS is being done through entrance examination with the direct supervision of the SSD Department. The student strength of the School is 420, all belonging to S.T. categories as boarders; besides 10% of the student strength can be enrolled from ST/SC/OBC/other caste as Day scholars.

In the EMRS, Siriguda enrollment of students to different classes is being done through entrance examination with the director supervision of the SSD Department. Generally on the First Sunday of April every year, the entrance examination for class VI and XI is conducted in the school premises. Advertisement for admission is circulated both in local news papers and wall posters. Best 30 ST Boys and 30 S.T. girls students are selected on the basis of merit for each class mentioned above. 3% of the total seat is kept reserve for differentially able students and 10 % of seats over and above are reserved for the children of staff and the candidates of the revenue village where the school functions. The student strength of the School is 420, belonging to S.T. categories are boarders; besides 10% of the student strength can be enrolled from ST/SC/OBC/other caste as Day scholars. Admission into other classes except class VI and XI is taken against the vacancy of seats, if occurred. In the activity report of the school, it has been mentioned that the students of Rayagada District may apply for admission to different classes. The class wise students enrolled from the year 2005-06 to 2010-11 were as follows:

**Table-4.28(A)**  
**Year wise student strength at different classes**

Class	Year	Boarders			Day Scholars			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VI	05-06	30	29	59	-	-	-	30	29	59

	06-07	30	30	60	-	-	-	30	30	60
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	01		01	31	30	61
	09-10	30	30	60	01	01	02	31	31	62
	10-11	30	29	59	04	01	05	34	30	64
VII	05-06	28	28	56	-	-	-	28	28	56
	06-07	27	26	53	-	-	-	27	26	53
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	01	-	01	31	30	61
	09-10	30	29	59	02	01	03	32	30	62
	10-11	29	30	59	01	01	02	30	31	61
VIII	05-06	26	24	50	-	-	-	26	24	50
	06-07	27	27	54	-	-	-	27	27	54
	07-08	30	30	60	-	-	-	30	30	60
	08-09	30	30	60	02	02	04	32	32	64
	09-10	30	30	60	05	-	05	35	30	65
	10-11	29	29	58	05	01	06	34	30	64
IX	05-06	24	22	46				24	22	46
	06-07	17	22	39				17	22	39
	07-08	30	30	60				30	30	60
	08-09	30	30	60	02	-	02	32	30	62
	09-10	30	30	60	04	02	06	34	32	66
	10-11	30	30	60	06	-	06	36	30	66
X	05-06	24	14	38				24	14	38
	06-07	19	13	32				19	13	32
	07-08	30	30	60				30	30	60
	08-09	29	28	57				29	28	57
	09-10	30	30	60	01	01	02	31	31	62

	10-11	30	30	60	04	02	06	34	32	66
XI	05-06	-	-	-	-	-	-	-	-	-
	06-07	-	-	-	-	-	-	-	-	-
	07-08	30	17	47				30	17	47
	08-09	30	24	54				30	24	54
	09-10	25	11	36				25	11	36
	10-11	29	21	50	-	01	01	29	22	51
XII	05-06	-	-	-	-	-	-	-	-	-
	06-07	-	-	-	-	-	-	-	-	-
	07-08	-	-	-	-	-	-	-	-	-
	08-09	29	13	42				29	13	42
	09-10	25	22	47				25	22	47
	10-11	16	06	22				16	06	22

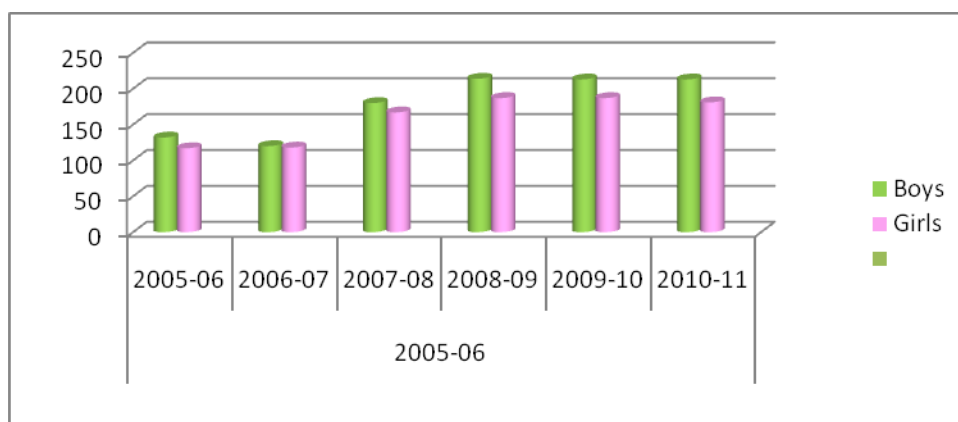
From the above figure it reveals that though enrollment was done for admission in class VI and XI through an entrance examination, some students enrolled at first selection took T.C. from the school in order to have their study else where, reportedly in Navodaya Schools or in Kendriya Vidyalaya and students in the waiting list were taken for admission in the school in the places of left out students. In the year 2005-06,06-07,07-08,08-09 and 2009-10, 2,7,6,9, and 2 students respectively left the school on transfer after taking admission in class VI. This infers that student who appeared entrance test for enrollment in Navodaya Vidyalaya, Kendriya Vidyalaya and EMRS simultaneously; prefer Navodaya Vidyalaya/ Kendriya Vidyalaya. Non availability of facilities and suitable environment at EMRS at par with the former two schools may be one of the reasons for leaving the students after taking admission in EMRS.

**Table-4.29**  
**Year wise Total Student strength in EMRS**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2005-06	132	117	249
2006-07	120	118	238
2007-08	180	167	347
2008-09	214	187	401

2009-10	213	187	400
2010-11	213	181	394
<b>Total</b>	<b>1072</b>	<b>957</b>	<b>2029</b>

It has also been observed that enrollment of girls remain at a lower level than the boys in every year from 2005-06 to 2010-11. Year wise the number of boys and girls presented in the table is depicted in the bar diagram below.



#### 4.4.6 Facilities provided to the students in EMRS

##### 4.4.6.1 School Facilities

The school building has 8 class rooms of 9mX7.2m each, 5 Laboratories for the each science subject i.e. Physics, Chemistry, Botany, Zoology and I.T. The size of the Laboratory meant for Physics, Chemistry, Botany and Zoology are 12mX7.2 m each and the size of the IT laboratory is 9mX 7.2 meters. The laboratories in the School are not spacious. Three tables are provided to each laboratory on which only six students can take up experimental work on one table. But to perform experiments comfortably two more experiment tables are required. It was observed that there is no table and chair for the Lecturer or Lab. Asst. in the Practical classes. The apparatus provided to the laboratories are in good condition but not sufficient. There is no laboratory assistant for IT practical classes. The I.T. laboratory is well equipped without internet facility and printer. A.C room is required for smooth functioning of computers. Other laboratories are functioning with sufficient apparatus. There are two lavatories in the school building of 4.5m X 7.2 m size each for girls and boys separately. Interaction with Laboratory assistants reveals that the apparatus and furniture supplied to the laboratories are not sufficient. For physics laboratory, 3 almirahs, two demonstration table, table and chair for the lecturer and Laboratory assistant are required, similarly for Chemistry laboratory, a chemical balance, electronic balance, two wooden racks, three almirahs, one fume cup board, 10 fish tail burner and 5 Bunsen burners are required. On electronic microscope, two demonstration tables, two wooden racks, 3 almirahs, one white board, four compound microscope and 4 simple micro scopes are required. Internet may be installed in the IT laboratory. The IT laboratory should be an A.C. room. A Printer is required to be installed in the IT laboratory. .

The class rooms are provided with table and benches for 60 students. The school is electrified. Each class room is provided with 6 fans and eight tube lights. All are functioning. There is one teachers' common room in the school building. There is a room meant for the Principal of the school. There is a store room and an office room.

In the Library 1788 text books for class VI to VIII, 1386 text books for the students of class IX and X and 323 text books for class IX and 435 text books for class XII are available . Besides, the daily news papers like The Samaj, The Sambad and The Indian Express are supplied for the benefit of the students. The laboratories should be equipped adequately. The two/ three almirahs, study table and benches may be supplied to the library rooms. 79 piece of Tribal Literature books, 35 nos. Purna Chandra Bhasakosha (Odia Dictionary) and 15 nos. of teachers guide

books are kept in the library. The books kept in the library are not sufficient for the students. More text books and other reference books, digests may be kept in the library and 2/3 almiraahs, study table and benches may be supplied to the library room. A reading room may be constructed. Drinking water is being supplied through pipes fitted with aqua guard from a bore well.

Teaching 60 students in one class is not desirable at all. There should be two sections for each class having 30 students each so that the teacher concerned could give special attention to each individual student specifically to weaker students. Therefore, funds should be provided to construct new rooms for the classes. There is requirement of 14 class rooms (2 rooms for 2 sections of class x 7 classes) and at present 8 class rooms exist in the school building. Hence, 6 more rooms should be constructed immediately to maintain the provision of quality education in the EMRS.

Moreover, difficulties arise during teaching of alternative subjects in a particular class in a particular period. For example, when Hindi and Sanskrit are taught simultaneously (a student can select Hindi or Sanskrit as Third Language) in class IX or in class X, shortage of class room is felt. If students of class IX, who have selected Hindi, are taught in the class room earmarked for class IX, then rest students of class IX, who have selected Sanskrit, are accommodated in conference hall, where they have to sit on floor for their study. The same difficulties are also observed in case of class XI & XII where Biology, Mathematics and Information Technology are taught as alternative subjects. These subjects are taught to the students in their respective laboratories. Construction of 5 more class rooms will repudiate this problem and quality education can be imparted to the students in the Complex.

The school has no common room for the students and an auditorium to hold seminars, meetings and discussion with the students. The boys' hostel is under construction and the same is now functioning on the first floor of the school building. After completion of boys' hostel, the boys now residing on the first floor of the school will be shifted so that classes from XI and XII can be run in the first floor. The room meant for library is also not spacious as there is no space for reading the books. The library must have a reading room with adequate no. of text books along with good magazines and books of eminent authors in Odia, Hindi and English languages.

An Indoor stadium is required to develop the indoor sports activities. There is no water harvesting system either in school or in the hostel buildings.

#### **4.4.6.2 Hostel Facilities:**

As the hostel building for boys is under construction, the boys' hostel is functioning in the first floor of the School. The strength of the hostel is 210. But at present 182 students are residing in the hostel.

There are 8 dormitories and one conference hall in the First floor of the school for the boarders. Yoga classes are being conducted in the Conference hall. The students in the hostel are using 8 no. of lavatories/ urinals of the school. There is no room available for cooking food. The CCAs are cooking foods in the half constructed hostel building meant for the boys. They are taking their food out side the hostel in the open field or in the hostel building which is under construction. The students are using the pipe water supplied to the school for drinking purpose and water from the tube well installed in front of the boys' hostel which is under construction.

The girls' hostel is a two storied building having 8 dormitories, 13 rooms, one recreation hall, one hall for yoga classes, one store room, 4 rooms for CCAs, one kitchen room, and dining space without table chair facilities. A tube well is installed inside the campus of the hostel. There are 32 no. of latrine and bath rooms in the hostel out of which 2 latrines are not functioning well. The boarders use 8 wash basins in the hostel. There is room for treatment of sick student. But the same is allotted to the lady Yoga teacher who is appointed temporarily. 175 students were residing in the hostel against admissible strength of 210. The Girls hostel has a recreation hall having TT facilities.

182 of boys and 175 girls were residing in their respective hostels. Cots and blankets have been supplied to all the students. Some of the cots were found broken. Only 265 mosquito nets were supplied to the students. Most of the mosquito nets were not in good condition. The quality of the cots, blankets and mosquito nets are not up to standard. Good quality materials should be supplied to the students. The statement showing stock position of some of the materials supplied to the hostels is presented in the table below.

**Table-4.30**  
**Stock position and materials supplied to students**

Sl. No.	Materials	Purchased	Distributed	Stock	In good condition	rejected
1	Blankets	571	401	170	158	12
2	Mat	230	190	40	-	40
3	Carpet	315	193	122	02	120
4	Mosquito nets	343	265	78	39	39
5	Cot	353	352	01	00	01
6	Mosquito pipes	-	-	-	-	-
7	Steel tray*	Figures not available	33	-	-	-
8	Steel glass*	-do-	57	-	-	-
9	Steel Thali*	-do-	08	-	-	-
10	Disc. Plate*	-do-	35	--	-	-

(Source: EMRS, Siriguda)

**(\*The Hostel superintendent informed that students prefer to use own steel tray, steel glass, steel thali and plate.)**

Each hostel has its own mess for the boarders. Students elect their office bearers of Mess Committee every month and also plan their budget. The Mess Committee looks into the smooth management of students mess. Teachers remain in charge of students mess on rotation basis in order to guide the Mess Committee of the boarders. There is the provision of Rs./ 700/- for each boy and Rs 730/- for each girl for their monthly expenses. There is also a Supervising Committee headed by the Principal to look into the proper maintenance of norms of the Govt. guide lines. Monthly dietary expenses for each boarder student have been fixed at Rs 565/- per month. In the hostel 7 CCAs are engaged for preparing foods for the students residing in the hostel. The CCAs engaged in Boys' hostel are residing 3 K.M away from the school.

Monthly dietary expenses for each boarder student have been fixed at Rs 565/- per month. The chart prescribed by the OMTES is as follows:

**Table-4.31**  
**Monthly Dietary expense for each Boarder in EMRS, Siriguda**

Sl. No.	Materials	No. of time	Quantity/time	Price/KG	Amount/day/student	Amount /month/student
1	Rice	4	250 gm	Rs. 2.00	Rs. 1.00	Rs. 30.00
2	Dal	2	40 gm	Rs. 75.00	Rs. 6.00	Rs. 180.00
3	Vegetable	2	133 gm.	Rs.15.00	Rs. 4.00	Rs. 120.00
4	Oil		15 gm	Rs.80.00	Rs. 1.20	Rs. 36.00

5	Salt and fuel		-	-	-	Rs. 40.00
6	Mutton/Egg	Weekly once	-	-	-	Rs. 69.00
7	Breakfast/Tiffin	-	-	-	Rs. 3.00	Rs. 90.00
	Total	-	-	-		Rs. 565.00

During study, it was reported that at 9 A.M. the students take their breakfast every day in which they are provided boiled water rice and vegetable fry. The students take their lunch at 1 P.M. and dinner at 8 P.M. at night. Menu for both lunch and dinner is rice, dal and vegetable curry every day except Sunday. Nothing is provided in Tiffin to the students at 4 P.M. On Sunday they are supplied egg/ chicken in lunch. On interaction with the Hostel superintendent of both the hostel, it was reported that there is a Mess Committee to look after different aspects of the Hostel. Boarders elect their office bearers for the Mess Committee every month and also plan their budget. The office bearers for the Mess Committee are (1) Mess Manager, (2) Food Minister, (3) Asst. Minister, (4) Light Minister, (5) Clean/Sanitation Minister, (6) Health Minister, (7) Sports Minister and (8) Agriculture Minister. Generally the representative of +2 first year remains in charge of Mess Manager and Food Minister. A student from class IX is given the charge of Asst. Minister etc. No. student from class X and +2 first year is allowed to take any charge in the Mess Committee. The Mess Committee looks into the smooth management of students' mess. The students of the hostels are assigned with the responsibility to supply the materials to the CCA basing on the number of students present in the Hostel. However, the quantity of curry/ veg. fry given to the student in breakfast, lunch and dinner is not sufficient. It is worst in case of provision of breakfast. The quantity of vegetable fry supplied in break fast is totally insufficient. The Hostel Superintendent reported that the norms fixed by OMTES for breakfast/Tiffin i.e. Rs.3/- per student which is not adequate with reference to the present price hike. The rate may be increased up to Rs. 15/- per student. (Rs. 7.50 for break fast in the morning and 7.50 for Tiffin in the evening.).

Each boy boarder gets Rs 85/- per month and each girl hosteller gets R 115/- per month as their pocket money. The boarders use to go to the Bank (Nationalized banks) to withdraw money which is about 5 K.M. away from the school. The students are reluctant to go to the banks situated at 3/4 KM from the school to withdraw their money or updating their pass books. The school is situated at the end of the village in isolated place. Normally the students find it difficult to get a hired vehicle to the town to withdraw their money from the Bank. Therefore, it is suggested that the Principal of the School may contact the concerned Bank manager to open their A.T.M counter outside the campus of the school for the staff and students of the school. Local people may use the ATM counter as well. Or as an alternative, the Hostel Superintendent may be assigned with the work to collect the Pass Books once in a month and send to the concerned bank for updating the same.

There are 2 bore wells, three tube wells in the complex to provide drinking water to the staff and students of the school. An aqua guard has been installed in the school to supply pure drinking water to the staff and students. There is also a tube well in side the boundary of the Girls' hostel. In the dining hall of the hostel an aqua guard has also been installed.

#### **4.4.6.3 Health facilities**

Health check up of the students is being done once in a month by Mobile Health unit. A First Aid Box is available in the hostels. Commonly found ailments among the children are Malaria, cough and cold. The serious students are admitted at Govt. hospital, Rayagada. There is a sick room in the girls' hostel. EMRS, Siriguda has no vehicle of its own. Therefore, the staff of the school find it difficult to shift the serious patient to the city Hospital during night hours which is 5 K.M. from the school. It is suggested that a pharmacist may be posted in the EMRS. Medicines for common diseases may be supplied so that the staff and students may not run to the city hospital for their treatment in such cases.

#### **4.4.7 Extra curricular activities.**

There is a cultural committee in the school headed by the Principal as president and coordinated by a staff member as secretary. The cultural committee also includes few staff members and two representatives from each class (one boy and one girl student).

The school observes national days like Independence day and some important days like Human Rights Days, Children's days, Teachers Day, Vana Mahotshav, Gandhi Jayanti etc. Besides Ganesh Puja, Sarswati Puja, School foundation day, Annual function etc. are also observed in the school.

Competitions like essay, debate, quiz, songs, dance etc. are organized in the school. The student artists of the EMRS have participated in AIR programme, Jeypore. A song programme as well as a quiz programme of the students have been broad casted in AIR, Jeypore on 21.12.2008. In 2009 girls of the school participated in the State level song competition in folk songs category held at Sambalpur.

A wall magazine entitled "Jhanjabati" was inaugurated by the collector, Rayagada in 2008 which contains the art and writings of the students and staff of the school. Human Right Education in class VI and VII has been introduced from the year 2008-09.

The students should be encouraged taking part in different social activities and to be enrolled under NCC and NSS activities. Periodical competition on different extra curricular activities such as essay, debate, painting competitions should be arranged and top three competitors should be given prizes, may be of small amount.

#### **. 4.4.8 Facilities to the teachers in EMRS:**

All teachers engaged in the School are appointed on contractual basis which has always been a matter of great discontents among them. All teachers except the Principal have expressed their displeasure over their salary and service condition (Contractual Appointment).

The consolidated salary of the Principal is Rs. 29, 000/- per month, that of PGTs is Rs. 14, 210/-, TGTs is Rs. 13, 485/-, PET is Rs. 7, 540/- and that of Laboratory Assistants is Rs. 13, 485/-.

Out of 22 teaching staff, 14 are not provided with the quarters. Similarly out of 12 non teaching staff 3 are not provided with the quarters. They are staying out side the EMRS premises. Out of 14 teaching staff who are residing out side the campus of the EMRS, 9 are residing within 3 K.M. radius of the school and rest 5 are residing more than 3 K.M. from the school. Regarding non teaching staff, one is residing within 3 K.M. radius of the school and 2 are staying beyond 3 K.M. from the School. Staff quarters may be constructed in side the campus of the school to provide quarters to all the staff of the school.

#### **4.4.9 Maintenance of Registers:**

The Team has verified different kinds of registers maintained at the School which includes Cash Book, Medical Register, Visitor's Register, Attendance Registers of Students, Attendance Register of Teachers and General Stock Register, Students enrollment registers. Of the above-mentioned Registers, Teacher and Student attendance registers and student's enrollment registers are maintained properly. But cash books and file registers were not maintained properly.

During visit, it was found that the Librarian cum clerk has no idea regarding file register, opening of files, movement of files, drafting and noting etc. Therefore, both concerned clerks should be given accounts as well as office record maintenance training.

The Librarian may not be given charge of a clerk to maintain office registers etc for which both the work i.e. library and office work will be hampered. In the school one post of librarian and one post of clerk should be created and posting may be given accordingly for smooth functioning of the library as well as office work.

Marks obtained by students of all classes in all examinations have been maintained year wise in a Register However; Progress Reports are not being prepared and supplied to the students. This should be taken care of and Principal of the School may be instructed to maintain the issue of Progress Report to each of the students after each examination.



Personal register of the teaching staff were also verified. Except Smt. Sujata Sahu, Hindi teacher of the school, there is no adverse comment against any of the teacher. Smt. Sujata Sahu, Hindi teacher of the school, who joined the school on 26.11.2010, was charged by the Principal of the school for not teaching the students with loud voice in the class and teaching without aids and maps. She failed to clear the doubts of the students in the class. However, she submitted her explanation to the Principal which is pending with the office as the concerned clerk does not understand the procedure of submission of files to the Principal.

**4.4.10 Role of School Managing Committee:**

The EMRS, Siriguda, Rayagada was established in the year 2001. Management Committee was constituted at the District level with the Collector, Rayagada as the Chairman and the Principal of the EMRS as the Member-Secretary. Other members of the Managing Committee are the P.A., ITDA, Rayagada,, Inspector of School (SSD),Koraput Zone, Koraput, E.E. PWD, Rayagada, C.D.M.O. Rayagada Sri P. K. Mishra and Sri R.C. Das, both are Retired Principal, Rayagada College, Rayagada , for proper management of the EMRS, Siriguda .

**Powers and functions of the Managing Committee are as follows:**

10. The committee meeting will be held monthly in the school premises within first week of each month under the chairmanship of the Collector and all the expenditure of the school for the preceding month shall be approved by the committee. In the absence of collector, the P.A. TIDA. In case of non ITDA district(Jajpur), A.D.D.M will chair the meeting. In no case, the meeting shall be postponed. The quarterly Audit report of Chartered Accountant and Audit report of Govt./CAG Auditors shall also be placed before the Committee and remedial steps taken by them.
11. The Committee will taken care of campus development as well as the kitchen garden of the EMRS
12. The Committee will review the performance of the teaching and non teaching staff on monthly basis and annually up to January of every year and submit report to the Society for extension of their contractual engagement by 15<sup>th</sup> February of each year.
13. The Committee will review and ensure that the ‘Mess Committee’ of the school function properly and ensure involvement of the representatives of the students to purchase quality materials/food stuff, messing and preparation of menu hostels.
14. The committee will approve all purchase for the EMRS and ensure that while purchasing the articles, Govt. Rules and Regulations are followed scrupulously. The Principal of EMRS shall take the prior approval of the Chairman before procuring any article.
15. The Committee will ensure fortnightly health check up of the inmates by the medical staff of the nearest PHC/CHC/Govt. hospital and incidental cost for purchase of medicines etc. shall be borne out of the funds placed in the school for the purpose. The Committee shall also ensure leveraging health care benefits by student provided by NRHM including Mosquito nets.
16. The instructions issued vide Society (OMTES) letter No. 636 dt. 17.8.207 as per he 11<sup>th</sup> meeting of Board of Governors for opening of Joint Pass Book in the name of P.A. ITDA and Principal concerned (DWO and Principal for non ITDA district) for financial transaction shall be followed.
17. The Committee will chalk out a plan for organizing remedial classes for the students who are poor in subjects like English, Mathematics and Science etc. during summer vacation for better performance of the school in the Annual CHSE and AHSC Examinations.
18. The Committee shall review the progress of academic/co curricular/extracurricular activities of the students of EMRS.
19. The Committee shall take up any other matter as they would consider proper and conducive for academic development and other all round development of the EMRS.

After its constitution, the Managing Committee met on 7.7.2009, 11.8.2009 19.12.2009 and 30.8.2010. In the Managing Committee generally the decisions taken in the previous meetings were reviewed and future development plans were chalked out. Some important decisions taken in the meetings of the Managing committee, in brief, are as follows:

Date on which the Managing	Important decision taken.	Implementation
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committee meeting was held		
7.7.2009	<ol style="list-style-type: none"> <li>1. It was decided to enroll the students for the year 2009-10 by inviting applications.</li> <li>2. Class wise result including result of HSC Examination was reviewed The Chairman expressed displeasure over the miserable performance of the institutions in the CHSE exam, 2009 and suggested for maintenance of academic monitoring.</li> <li>3. Performance of the teaching staff was reviewed</li> <li>4. to request CDMO, Rayagada to make arrangement for periodical health check up of the students</li> </ol>	<ol style="list-style-type: none"> <li>1. Students were enrolled through an examination on merit.</li> <li>2. The decision was intimated to all the teaching staff.</li> <li>3. All the teachers whose performances were below standard were warned.</li> <li>4. Action has been taken. The CDMO assured the Managing committee that a doctor would be deputed to visit the school one in a month regularly for health check up.</li> </ol>
11.8.2009	<ol style="list-style-type: none"> <li>1. To request EE, RWS&amp;S to install 2 tube wells in the campus</li> <li>2. To request ST and SC Dev. Department to sanction funds for development of play ground and construction of quarters of CCAs</li> </ol>	<ol style="list-style-type: none"> <li>1. Tube wells have been installed.</li> <li>2. Rs 20.00 thousand were sanctioned under non plan scheme for development of the campus of the EMRS.</li> </ol>
19.12.2009	<ol style="list-style-type: none"> <li>1. To take steps for construction of boys hostel, repair of girls hostel, construction of boundary wall of the girls hostel, construction of the approach road inside the campus etc.</li> </ol>	<p>The boundary wall of the girls' hostel has been completed. Construction of boys' hostel and approach road are going on.</p>
30.8.2010	<ol style="list-style-type: none"> <li>1. The CDMO, Rayagada was requested to supply required no. of mosquito nets to the inmates as well as to the staff of EMRS.</li> <li>2. To install tube wells in side the campus of the EMRS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mosquito nets were supplied</li> <li>2. Tube wells were installed.</li> </ol>

#### 4.4.11 Parents – Teachers Meetings:

Parents and teachers share a common treasure—the student. It is as if they are partners in joint ownership of a valuable corporation. The child they share represents the corporation. If they are to nurture this corporation and ensure its success, they must be intentional about establishing good communication. To develop the communication that will allow parents and teachers to make plans, set goals, solve problems, and establish the relationship that they need in order to have a good partnership, a Parent-Teacher Meeting is required. Parent-Teacher meeting should be used as a platform to make a lasting bond with the parent to increase the likelihood of academic success for their child.

During our study, Principal informed that Parents – Teachers Meetings are being convened regularly to apprise the parents about the academic achievement of their wards, about the activities of the students, their health

conditions and their improvement in curricular and extra-curricular activities. However, he failed to show any register or documents indicating the convening of such meetings.

However, during visit, the study team met 10 guardians of different students of different classes. Such interaction reveals that there is a parents committee in Rayagada Halua Panchayat under the chairmanship of NAC, Rayagada and the president, village Education Committee, Halua Panchayat is the Secretary of the Committee. There are 13 members in the committee including the Principal of the EMRS, Siriguda. During discussion, the parents/ guardians present reported that the Principal held no meeting with the Parents Committee regarding functioning and development of EMRS, Siriguda; however, they opined that as there is no school with hostel facilities near their villages, and EMRS, Siriguda has the hostel facility, they were interested to admit their ward in the school. They are all satisfied with the management of the school and hostels. But they alleged that no intimation is being given by the school to the parents regarding result/improvement of the students and no progress report / result of the either monthly, half yearly or annual examination is issued to the parents/local guardians. They demanded that this should be done regularly. Meeting with parents by the Principal in presence of teachers should be held regularly, quarterly or may be, in a year. Parents/Guardians are allowed to meet their wards. Students are allowed to leave the school in long holidays and also at the time of necessity other than holidays, with permission of the Principal. One Sri Gopinath Kadagani of Mukundpur, a social worker, whose daughter is reading in class VII in the EMRS, Siriguda told that EMRS, Siriguda has helped the students in building their character apart from academic education. Two years back there was conflict among the teaching staff which affected the study of the students. But now it has been settled and the school is showing good result at present. In the opinion of the parents, a health worker should be posted/ deputed to the school by the CDMO, Rayagada for regular check up of the students and distribution of medicines for common diseases. Some of the parents suggested that in the break fast the students may be given Tiffin in place of watered rice.

#### 4.4.12 Parents' Literacy Level:

The following table speaks about the literacy level of the parents of the students of EMRS, Siriguda. It has been observed that out of 394 students 141 have literate parents (36.7%), 140 students have only literate father (36.5%), No students have literate mother (0. %) and 113 students have illiterate parents (26.8%).

**Table-4.32**  
**Literacy rate of parents of interviewed students**

Class	Total Strength			Parents Literate			Only Father Literate			Only Mother Literate			Parents Illiterate		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
VI	34	30	64	9	9	18	10	4	14	0	0	0	15	17	32
VII	30	31	61	11	10	21	7	8	15	0	0	0	12	13	25
VIII	34	30	64	8	6	14	13	15	28	0	0	0	13	9	22
IX	36	30	66	13	15	27	16	13	29	0	0	0	8	2	10
X	34	32	66	14	12	26	13	12	25	0	0	0	7	8	15
XI	29	22	51	11	12	23	9	10	19	0	0	0	9	0	9
XII	16	6	22	8	4	12	8	2	10	0	0	0	0	0	0

#### 4.4.13 Drop out position in EMRS:

Dropout in EMRS, Siriguda is almost absent. Some students left the school only to get admission either in Jawahar Navodaya Vidyalaya or Kendriya Vidyalaya. In the year 2005-06 to 2010-11, 26 students left the school after taking admission in class VI/XI. (25 in class VI and one in class XI). In the year 2005-06, to 2009-10, 24 students left the school after taking admission either in class VI and 2 students in class XI. During visit, the study team found that one student of class VII (Hosteller), students of class VIII (boarder), 6 students of class IX (3 boarder and 3 D.S.), 8 students of class X (6 boarder and two day scholar), One student of class XI (boarder, irregular) and one student of class XII (boarder for prolonged illness) remained absent from their classes since long. The Principal of the school expressed that the parents of students have been intimated about their long absent.

#### 4.4.14 Result Analysis for last 5 years

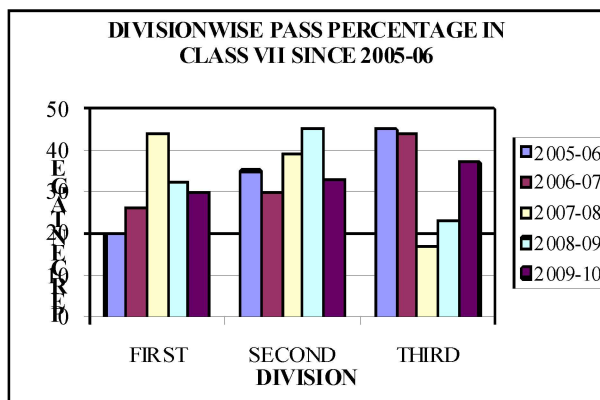
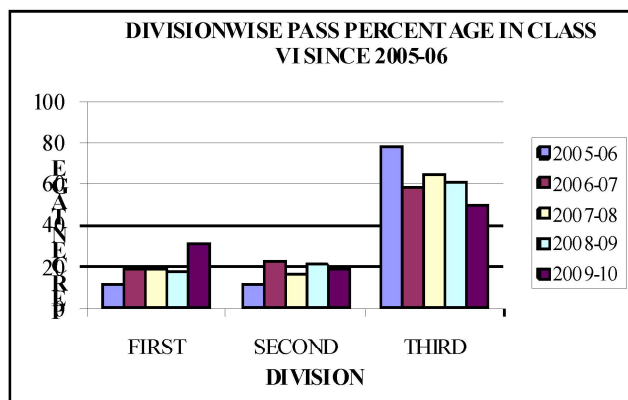
Year wise result analysis of different classes is presented in the table below.

**Table-4.33**  
**Division wise number of pass students of class VI to XI**

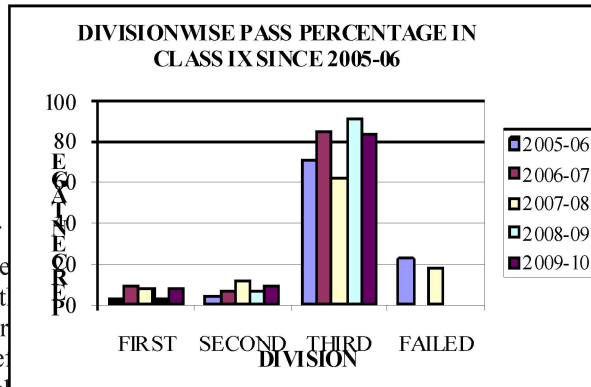
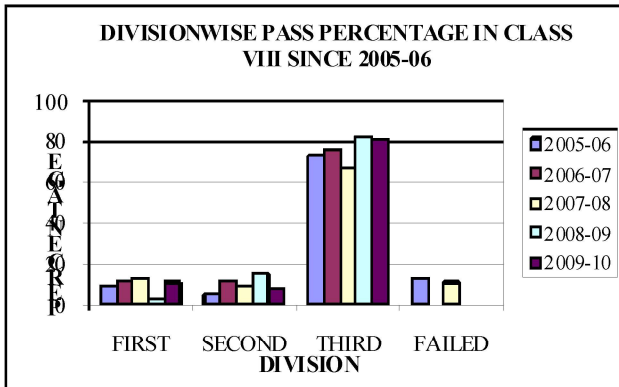
Class	Year	Appeared	First Division	Second Division	Third Division	Failed	% of First Division	% of Second Division	% of Third Division
VI	05-06	53	06	06	41	00	11	11	78
	06-07	57	11	13	33	00	19	23	58
	07-08	58	11	09	38	00	19	16	65
	08-09	56	10	12	34	00	18	21	61
	09-10	54	17	10	27	00	31	19	50
VII	05-06	54	11	19	24	00	20	35	45
	06-07	47	12	14	21	00	26	30	44
	07-08	57	25	22	10	00	44	39	17
	08-09	60	19	27	14	00	32	45	23
	09-10	61	18	20	23	00	30	33	37
VIII	05-06	44	04	02	32	06	09	05	73
	06-07	50	06	06	38	00	12	12	76
	07-08	54	07	05	36	06	13	09	67
	08-09	62	02	09	51	00	03	15	82
	09-10	61	07	05	49	00	11	08	81
IX	05-06	41	01	02	29	09	02	04	71
	06-07	35	03	02	30	00	09	06	85
	07-08	60	05	07	37	11	08	12	62
	08-09	61	01	04	56	00	02	07	91
	09-10	64	05	06	53	00	08	09	83
X	05-06	33	00	04	07	22	00	12	21
	06-07	26	04	11	04	07	15	42	15

	07-08	56	03	10	33	10	05	18	59
	08-09	55	11	15	16	13	20	27	29
	09-10	61	17	18	26	00	28	30	42
XI	05-06	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--
	07-08	41	00	01	40	00	00	02	98
	08-09	51	02	04	45	00	04	08	88
	09-10	22	09	05	08	00	41	23	36
XII	05-06	--	--	--	--	--	--	--	--
	06-07	--	--	--	--	--	--	--	--
	07-08	--	--	--	--	--	--	--	--
	08-09	41	00	01	02	38	00	02	04
	09-10	47	02	11	14	20	04	23	30

It has been observed that percentage of First Division in respect of Class VI varies from lowest 11% in 2005-06 to highest 31 % in the year 2009-10,. However percentage of first division was slightly less in the year 2008-09 than the previous year. Thus the percentage of first division in class VI is increasing steadily. Percentage of Second Division was however fluctuating. There is high variation in percentage of 2nd division; percentage was increased from 11 % in the year 2005-06 to 23 % in the year 2006-07. But in the next year i.e. in the year 2007-08, it was come down to 16 %. Again it was 21 % in 2008-09 and then come to 19 % in 2009-10 .Percentage of Third Division is varies between 50 to 78 % .In the year 2005-06 % of 3<sup>rd</sup> division was 78 and then the percentage is coming down to 50 in the year 2009-10. Since all the students came out successful in the examination from 2005-06 to 2009-10 and percentage of first division and 2<sup>nd</sup> division has been increasing, it is obvious that percentage of 3<sup>rd</sup> division would decrease. It can thus be concluded that the result of the school is improving gradually. But the principal and teaching staffs of the school have to sit and discuss together and put more effort to improve the standard of the students of class VI further.



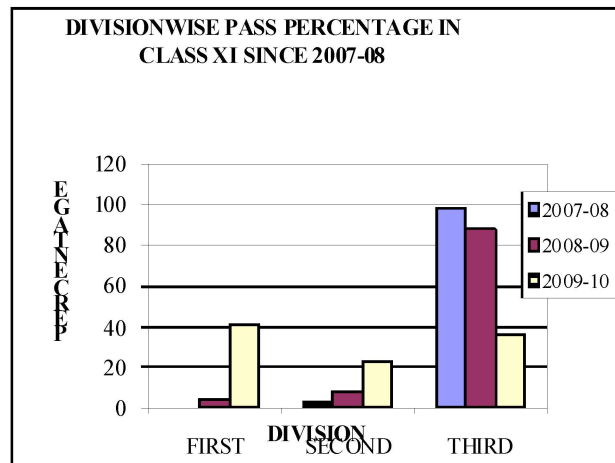
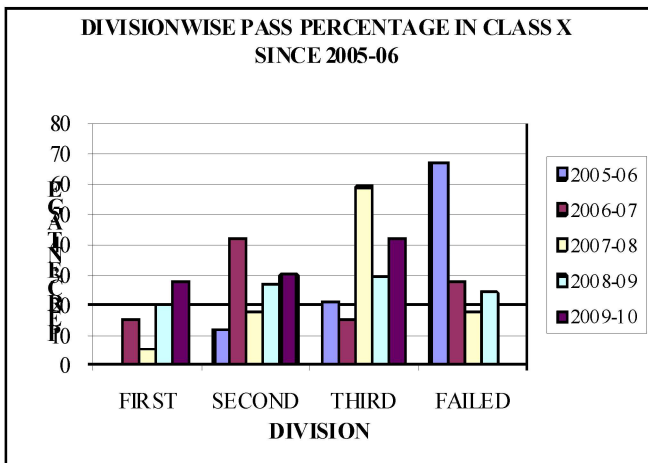
Percentage of first division in respect of Class VII in last five years varies from year to year. In no point of time it reaches 50%. However, the percentage of first division was lowest in the year 2005-06(20 %) and was highest in 2007-08 (44%). It was then reduced to 32 in 2008-09 and further reduced to 30 in 2009-10. Percentage of 2<sup>nd</sup> division was lowest in the year 2006-07(30%). After that percentage of 2nd division was increased. In the year 2009-10 it was 33 %. Percentage of third division remains above 17 in all the years. While percentage of 3<sup>rd</sup> division in the year 2005-06 was 45, it came down to 17% in 2007-08, then rises to 23 % in the next year. In the year 2009-10 it was 37 %. Thus it is concluded that result of class VII is decreasing, since number of percentage of first division is decreasing from the year 2007-08 and that of 2<sup>nd</sup> division were within 30- 45 in all these years.



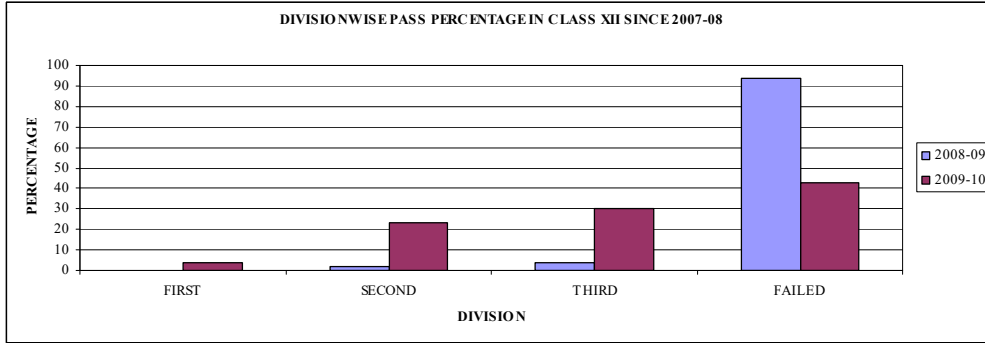
school to improve the standard of the students. The School management may find out the difficulties of the students and teachers and take corrective measures for improvement of the standard of the students.

Results of class IX were in no way better than that of class VIII. Percentage of first division in respect of class IX remains below 8 in all the years, In year 2005-06 and 2008-09 the result was lowest i.e. 2% only. Percentage of second division remains below 12 % in all the years, percentage of third division remains at or above 62 % in all the years. Thus intensive care should be taken to improve the standard of class XI students.

Percentage of first division in respect of class X shows significant improvement. In the year it stood at 00 and in the year 2009-10 it reached at 28. The trend is improving. Percentage of second division was also in rising trend from 12 ( 2005-06 ) to 30 in the year 2009-10 except in the year 2007-08 when percentage was fall down to 18. Percentage of third division remains at or above 15 in all the years. Even, 3 students were failed in the year 2008-09. It can be safely concluded that results of class X are not satisfactory during all these years. It is pertinent to mention that in the year 2005-06, out of 33 students appeared, 22 students failed. Similarly in the year 2006-07, out of 26, only 7 students could not pass in the examination. In the year 2007-08, out of 56 appeared, 46 students came out successful. In the year 2008-09, 13 students failed in the examination. But in the year 2009-10, the pass result was cent percent. The Principal and the teachers should ensure that this result will improve.



The school got affiliation from CHSE, Odisha in the year 2009. Students in class XI took admission in the year 2007-08. The result shows that in the year 2007-08 the result was very poor. Out of 41 students appeared only one student passed in 3<sup>rd</sup> division in the year 2007-08. But from next years the results improved gradually. Percentage of first division was 4 in 2008-09 and 41 in 2009-10. Similarly percentage of 2<sup>nd</sup> division was 8 in the year 2008-09 and jumped up to 23 in the year 2009-10. Percentage of 3<sup>rd</sup> division thus comes down to 88 in 2008-09 and 36 in 2009-10. It is significant that in the year 2008-09 and 2009-10 no students failed in the examination.



First batch of the students of class XII appeared +2 examinations in the year 2009. Result in the year 2008-09 and 2009-10 was very poor. In the year 2008-09 only 3 students out of 41 appeared, came out successful. In the year 2009-10, only 27 out of 47 appeared, passed in the examination. However percentage of first division increased from 0 in 2008-09 to 4 in the year 2009-10. Similarly percentage of second division and third division in 2009-10 were higher than the previous year. While percentage of 2<sup>nd</sup> division increased from 2 to 23, percentage of 3<sup>rd</sup> division was increased from 4 to 30. But the improvement is not significant. All our effort is required to improve the standard of the students to reach the goal.

The following table indicates subject wise average marks secured by a Class (at High School level) in different years since 2005-06.

**Table-4.34(A)**

**Year wise and subject wise average mark scored by students of class VI to X**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
VI	MIL	43	39	45	45	45
	English	51	56	44	58	47
	Hindi	--	--	--	--	--
	Sanskrit	--	--	--	--	--
	Mathematics	28	44	44	40	45
	Science	28	50	43	38	44
	History	24	20	39	22	41

	Geography	22	21	43	21	45
VII	MIL	49	50	48	51	48
	English	47	48	42	49	47
	Hindi	--	--	--	--	--
	Sanskrit	--	--	--	--	--
	Mathematics	40	47	39	47	45
	Science	43	49	43	48	46
	History	43	51	33	47	47
	Geography	43	47	29	46	45
VIII	MIL	49	47	48	49	49
	English	44	48	46	47	47
	Hindi	45	48	48	50	49
	Sanskrit	41	47	43	49	50
	Mathematics	50	48	46	50	44
	Science	49	47	43	47	50
	History	50	48	50	50	49
	Geography	50	48	50	44	50
IX	MIL	49	50	44	44	42
	English	47	42	28	23	21
	Hindi	49	46	50	30	47
	Sanskrit	42	44	49	47	48
	Mathematics	48	29	27	21	18
	Science	48	43	45	21	31
	History	50	44	44	20	39
	Geography	49	44	41	31	48
X	MIL	48	49	--	49	47
	English	32	42	--	43	41



Hindi	39	50	--	44	46
Sanskrit	47	49	--	46	47
Mathematics	29	38	--	45	43
Science	28	39	--	38	45
History	33	44	--	46	43
Geography	39	41	--	46	46

It has been observed that average scoring percentage in MIL of students of class VI during last five year were between 39 and 45. While it was lowest at 39 in the year 2006-07, from 2007-08 it was consistent at 45 each year. In class VI average marks in MIL during last five year were also good, in no case it was less than 48. In the year 2006-07, 2008-09 the average mark in MIL was at or above 50.

Similarly average mark in MIL of class VIII remains above 49 % except in the year 2006-07 and 2007-08 when the average marks stood at 47 and 48 respectively.

Further, average scoring percentage in MIL of students of class IX decreased from 50 in the year 2006-07 to 42 in the year 2009-10. However, in the year 2005-06 it was at 49. Standard of teaching need improvement. Average marks of students of class X remains between 49 and 47. On the other words, the average marks in MIL of class X students do not exceed 50 during last five years. More efforts are needed to improve the teaching standard.

English though the 2<sup>nd</sup> language, bears importance in future life of the students. But the table stated above reveals that average marks secured by the students in last five years in class VI to X do not exceed 50 % except on the occasion where the students of class VI secured average marks of 51 and 56 in the year 2005-06 and 2006-07 respectively and in case of students of class IX where the average marks was 50 in the year 2006-07.

As far as Hindi as an alternative Third Language is concerned, students of EMRS, Siriguda i have shown average results in all the years. The average scoring percentage in Hindi remains above 40 up to as high as 49 in all the years for all the classes except in 2005-06 when it becomes 39 in respect of class X. In no year it exceeds 50. It has been alleged that the Hindi teacher fail to clear the doubts of the students as she speaks in very low voice. She has been asked to explain the reason by the Principal. The explanation is pending with the office of the school.

Similarly, as far as Sanskrit as an alternative third language is concerned, the average scoring percentage in it remains below 50 for all the classes except the occasion where the average marks of class VIII in 2009-10 reached 50. The average has never gone below 41.

The average scoring percentage in Mathematics in the class VI to XI was poor in all the year. In no circumstances the average marks of these classes exceed 50. In the year 2005-06, average mark in respect of class VI was 28. Similarly In the year 2007-08 and 2008-09 average marks secured by the students of class IX were 27 and 21 respectfully Thus the standard of teaching can be graded as very poor. Teachers should see that this standard of the students should be improved. This area is to be given more attention by the teachers as Mathematics is one of the most important subjects in school level which helps all students in their higher studies in future. It is the only subject in which 100% marks can be obtained and it helps in shaping the division of the students.

The average scoring percentage in Science shows medium degree of variation ranging between 28-44 in class VI, 43-49 in class VII, 43-49 in class VIII, 21-48 in class IX and 28-45 in class X. This indicates very poor performance in the concerned subject. It never reaches 50 in any case.

The average scoring percentage in History shows variation ranging between 20 and 50. However average marks of History in class VII, VIII and IX are higher than that of class VI and X. The average scoring found worst in class VI. The average marks in history in respect of class VI do not exceed 41 and that of class X, the highest

average mark is 46. Results in history in respect of class VIII is better than other classes. Similarly, average scoring percentage in Geography shows variation ranging between 20 and 50. The average mark in history is lowest in the year 2008-09 in respect of class IX. The table showing average marks in History from class VI to X during last five year shows that the performance of class VI in this subject is very poor. Except 2006-07 and 2009-10 the average marks are below 25. In this class, the average mark remain between 43 to 47 except in the year 2007-08 where the average mark is 29 only. Average mark in Geography in class VIII reached 50 thrice in the year 2005-06, 2007-08 and 2008-09. However in other three year average mark is not below 44. In class XI and X, the average mark in geography falls within the range from 31 to 49. Therefore, more efforts should be taken to improve the standard of the students in this subject.

The following table indicates subject wise average marks secured by a class (in the secondary school level) in different years since 2005-06.

**Table-4.34(B)**  
**Year wise and subject wise average mark scored by students of class XI and XII**

Class	Subject	Average Marks scored in different years				
		2005-06	2006-07	2007-08	2008-09	2009-10
XI	MIL	--	--	39	44	68
	English	--	--	29	31	26
	Physics	--	--	37	39	51
	Chemistry	--	--	34	38	46
	Mathematics	--	--	06	12	73
	Zoology	--	--	24	36	27
	Botany	--	--	27	34	28
	I T	--	--	53	48	66
XII	MIL	--	--	--	32	57
	English	--	--	--	33	41
	Physics	--	--	--	31	49
	Chemistry	--	--	--	28	44
	Mathematics	--	--	--	12	24
	Zoology	--	--	--	19	30
	Botany	--	--	--	17	29
	I T	--	--	--	49	60

It has been observed that average scoring percentage in MIL of students of class XI and XII during last five years shows high variation from 32 to 68. As is observed, the standard of the teaching in this subject is

improving. In the year 2009-10 performance of the students of class XI and XII in MIL was highest. The average marks obtained was 68 and 57 respectively.

On the contrary, the average scoring percentage in English always remains below 50. The average marks were within 26 to 41. This indicates, students are continuously showing poor performance in English and it is the high time to take suitable steps to increase their standard in English.

The average scoring percentage in Physics shows that it has never gone above 49. This indicates poor performance of the students of class XI and XII. Teachers of the school should take care of this. Standard of the students required to be improved. Other wise the aim of the establishment of EMRS will be defeated.

The average scoring percentage in Chemistry shows that it has never gone above 46. In the year 2008-09 and 2009-10 average mark in chemistry in respect of class XI were poor i.e. 32 only. The performance of the students of class XII was poorer than that class XI when their average mark in chemistry in the year 2008-09 was 28 only. Performance of students in Chemistry is not eye-catching and hence, more emphasis must be given on this subject.

The average scoring percentage in Zoology indicates poor performance of the students. It varies between 12 and 36. Except in the year 2008-09 when the average mark in Zoology in respect of class XI is 36, in no case it exceeds 30 mark. Poor result in zoology in last five years might be due to lack of communication between teacher and students. Weaker students should be given time and their doubts should be made clear through tutorial classes.

Similarly, the average scoring percentage in Botany also indicates very poor performance of the students. It varies between 17 and 34. The average mark in Botany in class XI has crossed 30 once in the year 2008-09. Except that year in no circumstances the average scoring in zoology exceeds 30. This area also needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

The average scoring percentage in Mathematics indicates very poor performance of the students. In the year 2007-08, the average scoring in this subject in class XI was 06 only. In next year, it rises to 12 and in the year 2009-10 it was recorded as 73. Similarly average scoring in mathematics in class X in the year 2008-09 was 12 only and next year it increased slightly to 24 which are dismal. This area needs more attention and suitable steps may be taken to bring improvement in the performance of the students.

The average scoring percentage in Information Technology (IT) indicates average performance of the students. It remains above 48 in all the years even as high as 66 (2009-10 in Class XI). Little more effort will help the student to score more marks in IT in coming years. .

#### **4.4.15 Visit and Inspection of Higher Authorities/VIPs:**

The school has been visited by the Collector, Keonjhar, and P.A. ITDA and SI of schools, SSD, Sambalpur several times to observe the activities of the students and staff of the school. The school has no visit register. However, in his report, the Inspector of School (SSD), North zone Sambalpur, expressed his satisfaction on the performance of the teachers of the school and facilities available in the school for the students.

#### **4.4.16 Problems of the Teachers:**

Teachers engaged in EMRS, Siriguda are well educated and well acquainted with the teaching methods applicable for tribal students. But all of the teachers have expressed dissatisfaction over their service condition (contractual appointment) and salary (consolidated). They are capable of imparting good teaching to the students but their spirit and enthusiasm are diminishing due to their frustration regarding the service condition and salary. They even expressed that had they been the permanent teachers with regular scales of pay, they would not have searched for any other job. It was also observed that some of the teachers are applying for the posts of teacher or lecturer only because of the uncertainty in their job in the school. Some times the teacher after getting appointment in EMRS left the job after two /three months if he /she gets job in other schools. As a result students do suffer till new teacher is appointed in the vacant post.

On the other hand, this also indicates their interest in this profession. It is therefore, suggested that the teachers engaged in EMRSs may be made permanent with regular scale with other service conditions applicable to other teachers of SSD Department. To check the out-flow of good teachers, we must be careful from right now and to strengthen the model schools with the help of such teachers, we must take steps to make them permanent with regular scales of pay.

In EMRS, Siriguda, acute shortage in quarters for the teachers has been observed. Fourteen numbers of teachers are compelled to stay out side the school campus due to lack of quarters. At least 17 more quarters need to be constructed for accommodation of the left out teachers and non teaching staff.

Further, all the teachers unanimously requested to exempt them from taking the mess charge. They have complained that due to this charge, their valuable time (one month) is wasted in maintaining the accounts of the mess. Lady teachers, when kept in mess charge, are compelled to go out side to lift the rice and to purchase the food materials. This has created difficulties for them to manage the mess and their valuable time is wasted which could have been utilized for their academic improvement.

It is suggested that a Mess Manager may be appointed who will be kept in charge of the mess of the hostel. A Committee under the chairmanship of the Principal may be constituted taking at least 2 teachers from amongst the PGTs and 2 from amongst the TGTs. The Mess Manager will be answerable to the Committee. This will free the teachers from their involvement in the day to day messing activities. Teachers, both male and female, will continue to be the Hostel Superintendent who will look after the over all activities of the students. However, a teacher should not be the Hostel Superintendent for more than 3 consecutive years.

Some of the teachers complained about non-provision of reference books by the school to them which hinder their academic improvement. It is therefore, suggested that sufficient reference books should be provided to the teachers along with the course books. Some of them are of the opinion that orientation training should be provided to the teachers periodically to improve their potential.

Almost all the teachers said that they have no difficulty in teaching S.T. students. 12 teacher said that they are involved in outward activities. They feel that parents of the students have good impression on them. However, they should convert the good will of the parents into good result of the school.

#### **4.4.17 Problems of Students:**

The study team interacted with 70 students @ 10 students of each class through a set of questionnaire prepared by the Institute. Apart from these students, the study team also interacted with a number of students (both boys and girls). The intention was to know about the quality of teaching, quality and quantity of food provided to them, quality of civic amenities provided to them, facilities provided to them in the hostels, involvement of teachers with the students, whether they are facing physical, mental and sexual harassments, their improvement in curricular and extra-curricular activities etc.

To the greatest satisfaction of the study team, not a single complain was received from any of the students regarding misbehavior and physical, mental and sexual harassments. However, some students replied that teachers give punishment if home work is not done in time. This indicates that a good environment prevails in the School Campus. Students are cooperative, well-mannered and mutually inclusive. No complain was received regarding quality of teaching and involvement of teachers in the development of the students. No complain was received regarding quality and quantity of food provided to the students. All the students expressed their satisfaction in this regard.

However, all the students complained regarding non-provision of cots, good quality of mosquito nets and blankets to them. It has already been mentioned that there is an immediate need of 52 cots for the students. Due to non-provision of sufficient cots, students are either compelled to sleep on the floor or to adjust in beds of other students. This has always been a matter of discontent among the students. Students in the hostel should be provided with study table, chair and a lamp so that they can read and write comfortably.

Another problem complained about by the students is poor maintenance of latrines and bathrooms. The study team witnessed the poor condition of the lavatories in all the boys' and girls' hostels. The repairing and

maintenance part of the lavatories is severely neglected which compels the students to go out of the School Campus to meet their nature's call. Doors of latrine and bath rooms are found to be half-broken making such facilities meaningless. The rooms, lavatories and campus of the hostel should be kept clean. Most of the students were complaining regarding quantity of food given in breakfast and Tiffin. The quantity of vegetable being given in break fast is too small, can be said negligible. Rate chart for Tiffin/break fast/ launch and dinner may be revised.

The boys' hostel has been under construction since long. Due to non availability of kitchen and dining space, the boarders are taking their food in open space inside the campus. Construction work should be completed as soon as possible.

During study it was observed the pass books supplied to the students are not updated. The Principal may see that this should be done regularly.

Most of the students complained about the poor voltage and negligence of school authorities in replacement of fans and tube lights, if become out of order. A generator may be provided to be used in case of power cut or fluctuation of voltage.

#### **4.4.18 Suggestions for improvement**

##### **Infrastructure Development**

The school is running with classes from class VI to XII with 60 number of student in each class. Thus, each class should be divided into two sections with 30 students each. Apart from that, the subjects like Hindi, Sanskrit, Botany and Zoology can not be held in one class room simultaneously. As such, 14 class rooms are required to teach the students from class VI to XII. In stead, there are only 6 class rooms in the school. Therefore, steps may be taken for construction of 10 additional class rooms for the students.

The office room of the school is not sufficient to accommodate the records and computers etc. Enough space should be provided for functioning of the office room.

The hostel now functioning in the first floor of the school should be shifted to the newly built boys' hostel.

The staff strength of the school is 34 but at present there are only 14 quarters in side the campus of the school. All the staff should be supplied with quarters. 19 more quarters are necessary for the staff of the school. The office of the school is now functioning in the store room. Another room may be constructed for the office room. A generator may be supplied to avoid voltage fluctuation in the EMRS.

Waiting room for the parents/guardians of the boarders may be constructed.

##### **Facilities for the students**

All the students are not supplied with cots, blankets and mosquitoes as some of the cots are broken, mosquito nets and blankets are worn out. Students are residing in the hostel by sharing cots with the inmates. Some students are sleeping on the floor. The broken cots, torn blankets and mosquito nets, broken windows, fans and lights should be replaced immediately. Choked latrines and bath rooms should be repaired and be kept clean. The students of +2 classes should not be allowed to stay with the students of the lower classes. Table, chair and a lamp may be provided to each student in the hostels because reading and writing posture on the cots or on the floor may cause injury to the spinal chord of the students. There should be a separate room for library and reading purpose. The rooms should be well furnished with adequate almirahs, tables and chairs. A librarian should be posted with independent charge to issue library books. Sufficient text books may be made available to the students.

##### **Health check up**

There should be a room for the sick students with sufficient medicines for preliminary treatment. Thus, a sick room may be constructed in each hostel in which common medicines could be kept. Since the ground water

contains certain impurities, the water may be examined suitably and remedial measures may be taken to supply pure drinking water to the students.

### **Coaching classes**

Coaching classes should be taken for weaker students only. If possible tutorial classes may be taken forming small groups (say 10-15 students) to clarify their doubts.

### **Issue of Progress reports to the students and Guardians**

Progress report of all the examination should be sent to the parents/ guardians/local guardians of the student with the comments regarding his/her weakness etc. Concerned student should be well advised to improve his/ her standard. This should be done cordially. The Principal of the school should check up the progress of the students every month, discuss with the concerned subject teacher and take steps to improve the standard of the student. This aspect may be discussed with the parents in Parent-Teacher meeting quarterly.

### **Management of the Mess.**

No teacher of the school should be given charge of the Hostel Superintendent. Separate post may be created for this job. The Hostel Superintendent should supervise the management, cleaning of the hostel. He/she should see that the daily routine of the hostel is scrupulously observed by the students. He/she should see that periodic check up of health of the students is done in time. In and out movement of the students should be checked by the Hostel Superintendent and a register should be maintained accordingly. A telephone may be provided in the room of the Hostel Superintendent inside the hostel. The Hostel superintendent should check up the quantity of food stuff being given to the CCA by the Mess Committee periodically and ensure quality food to the students. Any deviation noticed should be intimated to the principal for verification by the Managing Committee

### **Provision for training to the staff of the School**

The junior clerk cum librarian of the school is now doing the job of clerk and librarian and also maintaining records and registers. The librarian should be given exclusively the charge of the library and a clerk with accounting knowledge may be posted. It is observed that the present clerk cum librarian has not taken the accountancy training as a result he is finding it difficult to maintain such registers/accounts of the school. He should be given training on that line.

### **Coaching classes/ tutorial classes**

Now coaching classes are being taken for all the students of the school. As the number of students in regular classes and coaching classes are same, it may not be possible on the part of the teacher to give special attention to the weaker students. Therefore, coaching classes may be taken for the students who are found weak in their subjects. It is therefore, suggested that coaching classes may be taken for the weaker students. If possible tutorial classes having a small group say 10-15 students may be taken and included in the school routine.

### **Issue of Progress reports to the students and Guardians.**

Progress report of all the examination should be sent to the parents/ guardians/local guardians of the student with the comments regarding his/her weakness etc. concerned student should be well advised to improve his/ her standard. This should be done cordially. The Principal of the school should check up the progress of the students every month, discuss with the concerned subject teacher and take steps to improve the standard of the student. This aspect may be discussed with the parents in Parent-Teacher meeting quarterly

### **Maintenance of registers**

Accounts training may be provided to the Jr. Clerk who has been entrusted to maintain account register. A visit register may be maintained. The office room is now functioning in the store room. A separate room may be constructed for the office

### **Vocational training**

Immediate steps may be taken to impart vocational training to pass out students in different trades who are not continuing their further studies. After completion of training, kits may be provided to the pass out students to use them in earning their livelihood. They may be well informed about the future of the trade in which he /she gets training.

### **Magazine/ Annual report**

A Magazine and an Annual Report may be published annually.

### **Improvement of the Play ground**

Steps should be taken to improve the condition of the play ground.

### **Salaries and training to the teaching staff.**

Regular scale of pay may be allowed to all the staff of the EMRS instead of consolidated salary. Teaching staff may be given regular appointment in stead of on contractual basis. The performance of each staff should be reviewed annually. An administrative guide lines may be prescribed for the staff of the EMRS. Refresher training needs to be given to the teachers from time to time. Arrangements may be made for visiting of subjects experts to guide the teaching staff.

### **Inspection of the school**

Among others, two educationists, one E.E. and concern CDMO are taken as the members in the Managing Committee. Therefore, such members of the Managing Committee may like to visit/inspect the school and hostels to evaluate the management of the school/hostels and also to asses /check up the quality of education/ health and sanitation being provided to the students and report to the Managing Committee for further action. In turn, the Managing Committee will take action under intimation to OMTES.

### **Other matters**

1. Inter EMRS competition on extra-curricular activities such as sports/songs/arts etc. may be arranged.
2. Science exhibition in the school may be arranged.
3. The students should be taught about eco-friendly environment and there should be a green/forest club in EMRS.
4. The retired experts of the area on different text subjects may be invited to school to clarify the doubts of the students with a provision of certain amount of honorarium to them.
5. Seminars on National problems and topics may be organized among the students by inviting experts / NGOs having expertise in the matter.
6. Science magazines and digests on current national/ international events may be purchased and supplied to the library for the benefit of the teachers/ students.
7. Internet facilities may be made available in the IT Laboratory.
8. Information regarding higher studies /trades, especially after +2 courses may be displayed in a board along with advertisements published in the news papers/or by down loading from internet etc so that interested students could apply for the same. The Librarian may be kept in charge of this duty.
9. Track records of ex- students may be kept in the school. They may be encouraged to contact the school for the help they need to continue their studies. Well placed ex- students may be invited to the school to guide their juniors. Next batch of the school may feel encouraged for the success of their seniors.
10. Water harvesting system may be introduced in the EMRS to conserve water.

11. Pass books of the students should be collected once in a month and get updated in the concerned bank.
12. An ITI qualified technician may be appointed in EMRS for maintenance of electricity and water supply.
13. A generator/ inverter may be installed for use in school/hotels in case of power cut.
14. The Educational Consultant appointed in OMTES may visit all the EMRS regularly to counsel the students to give them necessary tip and guidance on their future studies. He may draw a annual programme accordingly
15. As the EMRS are situated at a distance of 5- 7KM from the town, a small grocery shop and a canteen may be opened adjacent to the EMRS so that the students and teachers including the parents and the local people can buy their minimum necessities. PA, ITDA of the area may take this step and provide contract to a good and trust worthy person to open the shop.
16. A provision may be made for hiring of vehicle for transportation of patients to medical and also to be used in similar urgent situation or for important activities with the approval of the Principal of the school. A lump sum amount may be kept for these activities including medical expenses.

## CHAPTER-V



## WORLD VIEW TEST OF STUDENTS

During the evaluation study of 4 EMRS i.e. EMRS, Bhawanipur in Sundargarh District, EMRS, Dhanghera in Mayurbhanj District, EMRS, Ranki in Keonjhar District, and EMRS, Siriguda in Rayagada District the 'World View Test' was administered to 266 nos. of students (134 boys and 132 girls) of 4 EMRS from class VI to Class XII( 10 students from each class in each EMRS on the basis of availability ) randomly selected to assess the standard of the students in acquiring knowledge about national and international events, their general knowledge on different subjects and awareness development on different social and political aspects .For assessment of their general knowledge and awareness, 2 sets of questionnaires were prepared by the research staff of the Institute for the purpose. One set of questionnaires was set up for class VI to VIII students and another set was prepared for the students of class IX to XII. Students picked up for the test were asked to give details about their community, occupation of their parents, educational status of their parents, Marks secured by them in previous class, extracurricular activities taken up by schools, subjects in which they find difficulties to understand, mode of education imparted by the teachers, views about management of the school and hostels and facilities required to improve their standard further etc. All the questions were based on General Knowledge, acquaintance of the students with the important regional, national and international happenings, primary information relating to their own Block, District, Assembly Constituency, Parliamentary Constituency and State. There were 24 questions for the students of Group I and 55 questions for the students of Group II who were from higher classes, from class IX to class XII. Students of Group II were also asked about some of the important Acts meant for the welfare and protection of SCs & STs such as Forest Rights Act, Prohibition of Atrocities Act, Right to Education Act and Right to Information Act. Further, Students of Group II were also asked about their future aim after completion of their study in EMRS.

Due to the ongoing vacation for Makara Festival, equal number of students in each class was not made available to appear at the test during the field study. However, the world view test of total 266 students including boys and girls were taken up out of the targeted students of 280. The answers given by the students of each class were scored under performance basis of the students and placed under four separate scores to assess how many of them are coming under excellent and how many are coming under very good, good and fair performance category. The findings from this test may indicate the impact of quality education on the students and also the lacuna if any, so that steps may immediately be taken to rectify them. Class wise and gender wise world view test of each studied EMRS are presented in different tables below.

**Table-5.1**  
**Scores of students in World View Test**

CLASS VI															
Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>EMRS, Bhawanipur</b>	5	5	10	0	0	0	0	0	0	5	4	9	0	1	1
<b>EMRS, Dhanghera</b>	5	5	10	3	2	5	2	3	5	0	0	0	0	0	0
<b>EMRS,</b>	5	5	10	0	0	0	2	1	3	3	4	7	0	0	0

<b>Ranki</b>															
<b>EMRS, Siriguda</b>	5	5	10	0	3	3	5	2	7	0	0	0	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>3</b>	<b>5</b>	<b>8 (20%)</b>	<b>9</b>	<b>6</b>	<b>15 (38%)</b>	<b>8</b>	<b>8</b>	<b>16 (40%)</b>	<b>0</b>	<b>1</b>	<b>1 (2%)</b>

In class VI , total 40 students(20 each from boys and girls) of 4 EMRS were interviewed out of which maximum students i.e. 16 numbers( 40% )have scored between 61% to 90%, 15(38%) between 31% & 60% and 8(20%) scored up to 30%. Only one student of Bhawanipur EMRS has scored above 90%. From analysis of each EMRS shows that, maximum students from Bhawanipur EMRS have scored between 61% & 90% may be due to location of EMRS at Sundargarh district which is an industrial area and where the tribal literacy is highest. The students might have been come from literate family. The performance of class VI students are presented in the bar diagram below.

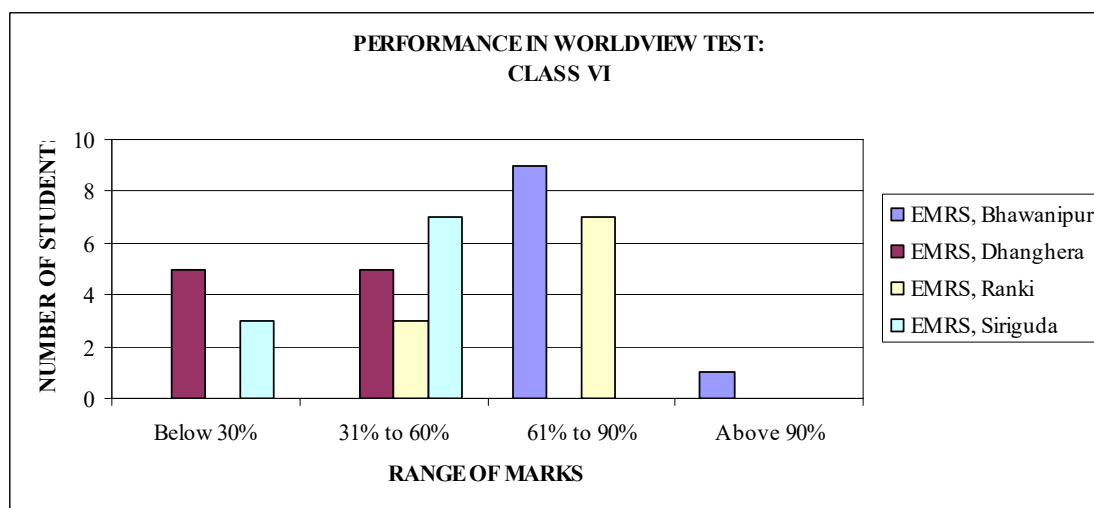


Table-5.2

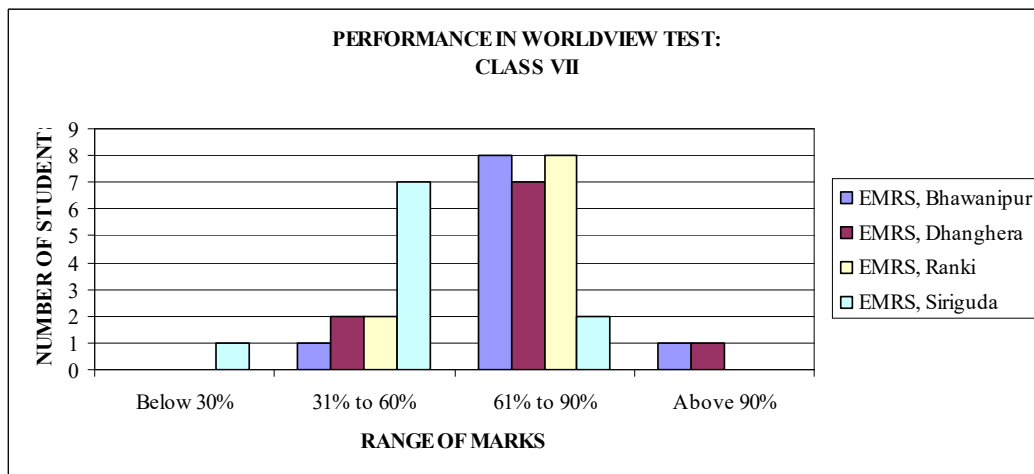
Table-5.2

Scores of students in World View Test

<b>CLASS VII</b>															
<b>Name of the School</b>	<b>Number of Students Interviewed</b>			<b>Students scored up to 30%</b>			<b>Students scored between 31% &amp; 60%</b>			<b>Students scored between 61% &amp; 90%</b>			<b>Students scored above 90%</b>		
	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>
<b>EMRS, Bhawanipur</b>	5	5	10	0	0	0	1	0	1	4	4	8	0	1	1
<b>EMRS,</b>	5	5	10	0	0	0	1	1	2	3	4	7	1	0	1

<b>Dhanghera</b>															
<b>EMRS, Ranki</b>	5	5	10	0	0	0	0	2	2	5	3	8	0	0	0
<b>EMRS, Siriguda</b>	5	5	10	0	1	1	4	3	7	1	1	2	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>0</b>	<b>1</b>	<b>1(2.5%)</b>	<b>6</b>	<b>6</b>	<b>12(30%)</b>	<b>13</b>	<b>12</b>	<b>25(62.5%)</b>	<b>1</b>	<b>1</b>	<b>2(5%)</b>

In class VII , total 40 students(20 each from boys and girls) of 4 EMRS were interviewed out of which maximum students i.e. 25 numbers(62.5% )have scored between 61% to 90%, 12(30%) between 31% & 60% and only1(2.5%) scored up to 30%. Only one girl of Bhawanipur EMRS and one boy of Dhanghera EMRS have scored above 90%. From analysis of each EMRS shows that lowest number of students (2 nos) from Siriguda EMRS have scored between 61% & 90% and maximum (7 nos) have scored between 31% & 60 % may be due to location of EMRS at Rayagada district where the tribal literacy is very low and sufficient effort has not been taken up for improvement of standard of the students. The performance of class VII students are presented in the bar diagram below.

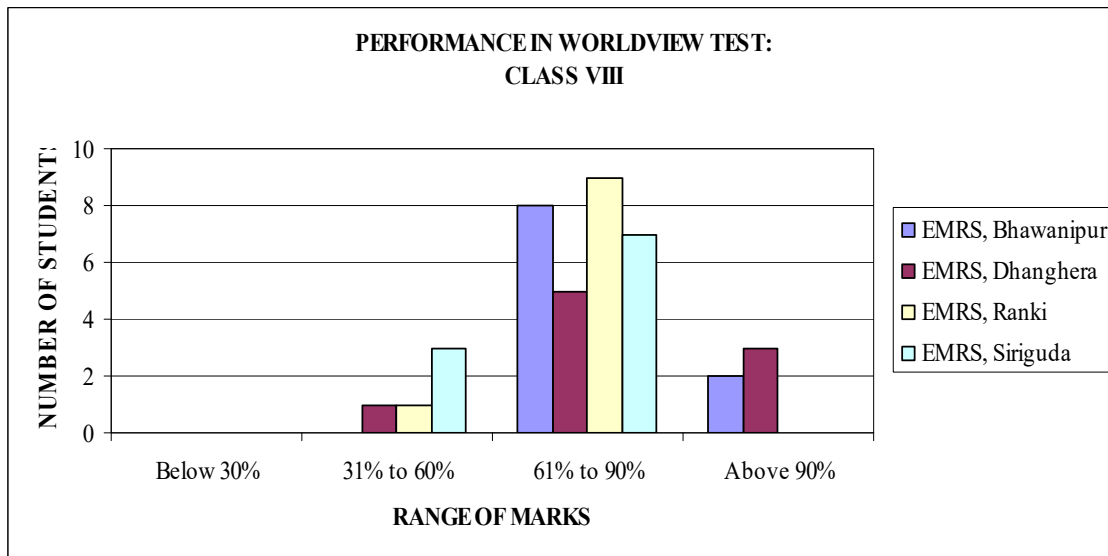


**Table-5.3  
Scores of students in World View Test**

<b>CLASS VIII</b>																
<b>Name of the School</b>	<b>Number of Students Interviewed</b>			<b>Students scored up to 30%</b>			<b>Students scored between 31% &amp; 60%</b>			<b>Students scored between 61% &amp; 90%</b>			<b>Students scored above 90%</b>			
	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	<b>B</b>	<b>G</b>	<b>T</b>	
<b>EMRS, Bhawanipur</b>	5	5	10	0	0	0	0	0	0	5	3	8	0	2	2	

<b>EMRS, Dhanghera</b>	5	4	9	0	0	0	0	1	1	2	3	5	3	0	3
<b>EMRS, Ranki</b>	5	5	10	0	0	0	1	0	1	4	5	9	0	0	0
<b>EMRS, Siriguda</b>	5	5	10	0	0	0	0	3	3	5	2	7	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>19</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>5(13%)</b>	<b>16</b>	<b>13</b>	<b>29(74.3%)</b>	<b>3</b>	<b>2</b>	<b>5(13%)</b>

In class VIII , total 39 students(20 from boys and 19 from girls) of 4 EMRS were interviewed out of which maximum students i.e. 29 numbers(74 % )have scored between 61% to 90%, 5(13%) between 31% & 60%. It is surprisingly found that none of the student of class VIII have scored less than 30% and 5 (13%) students of Bhawanipur EMRS and Dhanghera EMRS have scored above 90% out of which 3 are boys from EMRS, Dhanghera and 2 from EMRS, Bhawanipur. The performance of class VIII students are presented in the bar diagram below.

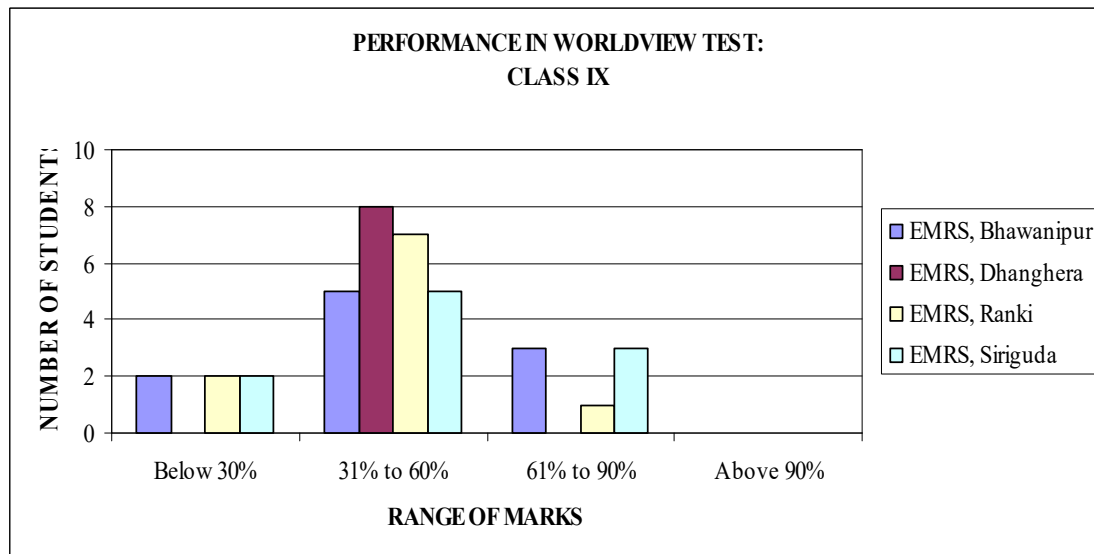


**Table-5.4  
Scores of students in World View Test**

<b>CLASS IX</b>																
Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%			
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
<b>EMRS, Bhawanipur</b>	5	5	10	1	1	2	2	3	5	2	1	3	0	0	0	

<b>EMRS, Dhanghera</b>	5	3	8	0	0	0	5	3	8	0	0	0	0	0	0
<b>EMRS, Ranki</b>	5	5	10	1	1	2	3	4	7	1	0	1	0	0	0
<b>EMRS, Siriguda</b>	5	5	10	1	1	2	3	2	5	1	2	3	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>18</b>	<b>38</b>	<b>3</b>	<b>3</b>	<b>6(18%)</b>	<b>13</b>	<b>12</b>	<b>25(66%)</b>	<b>4</b>	<b>3</b>	<b>7(18%)</b>	<b>0</b>	<b>0</b>	<b>0</b>

In class IX, total 38 students(20 from boys and 18 from girls) of 4 EMRS were interviewed out of which maximum students i.e. 25 numbers(66%) have scored between 31% to 60%, 7(18%) between 61% & 90% and 6(16%) scored up to 30%. None of the students have scored above 90% in this class. From analysis of each EMRS shows that none of students from Dhanghera EMRS have scored above 60%. The performance of class IX students are presented in the bar diagram below.



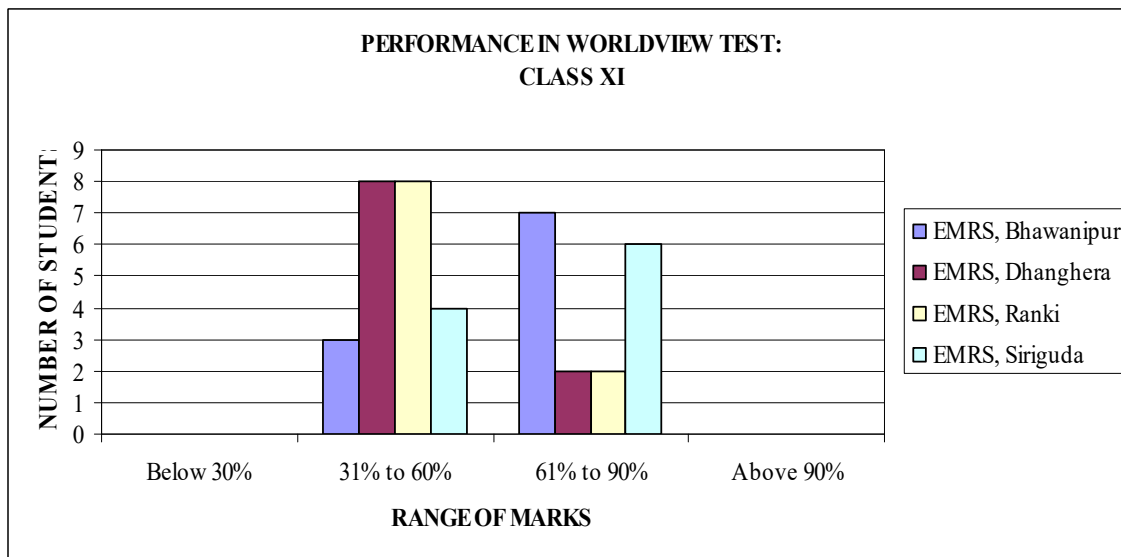
**Table-5.5  
Scores of students in World View Test**

<b>CLASS X</b>															
Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>EMRS,</b>	5	5	10	0	0	0	1	2	3	4	3	7	0	0	0



<b>EMRS, Bhawanipur</b>	5	5	10	0	0	0	1	2	3	4	3	7	0	0	0
<b>EMRS, Dhanghera</b>	5	5	10	0	0	0	3	5	8	2	0	2	0	0	0
<b>EMRS, Ranki</b>	5	5	10	0	0	0	4	4	8	1	1	2	0	0	0
<b>EMRS, Siriguda</b>	5	5	10	0	0	0	2	2	4	3	3	6	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>13</b>	<b>23(58%)</b>	<b>10</b>	<b>7</b>	<b>17(42%)</b>	<b>0</b>	<b>0</b>	<b>0</b>

In class XI, total 40 students(20 from boys and 20 from girls) of 4 EMRS were interviewed out of which maximum students i.e. 23 numbers(58%) have scored between 31% to 60%, 17(42%) between 61% & 90%. None of the students of any studied EMRS have scored above 90% or below 30% in this class. The performance of class XII students are presented in the bar diagram below.

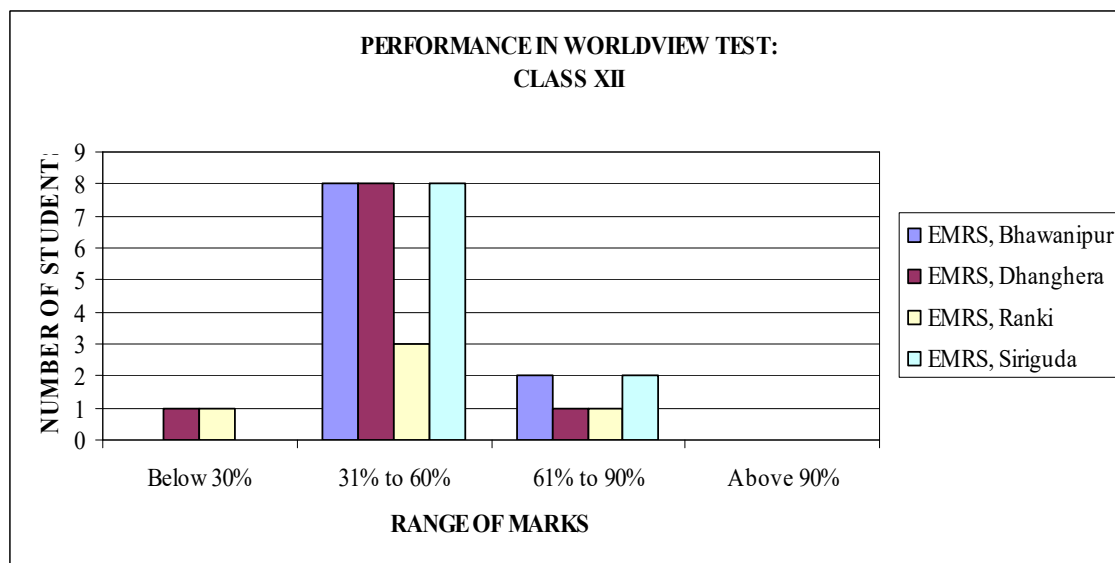


**Table-5.7**  
**Scores of students in World View Test**  
**CLASS XII**

Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>EMRS, Bhawanipur</b>	5	5	10	0	0	0	3	5	8	2	0	2	0	0	0
<b>EMRS,</b>	5	5	10	1	0	1	3	5	8	1	0	1	0	0	0

<b>Dhanghera</b>															
<b>EMRS, Ranki</b>	5	0	5	1	0	1	3	0	3	1	0	1	0	0	0
<b>EMRS, Siriguda</b>	5	5	10	0	0	0	4	4	8	1	1	2	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>2</b>	<b>0</b>	<b>2(6%)</b>	<b>13</b>	<b>14</b>	<b>27(77%)</b>	<b>5</b>	<b>1</b>	<b>6(17%)</b>	<b>0</b>	<b>0</b>	<b>0</b>

In class XII, total 35 students(20 from boys and 15 from girls) of 4 EMRS were interviewed out of which maximum students i.e. 27 numbers(77% )have scored between 31% to 60%, 6(17%) between 61% & 90% and 2(6%) scored up to 30%. None of the students have scored above 90% in this class. The performance of class XII students are presented in the bar diagram below.



From the above diagram it is found that maximum students of each EMRS have scored between 31% and 60%.

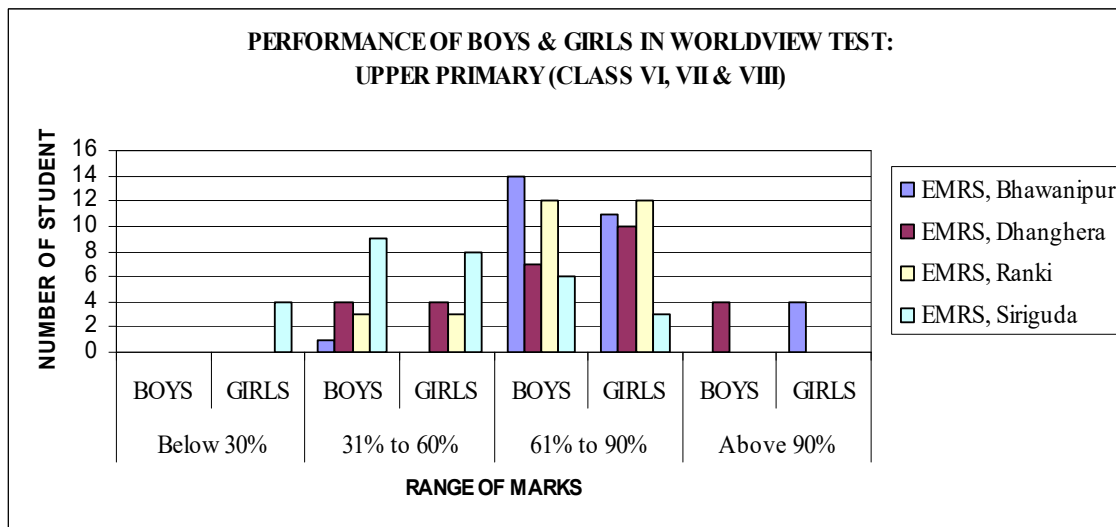
**Table-5.8**  
**Score of Group I (Class VI, VII, VIII) students**  
**CLASS VI, VII & VIII**

Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>EMRS, Bhawanipur</b>	15	15	30	0	0	0	1	0	1	14	11	25	0	4	4



<b>EMRS, Dhanghera</b>	15	14	29	0	0	0	4	4	8	7	10	17	4	0	4
<b>EMRS, Ranki</b>	15	15	30	0	0	0	3	3	6	12	12	24	0	0	0
<b>EMRS, Siriguda</b>	15	15	30	0	4	4	9	8	17	6	3	9	0	0	0
<b>TOTAL</b>	<b>60</b>	<b>59</b>	<b>119</b>	<b>0</b>	<b>4</b>	<b>4(3%)</b>	<b>17</b>	<b>15</b>	<b>32(27%)</b>	<b>39</b>	<b>36</b>	<b>75(63%)</b>	<b>4</b>	<b>4</b>	<b>8(7%)</b>

The above table shows the test result of Group I (From class VI, VII and VIII) students combinedly for whom the uniform questionnaire was administered. Total 119 students(60 from boys and 59 from girls) of 4 EMRS were interviewed out of which maximum students i.e. 4(3%) scored up to 30%, 32(27%) between 31% to 60% , 75 numbers(63%) have scored between 61% & 90%, and 8 numbers(7%) have scored above 90% out of which 4 are boys and 4 are girls. Again 4 girls belong to Bhawanipur EMRS and the 4 boys belong to Dhanghera EMRS. From analysis of each EMRS shows that none of students from Ranki EMRS and Siriguda EMRS have scored above 90% in this group. The performance of Group I students are presented in the bar diagram below.



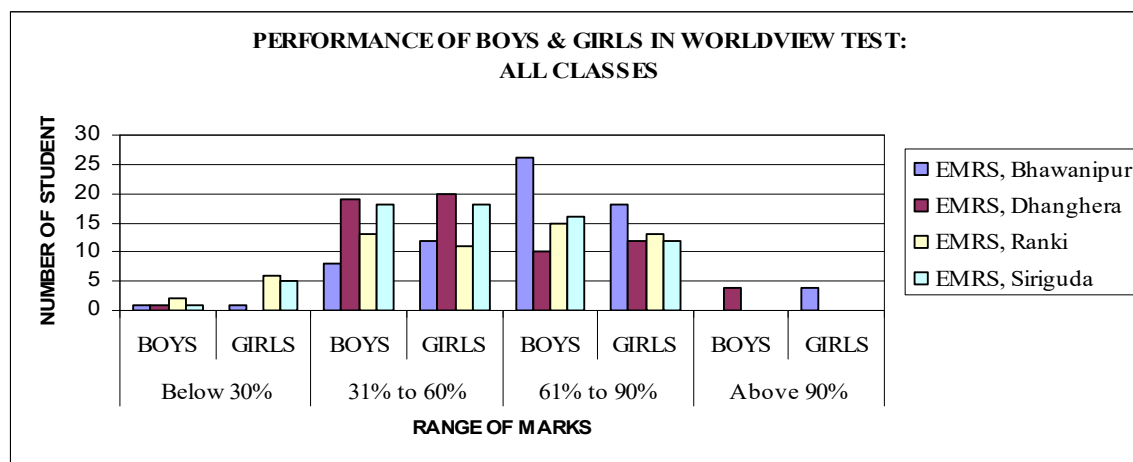
**Table-5.9**  
**Scores of Group II (Class IX, X, XI, XII) students**  
**CLASS IX, X, XI, XII**

Name of the School	Number of Students Interviewed			Students scored up to 30%			Students scored between 31% & 60%			Students scored between 61% & 90%			Students scored above 90%		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
<b>EMRS,</b>	20	20	40	1	1	2	7	12	19	12	7	19	0	0	0



<b>EMRS, Bhawanipur</b>	35	35	70	1	1	2	8	12	20	26	18	44	0	4	4
<b>EMRS, Dhanghera</b>	34	32	66	1	0	1	19	20	39	10	12	22	4	0	4
<b>EMRS, Ranki</b>	30	30	60	2	6	8	13	11	24	15	13	28	0	0	0
<b>EMRS, Siriguda</b>	35	35	70	1	5	6	18	18	36	16	12	28	0	0	0
<b>TOTAL</b>	<b>134</b>	<b>132</b>	<b>266</b>	<b>5</b> <b>(4 %)</b>	<b>12</b> <b>(9%)</b>	<b>17</b> <b>(6%)</b>	<b>58</b> <b>(43 %)</b>	<b>61</b> <b>(46%)</b>	<b>119</b> <b>(45%)</b>	<b>67</b> <b>(50% )</b>	<b>55</b> <b>(42% )</b>	<b>122</b> <b>(46% )</b>	<b>4</b> <b>(3 %)</b>	<b>4</b> <b>(3 %)</b>	<b>8</b> <b>(3%)</b>

From the test result of students of all classes from VI to XII it is found that out of 266 selected students appeared the test, 134 were boys and 132 were girls. Among them almost equal number of students i.e. 122 and 119 respectively have scored between 61% & 90% and 31% & 60%. Total 122 numbers(46% )have scored between 61% & 90% (67 from boys and 55 from girls) ,119 (45%) between 31% to 60% (58 from boys and 61 from girls), and 17(6%) scored up to 30%(5 from boys and 12 from girls), and 8 (3%) scored above 90%(4 each from boys and girls). From the above table it is found that more number of boys (50%) have scored between 61% to 90% where as more girls (55%) have scored up to 60%.But in case of above 90% scoring ,equal number(4 nos. each ) of boys and girls have scored the percentage. It is found from the test that though a lot of investment as well as special effort are being made to impart quality education to these students, it is not being fruitful to some extent. Graphical presentation of the performance of all interviewed students is shown below.

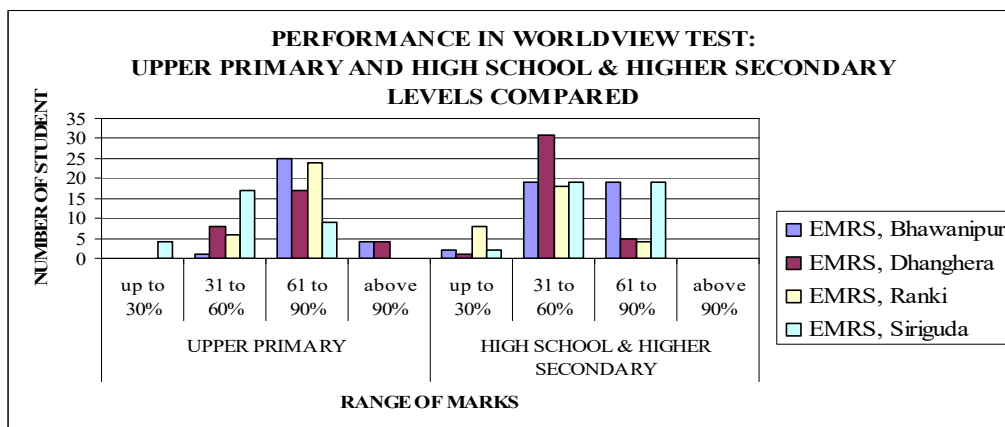


**Table-5.11**  
**Comparison of scores between Upper Primary Level students and High School & Higher Secondary Level students of the studied EMRSs**

Name of the School	CLASS VI TO CLASS VIII		CLASS IX TO XII	
	Number of	Number of Students scored	Number	Number of Students scored

	Students Interviewed	up to 30%	31 to 60%	61 to 90%	above 90%	of Students Interviewed	up to 30%	31 to 60%	61 to 90%	above 90%
<b>EMRS, Bhawani pur</b>	30	0	1	25	4	40	2	19	19	0
<b>EMRS, Dhanghera</b>	29	0	8	17	4	37	1	31	5	0
<b>EMRS, Ranki</b>	30	0	6	24	0	30	8	18	4	0
<b>EMRS, Siriguda</b>	30	4	17	9	0	40	2	19	19	0
<b>TOTAL</b>	<b>119</b>	<b>4</b> <b>(3%)</b>	<b>32</b> <b>(27%)</b>	<b>75</b> <b>(63%)</b>	<b>8</b> <b>(7%)</b>	<b>147</b>	<b>13</b> <b>(9%)</b>	<b>87</b> <b>(59%)</b>	<b>47</b> <b>(32%)</b>	<b>0</b>

A comparative statement of the scoring of upper primary and high school and higher secondary school students shows that 7% students have scored more than 90% at upper primary level where as none of the students at high school and higher secondary level have scored more than 90%. Again, when 75 (63%) have scored between 61 and 90% at upper primary level, less than half of the students (47nos) constituting 32% are coming under this range. At lower range from 0 to 60%, the number of students at high school and higher secondary level are more (100 nos.) than at primary level (36 no). The result explains that the sound knowledge on different aspects are deteriorating gradually at higher level may be due to lack of interest in other aspect except text book knowledge or due to lack of time due pressure of studies or due lack of interest among the teachers to make them aware of various aspects of outside world to facilitate them in this competitive world to go for higher education and build their future career .



The world view test, though conducted within a short time and limited questions were set up for the test, it shows that most of the students of the above 4 EMRS have little knowledge about the past as well as current National and International events. Even some of them failed to give answers to the questions about the eminent leaders/ persons of our state and country. The test shows that either the students are not attentive in their class or the teachers are failed to impart quality education to the students. Adequate steps are not being taken to improve these aspects of the education among the students.

OMTES as well as the Managing Committee of the above 4 EMRSs should see that knowledge of the students on various national and international events (current or past) should be improved. Books of different eminent authors and general knowledge books should be kept in the library for the benefit of the students. News papers / TV should be supplied to the school so that the students would acquire knowledge on different aspects of world events which would help the students to build their future career and can compete with others. In this respect, the Principal and the hostel superintendent should play important roll during school hour and beyond school hour respectively. Students should be inspired to be laborious to acquire the general / career building knowledge from different non text books/ magazines. Competitions on debate, essay writings, GK tests etc. should be arranged periodically by OMTES/ EMRS with award of prizes, may be nominal, to create interest among the students to acquire such knowledge and develop keeping pace with others.

## **CHAPTER-VI**

## COMPARATIVE PICTURE OF THE FOUR STUDIED EMRS

### 6.1 Coverage:

Establishment of EMRS in different districts of the State is an attempt to provide quality education to the ST students in remote areas, from class VI to class X (Middle and High School Standard Education) and from class XI to XII (Higher Secondary Education). Such attempt has not only enabled them to avail reservation facilities in pursuing for higher and professional educational courses and jobs in Government / Public / Private sectors but also to have access to the better opportunities in education at par with non-S.T students. In its 9 years of functioning of OMTES, 11 EMRS have been established across the State covering 9 districts, 10 are located in the Tribal Sub Plan Area and only one is located outside the Tribal Sub Plan Area within the MADA Pocket of Jajpur District. All the four studied EMRS were established in the year 2001-02 and have been affiliated to the Board of Secondary Education, Odisha and Council of Higher Secondary Education, Odisha for both HSC and Higher Secondary Education respectively. The in-take capacity of each EMRS is 462 out of which 420 (210 ST boys and 210 ST girls) are boarders and 42 are day scholars. Enrollment is being made through an entrance examination and admission is allowed on the basis of priority list made on the basis of the result of the examination. It is observed that in all four study EMRS. All the seats meant for hosteller have not been filled up.

A statement showing year of establishment, location, area, status, intake capacity etc. of four studied EMRS is given below:

**Table-6.1**  
**Location, Year of establishment, area, intake capacity and present status of EMRS**

Sl. No.	Name and location of the EMRS	Year of Establishment	Area (in Acres)	Intake capacity	Present strength	Status of recognition
1	EMRS, Dhanghera, Mayurbhanj	2000-01	30	420 students as boarders and 42 as day scholars.	404	HSC: 2004-05 CHSE: 2008-09
2	EMRS, Bhawanipur, Sundargarh	2000-01	27.37	420 students as boarders and 42 as day scholars.	398	HSC: 2005 CHSE: 2008
3	EMRS, Siriguda, Halua, Rayagada	2001 (Upgraded in 2008)	14.41	420 students as boarders and 42 as day scholars.	394	HSC: 2005 CHSE: 2009
4	EMRS, Ranki, Keonjhar	2001-02 (Upgraded in 2007-08)	20	420 students as boarders and 42 as day scholars.	414	HSC: 2006 CHSE: 2009

From the above table, it appears that number of students enrolled in each of the above four EMRS is less than their intake capacity of 462. The number of enrolled students varies between 394 (lowest) in Siriguda EMRS, Rayagada District and 414 (Highest) in Ranki EMRS, Keonjhar District. One of the causes for such short fall in enrolment is that some students after taking admission in EMRS, have taken Transfer certificate (TC) to continue their study elsewhere and the vacant position could not be filled up immediately.

Financial resources have been provided for establishment and running of the school out of funds under Article 275(I) of the Constitution of India. A statement showing funds sanctioned in favor of the four study EMRS from 2005-06 to 2010-11 is given below.

## 6.2 Provision of Funds:

The fund allotted to each studied EMRS is presented in the following tables.

**Table-6.2**  
**Allocation of Fund to EMRS**  
**(Rupee in Lakhs)**

Sl No	Name and location of the EMRS	Funds Received (2005-06 to 2010-11)	Expenditure Incurred	Unutilized Funds
1	EMRS, Dhanghera, Mayurbhanj	295.05	238.52	56.53 (19.16%)
2	EMRS, Bhawanipur, Sundargarh	352.93	235.07	117.86 (33.23%)
3	EMRS, Siriguda, Halua, Rayagada	276.42	186.56	89.86 (32.51%)
4	EMRS, Ranki, Keonjhar	296.01	211.32	84.69 (28.61%)
<b>Total</b>		<b>1220.41</b>	<b>871.47(71.41%)</b>	<b>348.94 (28.59%)</b>

- An amount of Rs.1220.41 Lakh has been provided to the four studied EMRS during 2005-06 to 2010-11.
- An amount of Rs. of 871.47 (71.41%) has been utilized by the 4 studied EMRS and the rest 28.59% has remained unutilized by December, 2010.
- Maximum Fund of Rs.352.93 Lakh has been provided to EMRS, Bhawanipur and Minimum Fund of Rs.276.42 Lakh has been provided to EMRS, Siriguda.
- Unutilized amount was found to be more (Rs.117.86 Lakh) in EMRS, Bhawanipur and less (RS.56.53 Lakh) in EMRS, Dhanghera.

## 6.3 Infrastructure available in School Building:

The infrastructure facilities available at schools of 4 studied EMRS is stated below.

**Table-6.3**  
**Infrastructural facilities at EMRS (School)**

Sl. No	Name and location of the EMRS	Class room	Principal office	Teachers common room	Library with study room	Laboratories	Office room	Sports room	Store room	Toilets	Students common room	Drinking water
1	2	3	4	5	6	7	8	9	10	11	12	13
1	EMRS, Dhanghera, Dist Mayurbhanj	7	1	1(Used as Principals room)	1	4 (Phy-1 Che-1)	1	-	1	4	-	Shallow well -2 Open

						Bo&Zo-1 IT-1)						Well-1 Pond-1 Tube well-2(not functioning)
2	EMRS, Bhawanipur, Sundargarh	7	1	1 (Partially occupied by non teaching staff)	1	5	1	-	1	4	-	Borewell-1 Open Well-1
3	EMRS, Siriguda, Halua, Rayagada	8	1	1	Library without study room	5	1	-	1	2	-	Bore well-2 Tube well-3
4.	EMRS, Ranki, Keonjhar	6	1	1	-	5	1	-	1	2	-	Bore well-2 Tube well-3 Jalamani-1

- Though there is necessity of more number of class rooms for each EMRS, the number of class room in each EMRS varies between 6(in EMRS, Ranki) and 8(in EMRS, Siriguda).
- In EMRS, Dhanghera, teachers' common room is used as Principal's room and in EMRS, Bhawanipur it is occupied by a non teaching staff.
- In EMRS, Siriguda, Rayagada, there is a Library without study room.
- In 3 EMRS, there are 5 laboratories for 5 Practical subjects except in EMRS, Dhanghera where there is a common laboratory for both Botany and Zoology subject.
- In none of the studied EMRS, students' common room or sports room have been constructed.
- Drinking water facility is available in each EMRS and water is provided through pipe.

#### 6.4 Infrastructure available in Boys' and Girls' hostel:

The infrastructure facilities available at hostels of 4 studied EMRS is stated below.

**Table-6.4**



**Infrastructural facilities at EMRS (Hostel)**

Sl. No.	Name and location of the EMRS	Small room		Dormitory		Latrine-cum Bath room		Yoga /prayer room		Kitchen		Dining room		Drinking water		Other facilities	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	EMRS, Dhanghera, Dist Mayurbhanj	-	-	24	24	24	24	1	1	1	1	1	1	Supplied from bore well through pipe	Supplied from bore well through pipe	-	-
2	EMRS, Bhawanipur, Sundargarh	-	-	24	24	24	24	-	-	One common kitchen		One common dining hall		-do-	-do-	-	-
3	EMRS, Siriguda, Halua, Rayagada	-	13	8	8	8	32	-	1	-	1	-	1	-do-	-do- There is also a tube well	Conference hall	Recreation hall with a TT table
4.	EMRS, Ranki, Keonjhar	19	19	8	8	32	32	1	-	1	1	1	1	-do-	-do-	one T.V. is installed in the prayer hall.	

- One TV which has been installed at EMRS, Ranki has not been provided to other three EMRS.
- There is one conference hall and a Recreation Hall at EMRS, Siriguda, which are not available in other three EMRS.
- Drinking water has been provided to both the hostels in each EMRS.
- More Dormitories are provided to students in EMRS at Dhanghera and Bhawanipur, where as more rooms are provided to students in other two EMRS.
- A few numbers of latrines-cum bath rooms (Only 8) are provided to Boys' hostel at Siriguda.
- At EMRS, Bhawanipur, Sundargarh common kitchen and common dining hall are shared by both boys and girls.
- No room for Yoga/prayer class has been provided at EMRS, Bhawanipur where as there is one for boys at EMRS, Ranki and one for girls at EMRS, Siriguda and 2 for both boys and girls separately at EMRS, Dhanghera.

**6.5 Total No. of Staff :**

Number of teaching and non teaching staff engaged in the school including Principal of the School in each study schools are given below:

**Table-6.5**  
**Position of Teaching and Non-Teaching staff at EMRS**

Sl. No.	Name and location of the EMRS	Teaching staff					Non teaching staff						Total staff
		Principal	PGT	TGT (including Hindi & Sans)	PET	Total	Lab Asst.	Lib. cum Clerk	DEP	CCA	Sweeper cum Watchman	Total	
1	EMRS, Dhanghera, Mayurbhanj	1	7	7	1	16	4	1	1	8	2	16	32
2	EMRS, Bhawanipur Sundargarh	1	8	8	1	18	4	1	1	8	2	16	34
3	EMRS, Siriguda, Halua, Rayagada	1	8	8	1	18	4	1	1	7	2 + (one Peon)	16	34
4.	EMRS, Ranki, Keonjhar	1	8	8	1	18	4	2	-	8	1 + (one Peon)	16	34

- In all the 3 EMRS, the total number of staff (both teaching and non teaching) is 34 where as in EMRS, Dhanghera, it is 32 as the number of both PGT and TGT teachers are 7 numbers each.
- In each EMRS except in EMRS, Ranki, there are only 2 persons who are serving as both sweeper as well as watchman. At EMRS, Ranki only 1 person is engaged to serve both as sweeper and watchman which is impossible on the part of a person to do both the job perfectly.
- One peon is engaged at EMRS, Siriguda and EMRS, Ranki where as no class IV employees are engaged in EMRS, Dhanghera and EMRS, Bhawanipur.

**6.6 Accommodation of staff:**

The following accommodation was provided to the staff (both teaching and non teaching) in the 4 studied EMRS.

**Table-6.6**  
**Staff Quarters available at EMRS**

Sl. No.	Name and location of the EMRS	Family Quarters	Bachelors quarters	Drinking water	Electricity
1	EMRS, Dhanghera, Dist Mayurbhanj	10	4	Bore well	Available
2	EMRS, Bhawanipur, Sundargarh	9	5	-do-	Available
3	EMRS, Siriguda, Halua, Rayagada	6	8	Bore well and a tube well	Available (boarders and staff experienced power cut with low voltage)
4.	EMRS, Ranki, Keonjhar	11 including a watchman shed.	8	-do-Ground water contains impurities.	Available

- The quarters constructed for the staff in each EMRS are found inadequate. In EMRS at Bhawanipur, Dhanghera and at Siriguda the total number of staff quarters is 14 in each case where as it is 19 at EMRS, Ranki.
- Drinking water facility has been provided to all the EMRS.
- Though electric facility has been provided to all the EMRS, frequent power cut and low voltage is a common complain of students & staff of each EMRS.

#### 6.7 Other facilities:

Some other facilities provided to each studied EMRS are stated below.

**Table-6.7**  
**Other facilities available at EMRS**

Sl. No.	Name and location of the EMRS	Medical facilities	Science apparatus	Magazine/digest
1	EMRS, Dhanghera, Dist Mayurbhanj	Monthly health check up First aid box available Medicines for preliminary treatment.	Available but not sufficient	Yes
2	EMRS, Bhawanipur, Sundargarh	-do-	-do-	-do-
3	EMRS, Siriguda, Halua, Rayagada	-do-	-do-	Only Daily News Paper
4.	EMRS, Ranki, Keonjhar	-do-	-do-	No

- First Aid Box has been provided to all the EMRS. Besides, there is provision of monthly health check up of the students of EMRS.
- Though Science Apparatus have been provided to all the EMRS, they are found insufficient.
- Magazines and Reader Digest are purchased for the students in 2 EMRS namely in EMRS, Dhanghera and EMRS, Bhawanipur.

### **6.8 General observation on functioning of Sample EMRS:**

All the sample EMRS were established during the period from 2000-2002. The intake capacity of each school has been 464 (420 boarders and 42 Day scholars). In the year 2009-10, 1610 students were enrolled into these four EMRS. While all the 420 ST students for whom hostel facilities is available, 10% extra students from other categories such as SC/OBC/Gen caste can also be enrolled as day scholar, if any ST student is not available. In order to take admission in the EMRS, students have to face an entrance examination test and admission is being given on the basis of the merit list of the entrance examination. In case a seat in class VI or class XI falls vacant, the vacancy is being filled up from the merit list. It is found that students getting admission in the EMRS prefer to leave the school if he/she gets selected in Navodaya Vidyalaya or Central School etc. Thus, it implies that parents and students of ST category are giving importance to Navodaya Vidyalaya or Central school than EMRS as they feel that more facilities are available in these schools. This comparison contributes to the demotivating factors. This aspect should be looked into. Proper study environment should be created inside the campus of the EMRS to gain confidence of the ST people to allow their ward to study in EMRSs.

Principal of the school is the head of the Institution. He administers and looks after the functioning of the school. Regular classes are being taken by the trained teachers i.e. PGTs and TGTs, PET appointed by the OMTES. Time tables have been prepared for smooth functioning of the school. Attendance registers are being maintained for the teaching and non teaching staff to mark their arrival and departure from the school. Students' attendances are also taken regularly in the classes by the respective class teachers.

To our dismay, it was found that the office registers and records, Account registers are not maintained properly. The reason is obvious. The Librarian-cum-clerk who has been asked to maintain register is untrained in maintaining accounts, official procedures, files and other registers. The concerned clerk should be trained about official rules and regulations. Further, there should be a person exclusively for management of the library and another for maintenance of office register/records/account register and other official works. Or else the multi-task handlers' training are to be imparted.

A notice board and a 'Wall Magazine' board, displaying art/paintings/ songs/ essays of the students of EMRS are fixed on the wall at the entrance of the school. At EMRS, Siriguda, it was observed that paintings carrying historical data on different aspect have been displayed on the wall of the class rooms. This activity of the Principal of the School is praise worthy. Remedial and guidance classes are also being taken by the respective teachers for the weaker students. Apart from that, pre -examination coaching classes for the students appearing annual examination and for JEE are also taken.

Though funds are being provided each year for construction maintenance of the EMRS, facilities required for the students to create study environment have not yet been provided, though OMTES is able to provide the minimum basic facilities to the students. For example, at EMRS, Ranki, there are no sufficient class rooms, library with a reading room, adequate laboratory apparatus and text book as well as reference books for the students. Similarly at Siriguda, the Boys' hostel is under construction and the students are now residing in the first floor of the school. Cots, Mosquito nets, blankets have not been provided to all the boarders in the hotel. Study table, chair, lamp and cupboard if possible may be provided to each boarder which will help them to put more concentration on their study. 20-25 students are allowed to stay in a hall in the hostel. This arrangement has adversely affected the study environment in the room. In one room there should not be more than 10 -12 students. In all the above EMRS, charge of hostel superintendent is being given to the teaching staff of the school on rotation basis against their consent. No teaching staff of the school should be given charge of hostel management.

Vast area inside the campus of the school remains either underutilized or unutilized. No play ground /garden have been developed inside the campus of the school.

The teachers engaged in the school are ‘disciplined’ but fail to deliver quality education due to lack of proper guidelines and training inputs. Most of them are not aware of the objectives of the School. They have been demanding for better pay scales for them. Quarters have not been provided to all the staff of the School. According to them, some posts of TGTs in English and science subject are vacant in some EMRS.

As text books are not being supplied to students in time, they are facing difficulty to complete their courses in time. Most of the students lack general knowledge as the library is not functioning in the school properly and there is no scope for the students to acquire such knowledge. The busy time schedule for the students in the school has affected the students to do their home work or to revise their course. Teachers also do find it difficult to prepare themselves for their next classes. Importance is not being given for vocational training, sports and extracurricular activities of the students. Therefore, the time table of the school should be modified to introduce such activities/ programs. Students should be encouraged to take part in NCC/scouts and other social oriented activities. Supply of electricity and safe drinking water should be ensured uninterruptedly. Student strength of each class is 60. This has created communication gap between the teacher and the students who are sitting at the last bench of the class. Therefore, each class should be divided in to two sections with 30 students each. Tutorial class may be adopted in the school so that doubts of each student can be clarified by the teachers with a close and cordial atmosphere. This would help in developing the student-teacher relationship. This would also help the teacher to know the difficulties of a student in receiving him in the class.

In the absence of a gardener, the authority of the school fails to develop a garden in the EMRS. Therefore, OMTES may engage a gardener in each EMRS to develop garden in the EMRS.

#### 6.9 General observation on functioning of Hostels of sample EMRS.

There are two hostels inside the campus of the EMRS. One is for boys and another for girls. The capacity of both the hostel is 210 each. The hostels are running with the active supervision of the Principal and Superintendent of the hostel. Superintendent is being engaged by the Principal from among the teachers for one month on rotation basis. Asst. superintendent is responsible for health and sanitary aspects of the students. Students’ representatives are taking part in the food management of the hostel. There are eight CCAs in each EMRS. No watchman/sweeper is posted in the hostel separately. There is no sick room in the above EMRS except EMRS, Siriguda. In EMRS, Ranki a waiting room has constructed just outside the girls hostel compound for the parents/guardians of the girls’ students. In other EMRS, there are no such facilities, which should also be provided.

The staff of the hostel opined that they are not able to coop up with the work assigned to them taking the number of students (210 students) into account. Students in the hostel do not have table and chair to read comfortably. They have to do their home work etc. on their cot it self which is painful and put pressure on the back bone of the student. Therefore, table, chair and lamps should be supplied to the individual students. Old and broken cots and mosquito nets should be replaced. At EMRS Siriguda as well as EMRS, Ranki it was found that the window glasses have been broken and toilets are left unclean for months together. This aspect should be looked into.

#### 6.10 Result of the HSC Examination of four EMRS:

The result of HSC examination of each studied EMRS is presented below.

**Table-6.8**  
**Year wise and Division wise percentage of pass Students (HSC)**

Sl. No.	Name of the EMRS	Year	Enrolled	Appeared	Passed	% of pass	Fail	Division					
								First	%	2 <sup>nd</sup>	%	3rd	%
						Total							
	EMRS, Ranki	2005-	54	52	28	53.85	26	04	14.2	11	39.2	13	46

		06											
		2006-07	47	46	37	80.43	10	10	27	12	32.00	15	40.5
		2007-08	50	49	34	69.04	16	03	8.8	18	52.9	13	38.2
		2008-09	50	48	45	93.70	05	08	17.7	22	48.8	15	33.3
		2009-10	58	58	55	94.80	03	17	30.9	21	38.1	17	30.9
		<b>Total</b>	<b>259</b>	<b>253</b>	<b>199</b>	<b>78.86</b>	<b>60(23.72)</b>	<b>42</b>	<b>21.11</b>	<b>84</b>	<b>42.21</b>	<b>73</b>	<b>36.68</b>
	EMRS, Siriguda	2005-06	34	33	11	33.33	22	00	00	04	36.36	07	63.63
		2006-07	26	26	19	76.07	07	04	21.05	11	57.89	04	21.05
		2007-08	59	56	46	82.14	10	03	6.52	10	21.74	33	71.74
		2008-09	57	55	42	76.36	13	11	26.19	15	35.71	16	38.09
		2009-10	62	61	56	91.80	05	17	30.35	18	32.14	21	37.50
		<b>Total</b>	<b>238</b>	<b>231</b>	<b>174</b>	<b>75.22</b>	<b>57(24.68)</b>	<b>35</b>	<b>20.11</b>	<b>58</b>	<b>33.33</b>	<b>81</b>	<b>46.56</b>
	EMRS, Bhawanipur	2005-06	55	55	55	100	00	15	27.27	32	58.18	08	14.55
		2006-07	47	47	47	100	00	21	44.68	14	29.79	12	25.53
		2007-08	58	58	58	100	00	20	34.48	26	44.82	12	20.70
		2008-09	59	59	56	95	03	14	25.00	33	58.93	09	16.07
		2009-10	58	58	58	100	00	31	53.45	24	41.38	03	05.17
		<b>Total</b>	<b>277</b>	<b>277</b>	<b>274</b>	<b>98.32</b>	<b>03(1.08)</b>	<b>101</b>	<b>36.86</b>	<b>129</b>	<b>47.08</b>	<b>44</b>	<b>16.06</b>
	EMRS, Dhanghera	2005-06	53	53	39	73.58	14	10	25.64	22	56.41	07	17.95
		2006-07	54	54	52	96.29	02	22	42.31	19	36.54	11	21.15
		2007-	51	51	47	92.15	04	17	36.17	21	44.68	9	19.15

		08											
		2008-09	55	55	54	98.18	01	23	42.59	22	40.74	09	16.67
		2009-10	53	53	49	92.45	04	17	34.69	26	53.06	06	12.25
		<b>Total</b>	<b>266</b>	<b>266</b>	<b>241</b>	<b>90.80</b>	<b>25(9.24)</b>	<b>89</b>	<b>36.93</b>	<b>110</b>	<b>45.64</b>	<b>42</b>	<b>17.43</b>
	<b>Grand total</b>		<b>1040</b>	<b>1027</b>	<b>888</b>	<b>86.46</b>	<b>145(14.11)</b>	<b>267</b>	<b>30.07</b>	<b>381</b>	<b>42.30</b>	<b>240</b>	<b>27.03</b>

- The total result of final HSC Examination during five years of each EMRS shows that the numbers of pass students are more than the failed one which varies between 01 and 26 in different EMRS.
- The percentage of failed students varies between minimum of 1.28(at EMRS, Bhawanipur) and maximum of 24.68 (at EMRS, Siriguda).
- More percentage of students has passed in first division in Dhanghera EMRS (36.93) and Bhawanipur (36.86) in comparison to Ranki (21.11) and Siriguda EMRS (20.11).
- The number of students passed in third division during last five years was lowest (16.06%) in EMRS, Bhawanipur followed by EMRS, Dhanghera (17.43%), EMRS, Ranki (36.38%) and EMRS, Siriguda (46.56%).
- From the total result of four EMRS during all five years, it is found that the total percentage of pass was 85.89%.
- But the percentage of pass out students in second class was a little bit more (42.30) than the percentage of first division students (30.07). The percentage of pass out students in third class was 27.03%.

#### 6.11 Result of the Higher Secondary Examination of four EMRS:

The result of Higher Secondary examination of each studied EMRS is presented below.

Sl. No.	Name of the EMRS	Year	Enrolled	Appeared	Passed	% of pass	fail	Division					
								1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%
	EMRS, Ranki	2005-06	Affiliated to Council for higher Secondary Education in the year 2009 and students appeared higher secondary examination in the year 2008-09										
		2006-07											
		2007-08											
		2008-09	54	54	13	24.07	41	00	00	07	53.85	06	46.15
		2009-10	46	46	46	100.00	00	09	19.57	32	69.56	05	10.87
		<b>Total</b>	<b>100</b>	<b>100</b>	<b>59</b>	<b>59.00</b>	<b>41</b>	<b>09</b>	<b>15.25</b>	<b>39</b>	<b>66.10</b>	<b>11</b>	<b>18.65</b>
	EMRS, Siriguda	2005-06	Affiliated to Council for higher Secondary Education in the year 2009 and students appeared higher secondary examination in the year 2008-09										
		2006-07											

		2007-08											
		2008-09	42	41	03	7.31	38	00	00	01	33.33	02	66.67
		2009-10	47	47	27	57.44	20	02	7.41	11	40.74	14	51.85
		<b>Total</b>	<b>89</b>	<b>88</b>	<b>30</b>	<b>34.03</b>	<b>58</b>	<b>02</b>	<b>6.67</b>	<b>12</b>	<b>40.00</b>	<b>16</b>	<b>53.33</b>
	EMRS, Bhawanipur	2005-06	Affiliated to the Council of Higher Secondary Education in the year 2006-07 and the students appeared +2 Examination in the year 2007-08										
		2006-07											
		2007-08	59	59	42	71.18	17	01	2.38	14	33.33	27	64.29
		2008-09	56	56	54	96.42	02	22	40.74	18	33.33	14	25.93
		2009-10	56	56	41	73.21	15	5	12.20	17	41.46	19	46.34
		<b>Total</b>	<b>171</b>	<b>171</b>	<b>137</b>	<b>80.12</b>	<b>34</b>	<b>28</b>	<b>20.50</b>	<b>49</b>	<b>35.77</b>	<b>60</b>	<b>43.73</b>
		EMRS, Dhanghera	2005-06	Affiliated to the Council of Higher Secondary Education in the year 2006-07 and the students appeared +2 Examination in the year 2007-08									
	2006-07												
	2007-08		56	56	35	62.50	21	01	2.86	07	20.00	27	77.14
	2008-09		60	60	46	76.66	14	03	6.52	17	36.96	26	56.52
	2009-10		58	58	39	67.24	19	03	7.70	13	33.33	23	58.97
	<b>Total</b>		<b>174</b>	<b>174</b>	<b>120</b>	<b>68.96</b>	<b>54</b>	<b>07</b>	<b>5.83</b>	<b>37</b>	<b>30.83</b>	<b>76</b>	<b>63.34</b>
	<b>Grand total</b>		<b>534</b>	<b>533</b>	<b>346</b>	<b>64.91</b>	<b>187(35.08)</b>	<b>46</b>	<b>13.23</b>	<b>137</b>	<b>39.64</b>	<b>163</b>	<b>47.13</b>

**Table-6.9**  
**Year wise and Division wise percentage of pass Students (+ 2 Level)**

- The total result of final Higher Secondary Examination of EMRS during 2 to 3 years shows that the numbers of pass out students are more than the failed one except at EMRS Siriguda where the number of pass out student is 30 where as the number of failed students are 58, just the double of the number of pass out students.
- Again the percentage of first division students is very low in each EMRS in comparison to that of second division and third division pass out students.
- Total result of all the 4 EMRS shows that the percentage of first division students was 13.23% where as the percentage of second division and third division was 39.64% and 47.13% respectively.

#### **6.12 Difference in Result of four EMRS at HSC Examination and Higher Secondary Examination: An Analysis**

**Table-6.10**  
**Result of the HSC Examination of four EMRS (2005-06 to 2009-10)**



Name of the EMRS	Enrolled	Appeared	Passed	fail	Division		
					1 <sup>st</sup> Division	2 <sup>nd</sup> Division	3 <sup>rd</sup> Division
EMRS, Bhawanipur	277	277	274 (98.32)	03(1.08)	101(36.86)	129(47.08)	44(16.06)
EMRS, Dhanghera	266	266	241(90.80)	25(9.24)	89(36.93)	110(45.64)	42(17.43)
EMRS, Ranki	259	253	199(78.86)	60(23.72)	42(21.11)	84(42.21)	73(36.68)
EMRS, Siriguda	238	231	174(75.22)	57(24.68)	35(20.11)	58(33.33)	81(46.56)

**Table-6.11**

**Result of the Higher Secondary Examination of four EMRS (2007-08 to 2009-10):**

Name of the EMRS	Enrolled	Appeared	Passed	Fail	Division		
					1 <sup>st</sup> Division	2 <sup>nd</sup> Division	3 <sup>rd</sup> Division
EMRS, Bhawanipur (2007-2010)	171	171	137(80.12)	34(19.88)	28(20.50)	49(35.77)	60(43.73)
EMRS, Dhanghera (2007-2010)	174	174	120(68.96)	54(31.03)	07(5.83)	37(30.83)	76(63.34)
EMRS, Ranki (2008-2010)	100	100	59(59.00)	41(41.00)	09(15.25)	39(66.10)	11(18.65)
EMRS, Siriguda (2008-2010)	89	88	30(34.03)	58(65.31)	02(6.67)	12(40.00)	16(53.33)

- From the table 6.10, it is found that the total number of students enrolled and the number appeared in the final HSC examination are found same at EMRS, Bhawanipur and EMRS, Dhanghera where as the number of students appeared the final HSC examination are found less than the enrolled students in EMRS, Ranki and EMRS, Siriguda during last five years (2005-06 to 2009-10).Where as the table 6.11 implies that all the enrolled students have appeared the higher secondary examination except in EMRS, Siriguda where only one student has dropped the final Higher Secondary examination.
- The reason of 6 students at EMRS, Ranki and 7 students at EMRS, Siriguda for not appearing the final HSC examination due to the fact they are not sent up to appear the final examination due to their poor performance in the test examination.
- Again the percentage of pass in first division in HSC examination is found more in EMRS, Dhanghera and EMRS, Bhawanipur than in other two EMRS. But, at Higher Secondary level though the EMRS, Bhawanipur has retained the first position among 4 EMRS, the position of EMRS, Dhanghera has come down to 4<sup>th</sup> position on the basis of scoring students at first division.
- Again the percentage of failed students in HSC examination is found more in EMRS, Siriguda (24.68%) followed by EMRS, Ranki(23.72%).It is only 1.08 in EMRS, Bhawanipur and 9.24% in EMRS, Dhanghera.
- The percentage of failed students which varies between lowest of 1.08 % in EMRS, Bhawanipur to highest of 24.68% at EMRS, Siriguda at HSC examination level has been raised to lowest of 19.88% and highest of 65.31% respectively in the same EMRS at Higher Secondary level examination.

- A comparison of result between HSC and Higher Secondary examination shows that the percentage of pass has been reduced at Higher Secondary level in all the studied EMRS which shows negligence of the teachers or students in the study, non supply of adequate science apparatus, inadequate library books, and irregular supply of text books and lack of orientation training for teachers.
- The study reveals that EMRS, Dhanghera and EMRS, Bhawanipur have scored better performance of the students than EMRS, Ranki and EMRS, Siriguda both in HSC and Higher Secondary examinations. Though students in all the EMRS are being enrolled through conducting entrance examination, yet most of the students of the EMRS belong to the district in which the EMRS is situated. Therefore, percentage of literacy among the ST people in the district, exposure of the ST people to the outer world has impacted for better result in the former two EMRS. The ST literacy is found more i.e. 52.75% in Sundargarh district followed by Keonjhar (40.30%), Mayurbhanj (38.08%) and Rayagada (20.23%) district (2001 Census). Similarly as per the development index, the Sundargarh and Mayurbhanj districts are more developed in comparison to Keonjhar and Rayagada districts. The ST people in Sundargarh and Mayurbhanj usually get exposure to out side world which has made them more aware, more aspirants about their future and on the future of their children than those who residing in other two districts.
- Santals are predominant tribe in Mayurbhanj district and Kisan, Munda and Oraon are the pre-dominant tribes in Sundargarh district. All these tribes are advanced and more developed than other ST communities in Odisha. This factor is also responsible for better result in the EMRS situated in these districts. However, dedication of the teaching staff and efforts of the students for achieving better result in these EMRS cannot be denied. Continuous and concentrated efforts should be taken to improve the standard of the students in the EMRS having low result.
- Again, as the Sundargarh and Mayurbhanj districts are dominated by Odia speaking people, the students of EMRS, Bhawanipur and EMRS, Dhanghera understand Odia which is the main language used in the text books followed in the school, in a better way than the students of EMRS, Siriguda who find it difficult to follow Odia language properly.
- Another reason for low performance at EMRS, Ranki and EMRS, Siriguda may be that teachers are not able to clarify the doubts of the weak students who get scared to face the examination on the assumption for not getting success. The other reason may be that the students may be getting shy to ask teacher to clarify their doubts on the basis of the assumption for being ridiculed by the teacher or by other friends, or the teachers are not cooperative and providing time to extend help to them at the time of their need. Lack of cordial relationship between the teacher and students may be one of the reasons for their low performance at these two EMRS. At EMRS, Ranki, there is no sufficient science apparatus and furniture in the Laboratory. The Library of the school is functioning inside the Zoology Laboratory without adequate furniture for keeping the books and there is no reading room for the students.
- Due to inadequate staff quarters, some of the teachers are staying outside EMRS at a distance of 5-7 Km. Therefore, they are unable to give proper attention to the student which also resulted in their low performance.
- Teachers are being given the charge of hostel superintendent on rotation basis which affects the teachers providing quality education and proper attention to students.
- Inadequate supervision and monitoring by higher authorities is also another reason for low performance at EMRS, Ranki and Siriguda.
- Lack of active participation of parents in Parents-Teacher meetings and lack of awareness among the parents on issues pertaining to education is another reason for low performance. The school authority does not inform the parents about the academic progress of their wards.

- From the personal interview with the parents, it was found that there was lack of coordination among the teachers as well as with the Principal of EMRS, Siriguda which resulted in poor performance of the students.

### **6.13 Opinion of Project Administrators: (Sundargarh, Mayurbhanj, Rayagada and Keonjhar ITDA):**

The Observation of Project Administrators of four studied EMRS is as follows. Four EMRS under study comes under four ITDA areas. Therefore, Project Administrators of Kaptipada ITDA, Sundargarh ITDA, Rayagada ITDA and Keonjhar ITDA were interviewed to know the functioning of the EMRS and problem of the students. All the Project Administrators opined that EMRS is a very good institution functioning in the line of “Navodaya Vidyalaya’ pattern for all round development of Scheduled Tribe students. PA, Kaptipada ITDA, Mayurbhanj stated that permanent infrastructure are being created by the ITDA from time to time at Dhanghera EMRS. However, the Principal of the EMRS is incapable for smooth management of the EMRS. The PA, Keonjher ITDA, Keonjher viewed that last year this Institution has made spectacular result in HSC and +2 stages. It is also ISO Certified and awarded Seal by the Hon’ble C.M., Odisha in last Adivasi Mela i.e. 2010. Such type of institution should be established in each Block. The PA, Rayagada ITDA, Rayagada opined that though the performance of the students of the Siriguda EMRS is found good, some students had raised aspersion against Principal and Hostel Superintendent of the EMRS and had left the school. The PA, Sundargarh ITDA, Sundargarh expressed that teachers of the Bhawanipur EMRS are very dynamic and scholastic who are putting extra labour for educational development of the students. Necessary allotment may be made for regular repair and maintenance of the EMRS. However, the following suggestions were given by the Project Administrators unanimously for bringing further improvement in EMRS.

- Vocational course should be introduced in each EMRS and included in the syllabus which will facilitate the students for their self-employment in future.
- .Special coaching should be given to weaker students.
- Extracurricular activities in the school are required to be strengthened
- Regular Principal should be posted in the Institution.

### **6.14 Opinion of Parents:**

As almost all the students except a few belong to different districts, no schedules were developed for interview of parents. However, during visit of the study team to four EMRS, they had met some guardians of the students of different classes who had come to meet their wards, with whom they had interacted. The following facts were revealed during interaction with the parents,

- As there is no school with hostel facilities near by their villages, they prefer EMRS which providing hostel facilities in the campus. They are all satisfied with the management of the school and hostels.
- But, they alleged that no intimation is being given to the parents by the school regarding result/improvement of the students and no progress report or monthly, half yearly or annual examination result is provided to the parents/local guardians. Steps should be taken for making them aware of the educational achievement as well as improvement of their wards.
- Parents’ teachers meeting should be held regularly, either quarterly or yearly.
- Parents/Guardians should be allowed to meet their wards. Students should be allowed to leave the school in long vacation and at other time when necessity arises, with permission of the Principal.
- A rest room for the parents/guardians of the girl students out side the campus of the Girls hostel but inside the campus of the Complex should be constructed.
- The parents/ guardians present at EMRS, Siriguda reported that the Principal held no meeting with the Parents Committee regarding functioning and development of EMRS.

- EMRS has helped the students in building their character apart from academic achievement. Two years back, there was conflict among the teaching staff at EMRS, Siriguda which affected the study of the students. But now it has been settled and the school has produced good result at present.
- A health worker should be posted/ deputed to the school by the CDMO, Rayagada for regular check up of the students and distribution of medicines for common diseases.
- Some of the parents at EMRS, Siriguda suggested that in break fast, the students may be given Tiffin in place of watered rice.

#### **6.15 Achievements in extending quality education:**

Establishment of the EMRS in the tribal area is a novel attempt to provide quality education up to Higher Secondary stage free of cost to S.T. students residing in remote areas by providing residential facilities which will make them able to avail the facilities of reservation in higher and professional educational courses as well as in higher level of jobs in Govt. and Public / Private sector. This project has provided excellent scope to the ST students to continue their studies from class VI to class XII in one place with residential facilities.

Sufficient land varying from 14.5 to 30 acres has been provided to 4 EMRS. Infrastructures like school and hostel buildings (except boys hostel in Siriguda EMRS which is under construction) , kitchen rooms, laboratories, teachers common room, latrines / lavatories in school and hostel buildings, pipe water and electricity supply to school and hostel buildings, play ground ( though not developed fully) have been provided to the students. Staff quarters with facilities of drinking water and sanitation have been constructed. However, more such quarters need to be constructed for rest of the staff of the school. All the four EMRS are accessible and connected to the nearest city by road. Trained teachers have been engaged in the school for imparting quality education to the students. Extra coaching classes have been taken by the teachers for the weaker students. These facilities have attracted the parents to allow their wards to take admission in these schools. Cases of drop outs are found nil in these schools. This is the excellent achievement. Because of schooling, boarding and sport activities being taken inside the campus of the school, result of the school is improving gradually. Pre examination coaching classes for the students of class X and class XII are being provided in the EMRS. Residential facilities, supply of text books and magazines, provision of library in the school, supply of school uniform (Two pair of dress, socks, shoes, tie) and provision to provide pocket money @ Rs. 85/- per boy and 115/- per girls given to the students and above all result of the school have attracted the parents to allow their wards in the school.

During empirical study the study team interacted with some guardians of the students who expressed their satisfaction about the concept of establishment of EMRS, their management and type of education being imparted in the school. However, more steps need to be taken for further development of the Institutions and their management.

Taking success in implementation of the scheme in view, it is felt that more EMRS may be established in the each district preferably in the area where the ST concentration is high and in low literacy pockets. In low literacy pockets, local ST students may be given preference for taking admission and entrance examination may be exempted for them.

## **CHAPTER-VII**

### **SUMMARY FINDINGS, SUGGESTIONS AND COCLUSION**

As described in the foregoing Chapters, both Central and State Governments are persistently concerned about imparting quality education to the Scheduled Tribe students in the State particularly in low literacy pockets considering their poor socio-economic condition and to bring them to the main stream of development. Establishment of EMRS in tribal concentrated areas is one of the holistic approaches in this direction and has added tremendous support to the students of this vulnerable group for enhancement of their literacy level. The objectives of this evaluation study were to observe and assess the provision of required funds for smooth functioning of the EMRS, deliverance of quality education to students with right combination of curricular, extra curricular, vocational, social and spiritual activities, extent of provision of infrastructure facilities, provision of incentives, performance, awareness and general knowledge of the students. The proceedings of the six chapters have presented the analysis of primary and secondary data collected by the researchers through interview of EMRS students, teachers and Govt. Officials as well as from the records of OMTES Office, SSD Deptt. and sample EMRS in the line of fulfilling the above mentioned objectives. But, in spite of the best efforts taken by the Government in ST & SC Development Department and OMTES, there are some grey areas where concentrated efforts are required to be taken to achieve the desired goal. The findings of the study are presented below

- Vocational Training and Training related to Arts and Crafts are found to be absent in the studied EMRS. Extra-curricular and Co-curricular activities are found to be insufficient.
- NCC / Scouts have not been introduced in any of the 4 studied EMRS.
- Guidelines of EMRS states that every class will have 60 students and the total sanctioned strength of the school will be 420. However, a class can be divided into two sections having student strength of 30 for each

class for its smooth functioning which is not followed in any of the studied EMRS. Each class has 60 students making the class room clumsy.

- No tutorial classes are arranged for students to clarify their doubts in close and cordial atmosphere.
- Though there is one Superintendent each for both Girls' and Boys' hostel, no watchman and sweeper are engaged for security and maintenance of hostels. There are only two persons who are serving as both sweepers-cum-watchman at school. At EMRS, Ranki only one person is engaged to serve as sweeper as well as watchman and it is impossible on the part of a person to do both the job perfectly both at school and hostel.
- Though 210 students are residing in each hostel, there is no provision of sick room which is necessary to keep the sick students aloof from others. Construction of sick room is essential for the ailing students to take rest.
- Waiting room, for parents and guardians who come from distant places to meet their wards, is not available in any of the studied EMRS other than EMRS, Ranki where a Waiting room for parents /guardians has been constructed near the Girls' hostel.
- Boarders are not provided with Tables, Chairs and Lamps in the hostel to study comfortably.
- Old and broken cots, worn out mosquito nets, old blankets are not replaced on a regular basis. Due to non-provision of sufficient cots, students are either compelled to sleep on the floor or to adjust in beds of other students. This has always been a matter of discontent among them.
- In two EMRS at Ranki and Siriguda, it was found that the window glasses, nuts and bolts of doors of Girls' hostels are broken and toilets are left unclean for months together. Doors of latrine and bath rooms are found broken, making such facilities meaningless. Poor condition of the lavatories in all the boys' and girls' hostels compel the students to go out of the School Campus to meet their nature's call.
- Water supply system available in the hostels is not sufficient. Many-a-times, water is not lifted up to the overhead tanks which results in poor maintenance of the lavatories. Tanks Drinking water scarcity has been a common finding in all of the studied EMRS.
- Poor voltage and non replacement of non-functional fans and tube lights by school authorities create a lot of problem for the students in their study at night. Many rooms were found partially dark as one side of electric wiring was damaged completely. In almost all the rooms, some problems were found in respect of fans and tube lights. In some rooms of 12 square meter area, only one tube light or one CFL bulb is functioning which cannot provide sufficient light for the students.
- In the studied EMRSs, libraries have no separate room and adequate furniture.
- Though there is requirement of more number of class rooms for each EMRS, the number of class rooms in each EMRS varies between 6 ( as in EMRS, Ranki) and 8 (as in EMRS, Siriguda)
- In EMRS, Dhanghera, teacher's common room is used as Principal's room and in EMRS, Bhawanipur it is occupied by a non teaching staff.
- In none of the studied EMRS, students' common room and sports room have been constructed.
- Television has not been provided to the students of the EMRSs except EMRS, Ranki.
- At EMRS, Bhawanipur, Sundargarh, there exists a common kitchen and dining hall which is shared by both boys and girls.

- No room for Yoga/prayer class has been provided at EMRS, Bhawanipur
- One peon is engaged at EMRS, Siriguda and EMRS, Ranki whereas no class IV employees are engaged in EMRS, Dhanghera and EMRS, Bhawanipur.
- Though Science Apparatus have been provided to all the EMRS, they are found insufficient.
- It is found that students getting admission in to the EMRS prefer to leave the school if they are selected for Novodaya Vidyalaya or Central School etc. Thus, it implies that parents and students of ST category are giving importance to Navodaya Vidyalaya or Central School than EMRS as they feel that more facilities are available in these schools.
- Office Registers and Records, Account Registers are not maintained properly. The Librarian-cum-clerk who has been asked to maintained register is untrained in official procedures, maintaining accounts, files and other registers.
- 20-25 students are allowed to stay in a hall in the hostel. This arrangement is adversely affecting the study environment in the room. In one room there should not be more than 10 -12 students.
- Vast area inside the campus of the school remains unutilized. Play Ground and Garden have not been developed properly inside the huge campus of the school. No gardener is appointed to develop the garden in the studied EMRSs.
- As text books are not being supplied to students in time, they are facing a lot of difficulty to complete their courses in time. Most of the students lack General Knowledge as the library is not functioning properly in the school and there is no scope for the students to acquire such knowledge.
- Kitchen Gardens are not well-developed in any of the EMRSs.
- Less quantity of food is provided in Breakfast and Tiffin. It was observed by the study team that the quantity of curry served during lunch and dinner is very negligible. Rate chart for Tiffin, Breakfast, Lunch and Dinner is required to be revised.
- Due to non availability of kitchen and dining space, the boarders are taking their food in open space inside the campus at EMRS, Siriguda.
- Pass books supplied to the students are not updated at EMRS, Siriguda.
- The worldview test shows that most of the students of the EMRSs have little knowledge about the past as well as current National and International events. Even some of them failed to give answers to the questions about the eminent leaders/persons of our State/Country which shows failure in imparting quality education to the students.
- Contractual Teachers are showing their dissatisfaction due to low salary and uncertainty in their job.
- Due to inadequate staff quarters, some of the teachers are staying outside the School Campus at a distance of 5-7 Km. Therefore, they are unable to give proper attention to the student which also results in students' low performance.
- Teachers are being given the charge of hostel superintendent on rotation basis which negatively affects their teaching and they fail to give proper attention to students.
- Lack of provision for reference books by the school to teachers hinders their academic improvement.

- Provision of Periodical Orientation Training imparted to the teachers should be strengthened to improve their potential.
- The percentage of failed students is very low (1.28%) at EMRS, Bhawanipur where as it is very high (24.68%) at EMRS, Siriguda.
- The percentage of students passed out of the 4 studied EMRSs in HSC Examination during last 5 years (2005-06 to 2009-10) was 85.89%.
- The students of EMRS, Dhanghera and EMRS, Bhawanipur have shown better result in HSC examination in respect of number of students passed out and number of students passed out with first division.
- In HSC examination, the percentage of students passed out in second division is little bit more (42.30%) than that in first division (30.07%) during the said years in these EMRSs.
- In Higher Secondary Examination, the percentage of students passed out in these EMRSs during the last 3 years (2007-08 to 2009-10) was 68.97%, about 17% less than that in the HSC Examination.
- Again the percentage of students passed with first division is very low in each EMRS in comparison to that with second division and third division.
- Total result of all the 4 studied EMRSs during the last 5 years shows that the percentage of students passed with first division was 13.23% where as that with second division and third division were 39.64% and 47.13% respectively.
- The percentage of failed students varies between 1.08 % in EMRS, Bhawanipur (lowest) and 24.68% in EMRS, Siriguda (highest) in HSC Examination. Similarly, the percentage of failed students varies between 19.88% in EMRS, Bhawanipur (lowest) and 65.31% in EMRS, Siriguda (highest) in Higher Secondary Examination.
- At EMRS, Ranki, science apparatus and furniture in the Laboratory are found to be insufficient. The School Library is functioning inside the Zoology Laboratory without adequate furniture for keeping the books and there is no reading room for the students.
- Comparison between results of HSC and Higher Secondary Examinations shows a reduced percentage of pass at Higher Secondary Level in all the studied EMRS.
- Low performance at EMRS, Ranki and Siriguda can be attributed to inadequate supervision and monitoring by higher authorities.
- Lack of active participation of parents in Parents-Teacher Meetings and lack of awareness among the parents can be considered as another reason for low performance. The school authorities do not inform the parents about the academic progress of their wards.
- Lack of coordination among the teachers as well as with the Principal of EMRS, Siriguda resulted in poor performance of the students.
- Some of the students expressed their dissatisfaction regarding the quality as well as quantity of food provided to them.



- 71.41% of the total allotted funds have been utilized by the 4 studied EMRSs and the rest 28.59% have remained unutilized by December, 2010.
- Highest amount of unutilized balance fund i.e. Rs.117.86 Lakh was found in EMRS, Bhawanipur and lowest amount of unutilized balance fund i.e. RS.56.53 Lakh was found in EMRS, Dhanghera.
- Maximum fund to the tune of Rs.352.93 Lakh has been provided to EMRS, Bhawanipur and minimum fund to the tune of Rs.276.42 Lakh has been provided to EMRS, Siriguda.

**Suggestions:**

Basing on the results obtained through field observations, interactions with school authorities, world view test of some selected students, some conclusions have emerged and accordingly appropriate recommendations have been made for taking policy initiatives. The emerging conclusions and recommendations made in the previous chapters are presented in the following paragraphs. The conclusions in this study have mostly been arrived on the basis of quantitative and qualitative data collected in course of the field study.

**I. Infrastructure Development:**

**Construction of Hostel and class room**

- As per the guidelines, sufficient land have been allotted to each of the EMRS by the State Govt. and funds have been sanctioned to each EMRS for development of infrastructure such as school and hostel buildings, staff quarters, play ground, garden etc. Initially funds were placed in favour of IIDCO / OCC for construction of school and hostel buildings as well as staff quarters. Estimated cost for construction of the four study EMRS were as follows:

EMRS	Land Provided	Estimated Construction Cost
EMRS, Dhanghera	30.00acres	Rs 241.96 Lakh
EMRS Bhawanipur	27.37 acres	Rs.244.00 Lakh
EMRS, Siriguda	14.41acres	Rs. 296.96 Lakh
EMRS, Ranki	20.00 acres	Rs 250.30 Lakh

Though Funds have been provided for infrastructure development of EMRS through IIDCO/OCC, the study reveals that all the facilities required in the school and hostel for the students have not yet been provided. Guide lines prescribed for setting up of EMRS prescribes that every class will have 60 students and the total sanctioned strength of the school will be 420 ( number of seats for boys and girls would be equal) . However, a class can be divided in to two sections having 30 students for each class. Therefore, at the time of construction of the school, steps could have been taken for construction of sufficient number of class rooms for the students, taking 30 students in one section to avoid congestion. But in no EMRS, the above guide line is followed. Each of the above four EMRS requires additional class rooms, office rooms and store room etc. In EMRS, Siriguda, Hostel for boys has not yet been completed. As a result, the first floor of the school building is now used as hostel for the boys. It reveals that the construction cost of the EMRS, Siriguda was estimated at Rs. 2,96,96,027/- and Odisha Construction Corporation was provided Rs. 2,70,00,000/- leaving a balance of Rs. 27,31,140/- which has not yet been paid to OCC. Delay in construction of boys’ hostel may be due to escalation of estimated cost for boys’ hostel. As a result, boys’ boarders of the school are facing a lot of problem. Steps may be taken for immediate completion of Boys’ hostel at EMRS, Siriguda and construction of additional class rooms, office rooms and store room in each EMRS as per their requirement. An auditorium/ conference hall may be constructed in each EMRS to organize meetings and other extra curricular activities.

### Construction of staff quarters

- Guide lines for setting up of EMRS further states to make provision for quarters for all the employees /staff of the EMRS. But in all the EMRS under study, it was found that number of staff quarter constructed is less than the number of employees employed in EMRS. As such some of the staffs are residing outside the campus of the EMRS, even 5-7 K.M. away from EMRS. Thus, it is suggested that required number of quarters may be constructed to accommodate all the staff of the EMRS inside the campus.

## **II. Provision of Facilities to the students:**

### Supply of pure Drinking water

- In all the studied EMRS, provision has been made to supply Bore well water through pipe to school and hostel. At EMRS, Ranki, staff and the students are using ground water through bore well and tube well. But such water contains harmful minerals for which white sediments are found at the bottom of the container. This should be examined and alternative steps may be taken to supply pure drinking water to students and staff of the EMRS.

### Supply of Science Apparatus:

- The study team was informed that funds have been sanctioned in favour of each EMRS for purchasing science apparatus, library books and furniture etc. for the laboratory and library of the school. But it was found that the apparatus and furniture available in the laboratories of the 4 EMRS are not sufficient for the students to perform experiments in the laboratories. In EMRS Ranki, it was observed that three demonstration tables provided in each laboratory which are inadequate for one batch (20 students per batch) to observe and perform their experiments. Again due to lack of sufficient laboratories, the students can not able to perform the experiment simultaneously. Thus, along with construction of more rooms for laboratories, required number of tables and laboratory apparatus may be provided in the laboratories in each EMRS.

### Supply of Library Books

- Books kept in the library are insufficient to help the student to acquire general knowledge. There is no reading room in any of the four EMRS. It is essential that such room should be constructed with provision of racks, tables, chairs and almirahs etc. and sufficient books relating to general knowledge, biography of eminent leaders, moral teachings, story books, reference books, science magazines, Magazines on current national and international events etc. may be purchased and kept in the Library for their use by students.

### Development of Playground and garden

- Again, in none of the studied EMRS, the authorities have taken steps to develop play grounds and garden in the campus of the School. Vast areas inside the school campus remain un- utilized. Steps should be taken for improvement of the play ground in each school, so that the students can participate in different sports activities and make themselves prepared for inter district and inter state sports competition. In each school, at least one gardener may be engaged on consolidated pay basis to develop garden in the school campus and keep the environment clean.

### Supply of Sports kits:

- Funds have also been provided to each EMRS for purchase of sports kits. But it was observed that the students are not provided with required number of sport kits either for indoor or out door games. The same may be provided to the students, so that they may feel encouraged and show interest to participate in different sports activities held at district and state level.

### Supply of Cots, Blankets and Mosquito Nets

- Provisions have been made by OMTES to provide cots, mosquito nets, blankets and bed sheets to all the students in the hostel. But during study, it was found that such facilities have not been provided to all the students. Students residing in dormitories are allowed to share cots, blankets and mosquito nets with their room mates. Broken cots, torn mosquito nets and blankets are not replaced due to less supply of such materials. It is therefore, suggested that the broken/torn materials should be replaced immediately and new materials may be provided to the students so that they would feel better.

#### **Provision of Latrine and Bath Room**

- Rooms, toilets and bath rooms are not maintained properly because of non appointment of required number of sweepers. Students are cleaning their own room themselves. But latrine and bath room are remained unclean for days together. There is only one watchman –cum- sweeper who is posted in the school. It is not possible on the part of one watch man –cum- sweeper to do the job of watchman and sweeper simultaneously in the school as well as in two hostels. As such, the rooms of hostels and its premises found unclean during the visit of study team. Latrine and bath rooms are found choked and dirty. Thus students are forced to go out side for sanitary activities. It is therefore, suggested that required number of sweepers in the school and hostel (at least one for Girls’ hostel and one for Boys’ hostel) should be appointed on contractual basis. Choked latrines and bath rooms should be repaired immediately and be kept clean.

#### **Supply of Table and Lamps**

- It was found that students in the hostel are reading and writing on the cots or on the floor. Some students complain about their back ache. Supply of a small table with a table lamp may solve this problem. The students of +2 classes should not be allowed to stay with the students of the lower classes.

#### **Construction of sick room**

- Each hostel of four EMRS has First Aid Box. Monthly health check up is done by the health unit of concerned CDMO office. But there is no sick room in the hostels for preliminary treatment of the sick student. One sick room in each hostel is necessary for such purpose. Concerned Hostel Superintendent informed that they are facing difficulties to shift the sick student/(s) to the nearest hospital situated at 7-10 K.M away from the EMRS during night. Cases found more acute in case of girl students. Thus, a sick room may be constructed in each hostel with provision of common medicines. Male / female pharmacist may be appointed on contractual basis in the boys’ and girls’ hostel respectively so that preliminary treatment could be provided to sick students immediately before shifting them to hospital.

#### **Arrangement of vehicle**

- A provision may be made for hiring of vehicle so that the patients can be moved immediately to hospital in critical situation. The vehicle may also to be used in similar urgent situation or for important activities with the approval of the Principal of the school. A lump sum amount may be kept for these activities including medical expenses.

#### **Coaching classes/ tutorial classes**

- Now pre- examination coaching classes are being taken for all the students of the class X and XI for Board examination as well as for Joint Entrance Examination. In the coaching classes, coaching is given to all the students at a time in one class. It may not be possible on the part of the teacher to give special attention to the weaker students. Therefore, such coaching/extra classes may be taken by dividing the students in small groups of 15-20 students. Special tutorial classes may be taken for the students who are found weak in their subjects.

### **Issue of Progress reports to the students and Guardians.**

- Interaction with the guardians reveals that though they are glad to have their student admitted in EMRS, yet they are not able to know the progress of their ward in monthly/half yearly / annual examination. They are of the opinion that progress reports of all the examination should be sent to them with the comments regarding weakness or improvement of their wards in each subject. Thus, it is suggested that the progress report of all the examination should be sent to the parents/ guardians/local guardians of the student with the comments regarding his/her weakness etc. Concerned student should be well advised to improve his/her standard. This should be done cordially. The Principal of the school should check up the progress of the students every month, discuss with the concerned subject teacher and take steps to improve the standard of the student. This aspect may be discussed with the parents in Parent-Teacher meeting quarterly.

### **Provision of Vocational training**

- Guide lines of EMRS provides that the time table of school should be so divided as to allocate sufficient time for various activities such as teaching, vocational training, sports, cultural activities and other extra curricular activities so as to ensure all round development of the children. But the time table prepared by the Principal of the EMRS reveals that there is no period for imparting vocational training, sports and cultural activities and other extra curricular activities in daily routine of the School. As such the main objective of the EMRS to provide quality education to the students for their all round development has been defeated. Importance should be given on this aspect while giving education to the students. Immediate steps may be taken to impart vocational training in different trades either traditional or modern on the basis of the interest of the students. Programme for imparting vocational training should be arranged within the school time table care fully. After training, kits may be provided to the pass out students to use them in earning their livelihood. They may be well informed about the future of the trade in which he /she gets training.

### **Timely supply of reading and writing materials to the Students**

- The SSD Department and the Govt. Text Book Press do not supply text books to the schools at the beginning of the academic session. Late supply of text books and writing materials creates problems both for the teachers and students to complete the course by the end of the Academic session. Thus, arrangement may be made for supply of text books to all the students at the beginning of the academic session so that they can get themselves well prepared before the commencement of the examination.

### **Supply of Uniform to the Students**

- OMTES sanctions fund to the tune of Rs. 300 /- per student to supply a pair of school uniform including socks, shoes and tie to them. But because of enhancement in the rate, the amount sanctioned is now not sufficient to purchase a pair of uniform and supply the same to the student, especially to the elder students. Steps may be taken for enhancement of the amount.

### **School Environment**

- The environment of the school should be made conducive for the children. Games and sports and extra curricular activities, organizing different competitions like drama, debate etc. should be made, Physical education programmes, charts, models and maps should be prepared by involving students. Students should be involved in observing important days (National and International) of the year. They should be involved in the activities such as NCC, NSS which will make them enthusiastic and will help them to improve their quality to participate in the science exhibition and quiz contest. They should be encouraged to participate in tree plantation and other social activities. People having new idea in the field of education may be invited to the school for giving their views and advice in improving quality of education.

### **Publication of Magazine/ Annual report**

- A magazine and an annual report may be published annually. Each student should be encouraged to contribute articles, poems, stories, and their experiences to magazines to develop their creativity.

### **III. Management of Hostel:**

#### **Revision of Dietary expense**

- OMTES sanctions fund to each EMRS @ Rs. 565/- towards monthly Dietary expenses for each boarder. In the hostels, students are provided biscuits/suji /water rice in the break fast in the morning. In lunch and dinner, rice dal, mixed curries are given to the students. During empirical study it was found that quantity of vegetable, dal given to the students in break fast / lunch / dinner are not sufficient. Even some student found taking rice only without vegetable. On enquiry, the hostel superintendent said that the amount prescribed/ sanctioned towards monthly dietary expense is not sufficient to provide sufficient amount of vegetable or dal to the student in spite of the mid day meal provision for the student from class VI to X. This has created dissatisfaction among the students as well as the hostel superintendent in charge. Amount fixed for dietary expenses is not sufficient if the present price rate is taken into account. Therefore, the limit of the dietary expenses should be revised.

#### **Maintenance of Registers**

- Students residing in the hostel use to go to the town for marketing or to the bank to with draw money from their pass book. It is learnt that they do leave the hostel with the verbal permission of the Hostel superintendent. No register in the hostel has been maintained for registering in and out movement of the students. Such a register may be maintained at hostel to keep record of each student.

#### **Engagement of Technician**

- Principal, EMRS Ranki informed the study team that due to non availability of a technician, there is interruption in supply of water to the hostels continuously. Similarly, the principal of EMRS, Siriguda reported that low voltage and power cut has affected study of the students in school as well as in the hostel. An inverter or a generator is necessary in the Institution to supply electricity uninterruptedly. An IIT technician may be engaged on consolidated salary per month in each EMRS for maintenance of water and electricity supply system.

#### **Management of the Mess**

- In each of the above four EMRSs, the teaching staff of the school are asked to remain in charge of hostel superintendent on rotational basis. They are doing this job in addition to their original assignment As such one male and one female teacher hold the office of the hostel superintendent in each hostel. But they have expressed their dissatisfaction against such an arrangement. According to them, they do not find time to prepare themselves for the next classes or coaching classes. The lady teacher in charge of the hostel superintendent has to go to the market for purchase of ration and vegetables for the hostel. They are also of the opinion that they fail to discharge their duty perfectly as hostel superintendent as well as a teacher.

They should be kept free from the assignment of Hostel Superintendent. No teacher of the school is given charge of the Hostel Superintendent. Separate post may be created for this job. The Hostel Superintendent should supervise the management, cleaning of the hostel. He / She should see that that the daily routine of the hostel is scrupulously observed by the students. He/she should also see that health periodic check up of the students is done in time. In and out movement of the students should be checked by the Hostel Superintendent and he should maintain a register accordingly. A telephone may be provided in the room of the Hostel Superintendent inside the hostel. The Hostel superintendent should check up the quantity of food stuff being given to the CCA by the mess committee periodically and ensure quality food to the students. Any deviation noticed should be intimated to the principal for verification by the Managing Committee.

### **IV. Provision of Facilities to the Teaching and Non Teaching Staff:**

#### **Provision of Orientation Training to the teachers**

- The teachers engaged in the school are qualified and trained. But they should be provided orientation training to polish their level of teaching as well as to improve their quality of teaching.

#### **Provision of training to the staff of the School**

- The junior clerk cum Librarian of the school is now doing the job of clerk and librarian and also maintaining records and registers. The librarian should be given exclusively the charge of the library and a clerk with accounting knowledge may be posted. It is observed that the present clerk cum librarian has not taken the accountancy training as a result he is finding it difficult to maintain such registers/accounts of the school. He should be given training.

#### **Salary to the teaching staff**

- All the teaching staffs engaged in the EMRS are trained teachers with requisite qualification. During discussion with the teachers, it revealed that, they are not satisfied with the consolidated scale being given to them on contractual basis. According to the EMRS guide lines, the Principal and the teaching staff will have higher pay scales than that of the teachers in the Govt. schools so as to see that the best talents would be attracted to these schools. They reported that some teacher has left the job in EMRS after getting opportunities in Government Schools, even in the mid of the academic session. This has affected progress of the study in the school. Revision of status of the service condition and scale of payoff teaching staff of EMRS is required. OMTES may look into this.

#### **Problems of the Staff of EMRS**

- The study team checked up different registers maintained by the concerned office clerk. There is a post namely Librarian-cum-clerk and another DEO-cum-clerk. But the person holds the post of Librarian cum Clerk does the duty of office assistant. It was found that since the Librarian does not acquainted with the job of a clerk, he/she failed to maintain accounts as well as other registers in the office. Besides, the librarian is not able to coop up with his job. Besides, it was found that the clerk in charge of the office is not a trained one. As such he/she failed to maintain the office registers /records in a systematic manner.

#### **Engagement of Yoga Teacher:**

- A PET is appointed in the EMRS to provide physical education training to the students. He is also trained in Yoga. But two Yoga trainers (one male and one female) have been appointed with remuneration of Rs 4500/- per month each to impart Yoga training to the students. But the principal, EMRS, Ranki opined that the performances of the said trainers are not up to the mark. Therefore, it would be better if the PET will be asked to impart yoga training to the teachers with an additional allowance of Rs 2000/- per month as such an amount of Rs 7000/- will be saved and can be utilized for other developmental activities.

#### **V. Construction of waiting room for Parents:**

- No waiting room for the parents/guardians of the student residing in the hostel is constructed in the EMRS, except in the girls' hostel of the EMRS, Ranki. Such room is essential for the guardians of the students who use to come from the long distance to see their wards.

#### **VI. Maintenance of visit registers:**

- Accounts training may be provided to the Jr. Clerk who has been entrusted to maintain account register. A visit register may be maintained. The office room is now functioning in the store room. A separate room may be constructed for the office

#### **VII. Inspection of the school:**

- Among others, two educationists, one E.E. and concern CDMO are taken as the members in the Managing Committee. Therefore, such members of the Managing Committee may like to visit/inspect the school and

hostels to evaluate the management of the school/hostels and also to assess /check up the quality of education/ health and sanitation being provided to the students and report to the Managing Committee for further action. In turn the Managing Committee will take action under intimation to OMTES. The Managing Committee should see the visit report of the concerned CI of the school and take action accordingly.

### **VIII. Rapport with the parents.**

- The teacher in most of the cases do not get supportive attitude from the parents of the students, when a student remain absent for a longer period or candidly go away from the school/hostel without showing any specific reason. This situation is experienced in the EMRS, Siriguda, though the parents appreciated the attitude of the teachers in giving education to the students. The Parent-Teachers Association meeting is not held regularly and if at all held, the parents do not show any interest to attend the meeting. The Principal of the School may take responsibility to hold a parent-teacher meeting twice in a year – once at the time of admission and another before or after the summer / winter vacation. In the meeting the Principal and teachers of the EMRS should explain the aims and objectives of the EMRS, intimate progress / performance of the students and discuss about further improvement of the students and EMRS. The initiative may be taken by the Principal and teachers to hold the Parent-Teacher meeting at regular interval. Provision may be made for arrangement of lunch and dinner for the parents on behalf of the school on the day of the meeting so that more parents will be interested to attend the meeting.

### **IX. Roll of the Managing Committee**

- Funds received under Art. 275(I) of the Constitution of India from the Ministry of Tribal Affairs are allotted to each EMRS every year on phased manner according to their requirement. But it is observed that funds sanctioned to the EMRSs are not utilized properly and in time as such funds are returned back to OMTES at the end of the financial year. Non utilization of funds in time has delayed in accomplishment of the work projected for the year and also caused escalation in the initial estimate of the work. In no meeting of the Managing Committee, this aspect has been discussed. It is observed during empirical study that the teaching standard of the school has not been reviewed / inspected properly and regularly. The Managing Committee has the responsibility to run the school smoothly after eradicating all the hurdles that may come in the way. Therefore, proper monitoring and review of progress should be made by the Managing Committee of the school regularly. Since the Managing committee includes two educationist, one Engineer and concerned PA, ITDA as the member they should inspect the school from their angle to address the problems. The Managing Committee of the EMRS needs to monitor the receipt and expenditure of the funds regularly.

### **X. Other matters:**

Besides, the following suggestions are made for improvement and provision of quality education in EMRS.

1. Inter EMRS competition on extra-curricular activities such as sports/songs/arts etc. may be arranged.
2. Science exhibition in the school may be arranged.
3. The students should be taught about eco-friendly environment and there should be a green/forest club in EMRS.
4. Seminars on National problems and topics may be organized among the students by inviting experts/NGOs having expertise in the matter.
5. Internet facilities may be made available in the IT Laboratory.
6. Information regarding higher studies /trades, especially after +2 courses may be displayed in a board along with advertisement published in the newspapers/ or by downloading from internet etc so that interested student could apply for the same. The Librarian may be kept in charge of this duty.
7. Track records of ex students may be kept in the school. They may be encouraged to contact the school for the help they need to continue their studies. Well placed ex-students may be invited to the school to guide their juniors. Next Batch of the school may feel encouraged for the success of their seniors.
8. Water harvesting system may be developed in such EMRS.
9. Plantation work may be taken up in side the campus of the schools to make the school premise eco-friendly.

10. As the EMRS are situated at a distance of 5- 7KM from the town, a small grocery shop and a canteen may be opened adjacent to the EMRS so that the students and teachers including the parents and the local people can buy their minimum necessities. PA, ITDA of the area may take this step and provide contract to a good and trust worthy person to open the shop.
11. Provision of common room should be made mandatory in each EMRS to help exchange of ideas, mutual discussion on important national/ international issues and development of general knowledge.
12. TV and computers should be provided in common room for the entertainment of students at leisure time as well as enhancement of their general knowledge.
13. Instead of dormitory, rooms should be provided to higher class students i.e 10<sup>th</sup> and +2 level students to maintain privacy and to get more concentration on study.
14. At least 3 watchmen (1 for school and 2 for hostels) may be appointed for security of the students.
15. Spoken English class may be introduced in each EMRS,
16. Broken window glass and door should be repaired immediately, especially of Girls' hostel.
17. Along with educational opportunity, carrier counseling be made available to all ST/SC students of higher classes to take higher/professional courses or enter in to any services.
18. Arrangement may be made to impart Life skill education to the students which would help them in creative thinking, decision making, effective communication and coping with emotions and stress in life and personality development.
19. Finally it necessary to examine the input–out-put relationships and this be evaluated in terms of output-outcome relations in order to make the development strategies more productive.

## CONCLUSION:

It is one of the widely accepted phenomena and non-controversial fact that required infrastructure can only be provided by Govt. or big comparable organization. It is basic physical and [organizational](#) structure needed for the meaningful operation of a [society](#) or [enterprise](#) or the services and facilities necessary for an [economy](#) to function, be it backward or advanced. Government of Odisha has been trying to fulfill its commitment for cause of tribal development it can be generally defined as the set of interconnected structural elements that provide framework supporting an entire structure of development. It is an important term for judging a country or region's development. Infrastructure typically refers to the technical structures that support a society, such as [roads](#), bridges, [water supply](#), [sewers](#), [electrical grids](#), [telecommunications](#), and so forth, and can be defined as "the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions. Viewed functionally, infrastructure facilitates the [production](#) of [goods](#) and [services](#), and also the distribution of finished products to [markets](#), as well as basic social services such as [schools](#) and [hospitals](#); for example, roads enable the transport of [raw materials](#) to a [factory](#)."<sup>[4]</sup> In [military](#) parlance, the term refers to the buildings and permanent installations necessary for the support, redeployment, and operation of military forces.

The study found that in spite of some shortfalls, the infrastructure facilities provided to the studied EMRS are up to the mark and has made some remarkable ramification. The class rooms though found congested the properly equipped and maintained. The students are found accustomed with the class room environment.



Class room interaction is the interactions between the teacher and the students as a group. Moreover, teachers are well acquainted with the students' behavior in the classroom so that individual differences within a classroom are of little importance. In almost all the classes, teacher-student relationship was found cordial. Qualitative interactions between teachers and students were observed during the study. Tribal students, in most of the cases, showed their interest to know facts about current, social, economic and technological changes.

The teachers of the four studied EMRS are educationally sound in their respective fields and were found to be deeply involved in the teachings. They have developed immense patience to make the tribal students well aware of the curriculum and other acquired knowledge. The behavior of the teachers in the studied EMRS are excellent and not a single complain of misbehavior against any teacher was received by the study team. The relationship among teacher-students, teacher-teacher and teachers-Principal were found satisfactory with limited exceptions.

During the study, the research team observed the class room teachings relating to all the subjects at least once in each studied EMRS. The methodology adopted by the teachers in the studied EMRS is well-accepted by the students. To the best satisfaction of the team, it was observed that proper discipline is maintained in the class rooms. Both the teachers and the students were punctual and found interested to participate in the discussion. Alternative arrangements were found to be made by the Principals for running a class in the absence of a particular teacher.

It has been observed that the performances of the students in all the examinations are found moving in positive direction. For this, the credit goes to both the students and the teachers who are involved intimately in the functioning of EMRS.. Further it has been observed that, barring the +2 Science Final Examinations, the results of students in all other examinations are excellent. As far as the awareness of the students on the current affairs, they lag far behind. . The students, although shown interest to know all about current affairs, it was never willful expression. Thus, it showed poor performance in the world view test conducted by the study team. However, it is safely concluded that this scenario can be changed very soon if the students are provided with the facilities to develop such things through various motivational inputs. An urge to learn and desire to go for the acquisition of knowledge has to be inculcated among the students.

Quality education includes (i) Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities, (ii) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities, (iii) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace, (iv) Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities and (v) Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Although, all of the above-mentioned criteria are not fully present in the studied EMRS, yet the study team has observed that some of the genuine mechanisms are working as under-current in providing quality education to the tribal students. Efforts have been made by the teachers to share best of their knowledge with the students, and the recipients though not fully equipped, are showing keen interest to grasp the knowledge imparted to them.

The study team also interacted with some of the parents and observed that the parents have respect towards teachers in all the studied EMRS. Parents, in almost all the cases, expressed their satisfaction over the accommodation, quality of food, teaching and teacher-students relationship. Parents have expressed their hope for the bright future of their wards pursuing their study in the EMRS. They have praised the contribution of the EMRS in shaping the career of their wards. They feel free to interact with the teachers regarding the problems and prospects of the children and there are instances of interaction between parents and Principal regarding academic achievement of the students.

To a great satisfaction of the study team, it was observed that the parents are, although not fully but to a great extent, encouraging their wards to be sincere in their study. They have developed a tendency to think about the future of their wards after passing out from these Institutions. This acts as an input for the best outcomes from among the students in the coming years and this attempt of the Government will act as a catalyst in changing the future course of action of the unprivileged groups of the state.

Tribal Schools as well as the tribal children have their own problems perceived differently by different stakeholders. . Yet, if the Managing Committee of the School, Principal, teachers and parents together put sincere efforts at their end, educational situation would be remedially changed and visibly improved upon. The Principal plays a pivotal role and can act as a role model and the role of teacher in Tribal Schools is vital. Teachers taking initiative for better performance of the schools should be rewarded individually. Incentives are the movers and by this ordinary person transform into extraordinary in his or her own domain .Therefore steps should be taken to regularize the teachers and reward system be ingrained into the profession to unmask best performance. Innovative ideas and creativity of such self developed and self disciplined teachers can make wonders. The laxity existing weaknesses in these educational institutions should be promptly tackled and the education should be made more vocational and craft oriented. All the basic facilities to the teachers and the students including infrastructures of the schools and its maintenance at regular interval should be provided to achieve the targeted success though not hundred percent, but to a major extent.

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### Post facto Addendum

A statement indicating the number of Eklavya Model Residential Schools (EMRS) sanctioned and funded by the Ministry of Tribal Affairs to the State Governments (including Naxal affected areas) under the programme of “Grant under Article 275(1) of the Constitution of India” is placed below. Sanction for setting up of EMRS is accorded by Ministry of Tribal Affairs based on proposals received from States as per the allocation, requirements/needs of the States as a measure of gap-filling in critical infrastructure subject to fulfillment of terms and conditions of the prescribed guidelines by the States. No time frame for setting up of EMRS is given.

Out of the total 152 EMRS sanctioned, 108 are functional. The State-wise break up is stated below. As per the EMRS guidelines, the maximum strength of each EMRS is 480 students in Classes VI to XII.

This information was given by the Minister of State for Tribal Affairs, Shri Mahadeo Singh Khandela in a written reply in the Lok Sabha on 24<sup>th</sup> Aug, 2012.

#### **Statement showing number of EMRS sanctioned by the Ministry and functional as on 23.08.2012**

S. No Sanctioned	State	Total Number of EMRS	Number of EMRS functioning
1	2	3	4
1	Andhra Pradesh	10	8
2	Arunachal Pradesh	2	1
3	Assam	1	.-
4	Chhattisgarh	12	8
5	Gujarat	22	15
6	Himachal Pradesh	1	1
7	Jammu & Kashmir	2	-
8	Jharkhand	7	4
9	Karnataka	10	4
10	Kerala	2	2
11	Madhya Pradesh	20	20
12	Maharashtra	4	4
13	Manipur	3	.-
14	Mizoram	2	1
15	Nagaland	3	3
16	Orissa	16	13
17	Rajasthan	16	9
18	Sikkim	2	2
19	Tamil Nadu	2	2
20	Tripura	4	4
21	Uttar Pradesh	3	1
22	Uttarakhand	1	1
23	West Bengal	7	5
<b>Total</b>		<b>152</b>	<b>108</b>

*Source: press Information Bureau, Government of India, Ministry of Tribal Affairs, 24-August-2012*