

EVALUATION OF SCHEDULED TRIBE GIRLS' HOSTELS IN ODISHA.



(2012)

Submitted to

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2012***

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List of Abbreviations

ANM	...	Auxiliary Nurse and Midwifery
AS	...	Ashram Schools
ASHA	...	Accredited Social Health Activist
AWW	...	Anganwadi Worker
CCD Plan	...	Conservation-Cum-Development Plan
CHSE	...	Council of Higher Secondary Education
CI	...	Circle Inspector
DESA	...	District Education Support Agency
DI	...	District Inspector
DWO	...	District Welfare Officer
EMRS	...	Ekalabya Model Residential School
FGD	...	Focus Group Discussion
GH	...	Girls' Hostel
GHS	...	Girls' High School
GSS	...	Gana Sikshya Sahayak
HM	...	Head Master
HSC	...	High School Certificate
ITDA	...	Integrated Tribal Development Agency
LPG	...	Liquefied Petroleum Gas
MOTA	...	Ministry of Tribal Affairs
NGO	...	Non-Government Organization
NRHM	...	National Rural Health Mission
OBC	...	Other Backward Class
OMTES	...	Orissa Model Tribal Education Society
PA	...	Project Administrator
PGT	...	Post-Graduate Teacher
PMS	...	Post Matric Scholarship
PRA	...	Participatory Rural Appraisal
Pre MS	...	Pre Matric Scholarship
PRI	...	Panchayatiraj Institution
PSH	...	Primary School Hostel
PTG	...	Primitive Tribal Group
RS	...	Residential Sevashram Schools
SC	...	Scheduled Caste
SCSTRTI	...	Scheduled Caste Scheduled Tribe Research and Training Institute

SEBC	...	Socially and Economically Backward
SIG	...	School Improvement Grant
SMC	...	School Management Committee
SME	...	School and Mass Education
SO	...	Special Officer
SS	...	Sevashram Schools / Sikshya Sahayak
SSA	...	Sarva Sikshya Abhiyan
SSD	...	SC & ST Development Department
ST	...	Scheduled Tribes
SUPW	..	Socially Useful Productive Work
SWOT	..	Strength Weakness Opportunity and Threat
TGT	...	Trained Graduate Teacher
TSP	...	Tribal Sub-Plan
TV	...	Television
UT	...	Union Territory
WEO	...	Welfare Extension Officer

EXECUTIVE SUMMARY

Establishment of the programme of hostels for ST girls' has many positive aspects like (i) reducing financial burden on poor tribals in sending their daughters to schools, (ii) enhancing enrolment of ST girls, (iii) removing the problem of travel among ST girls to schools, (iv) enhancing their school attendance, (v) increasing results in annual examinations, (vi) increasing retention and reducing dropout, (vii) reducing gender disparity in education, (viii) development of skill, (ix) long term goal of social and women empowerment etc. At the same time the system of hostel programme is also associated with many problems like (i) safety and security of the boarders, (ii) the risk factor relating to boarders, (iii) their health and hygiene, (iv) appropriate and timely provision of food, (v) provision of hostel amenities, and (vi) provision of other facilities like water supply, civic amenities etc. However, in order to know if the system of establishment of hostels for ST girls has succeeded in achieving the desired objectives, it was felt necessary to conduct an assessment study through field observations to factually establish the hypothesis that the system has made a substantial dent towards achieving the set objectives. Besides, such a study can give valuable feedbacks on a number of aspects of the process and the system like (i) problems faced by boarders, (ii) deficiencies existing in the system, (iii) operational impediments, (iv) role played by teachers, programme officers, as also (v) the strengths and weaknesses in the system which will help in streamlining the system and bringing in improvements by way of taking policy initiatives. Keeping this in view, the Scheduled Caste and Scheduled Tribe Research and Training Institute (SCSTRTI), under the ST and SC Development Department of Government of Orissa felt it necessary to conduct a study under the caption, "Evaluation of Scheduled Tribe Girls' Hostels in Odisha". A brief summary of the findings of this study are presented below.

Summary Conclusions:

- By end of March 2011 as many as 3961 ST girls' hostels were operating in the State under different schools of SSD and SME Departments of which 1942 were 40 seated and 2019 were 100 seated each. Apart from hostels under Government Departments, there were as many as 11 ST girls' hostels under EMRS, 19 under Government managed Educational Complexes, and 16 under NGO managed Educational Complexes.
- For the purpose of the present study, a sample of 44 ST girls' hostels operating under 43 schools spread over the entire State was taken. The sample included 36 Government managed hostels of which 19 were 40 seated and 100 seated each, 2 hostels under EMRS, 2 under Government managed Educational Complexes and the remaining 2 were hostels under NGO managed Educational Complexes located in 16 districts in Odisha.
- The total sanctioned seats in the sample hostels were 3980 against which the total occupancy was 4098 during 2011-12 registering an overall occupancy rate of 103%. Even then, there is demand for seats in ST girls' hostels from day-scholars (4.4).
- Even though there are Government orders to keep both boys and girls prosecuting primary education in 40 seated hostels, it was factually observed that out of 19 sample 40 seated hostels 8 were occupied by girls only, 8 by both boys and girls and the remaining 3 by boys only. There are ST girl day-scholars desirous staying in hostel where hostels have been occupied by boys only (4.1).
- In case of 12 sample schools accommodation was adequate and it was considered inadequate in case of 31 schools (4.3).
- Only 11 out of 43 sample schools are having play grounds and the remaining 32 do not have (4.3).
- In case of 10 co-educational schools, there is no separate toilet or urinal for girls (4.3).

- Staff quarters are there in case of 18 sample schools and the remaining 25 (58%) sample schools are going without staff quarters (4.4).
- Living rooms were observed to be inadequate in a number of cases. However, hostel accommodation was reported to be inadequate in case of 12 hostels (3.5.1).
- The campus of 10 (29%) out of 35 sample hostels having compound walls are separate from the school campus (4.5.2).
- Store room for keeping of cooking materials was available in case of 29 sample hostels only. Provision of cooking space was there in case of 23 hostels. Dining space was available in case of 15 hostels only. All 5 facilities like an office room, a reading room, store room, kitchen and a dining hall are not available in any one of the sample hostels (4.5.4).
- Due to damaged or poor condition of toilets, the boarders face difficulties and prefer to go for open air defecation (4.5.5).
- In certain cases toilets are located away from the main residential complex use of which invites problem of safety, security and risk for boarders during night time. No bath room facility is there in case of 14 hostels (4.5.5).
- As many as 42 hostels are having one or more water sources whereas two hostels do not have any water supply source at all for which boarders are using the nearby stream as their water source (4.6).
- In case of 12 hostels, there is no electrical connection for which boarders in these hostels are using lantern and solar lantern in the night. Solar lanterns have not been supplied two sample hostels even if they have not been electrified whereas the same has been supplied to a number of hostels which have been electrified (4.7).
- Availability of cots is 47.56 per cent of the total sanctioned strength of boarders and 58.25 per cent of the sanctioned strength of boarders in hostels where cots are available. Cots are not available as per the sanctioned strength of boarders in all hostels where it is available (4.8.1).
- There has been some improvement in the overall dropout rate and substantial improvement in the dropout rate of the ST girls over the five year period (5.2.1).
- Dropout among the girls is more which mostly on account of their family problems, followed by rendering domestic work, their homesickness and early marriage (5.2.2).
- There are as many as 11 classes in sample schools where the number of students are less than 10 and 68 classes have enrolment less than 20. Enrolment in a feeder class is vitally important rather than enrolment in other classes (5.2.3).
- Out of 574 students interviewed 550 were reading in Odia medium schools of them 185 (33.64%) speak in Odia in their families and from among the remaining 365 students as many 228 (55.89%) expressed to have faced some language problem in schools. However, in majority of the cases teachers try to explain them in local language (5.2.8).
- Information gathered from parents reveals that the rise in the total literacy of schedule tribes sending their children to schools had been to the extent of 21.73% over the past ten years against which that among males was 16.14% and that among females was 26.71% that gives to believe that establishment of ST girls' hostels has positive impact on literacy (5.3).
- Scholarship for ST girls has a greater impact on their education (5.3.1).

- Deviations to admission procedures have been observed in case of EMRS as far as admission to Classes-VI, VII & VIII are concerned (5.5.1).
- A good thing emerges that as against 377 numbers of sanctioned posts in the sample schools, the number in position is 362 (96%) (5.5.4).
- Head Master in majority of the schools is a male person and among the teaching staff other than the Head Master, the representation of females is only 94 (39%) out of 239 teachers some of whom are Sikshya Sahayaks or Gana Sikshya Sahayaks (5.5.4).
- All hostels are maintaining the cash book as well as the stock of expenditure of food articles where as the rest of the registers are not maintained by one and all hostels (5.5.5).
- As many as 19 (43.18%) sample hostels are not maintaining gate book and 13 (29.55%) hostels are allowing male members and male authorities to visit hostels alone. This is also corroborated by the fact that as many as 118 (28.85%) of the sample boarders have revealed that male visitors as well as male authorities are visiting hostels alone (5.5.6).
- Sample schools do not have provision to train students in any vocational trades (5.6.1).
- Play ground is there only in case of 11 schools which is likely to be a constraint for students in most of the schools to practise games and sports as well as taking up physical exercises (5.6.2).
- As many as 19 schools are there where facility for computer education is there (5.6.2).
- During 2011-12 funds have been provided to each school to conduct career counselling for students. By the time of field survey as many as 6 schools had received funds and 5 schools had conducted career counselling programmes (5.6.2).
- The water supply facilities and civic amenities provided in the hostel is not adequate (5.7.3).
- Hostel amenities provided to boarders for their personal use are not all adequate (5.7.4).
- First aid facility is available in case of 41 (93%) sample hostels and not available in case of rest 3 sample hostels under the School and Mass Education Department. Only at 8 (19.51%) places teachers in charge of first aid facility have received training (5.8.1).
- There being no sweeper in all hostels, the boarders and in some cases, CCAs are cleaning the civic amenities and the hostel campus on rotation (5.8.3).
- None of the sample hostels have prescribed a code of conduct for their boarders (5.9.1).
- Scholarship for ST girls plays the role of a prime mover in the enrolment of ST and SC girls in schools and their stay in hostels. Majority of the sample boarders have admitted this by expressing that they would not have attended schools and stayed in hostels had there been no provision of scholarship for them. (5.7.5)
- The rate of scholarship prescribed for boarders in hostels under different category of schools like Government schools, EMRSs, Government managed complexes, and NGO managed complexes differ. (5.7.5)
- As regards the food component, as many as 16 (36%) hostels have expressed that the amount provided in the scholarship is sufficient and it was not sufficient in case of remaining 28 (64%) of the sample hostels. . (5.7.5)
- In none of the sample hostels a code of conduct for the boarders has been prescribed. (5.9.1)

- Male teachers are holding the position of Assistant Superintendent in case 27 (61%) hostels and the reasons assigned are inadequacy of teachers; others are not interested; no female teachers etc. (5.9.2)
- Block level special meetings of GPs need be convened to discuss matters relating to ST hostels at intervals. Such meeting were convened in case of two blocks namely Udala block in Mayurbhanj district and Papadahandi block in Nabarangapur district.(5.9.3)
- Parent-teachers meet is an important forum where school and hostel matters are discussed at length and the parents are briefed about school and hostel matters as well as problems of the students in schools and boarders in hostels so that they can do their best as far as their children are concerned. It is good to observe that such meetings are held in case of 40 (91%) of the hostels. .(5.9.3)
- Field study revealed that during 2010-11 as many as 24 (55%) out of 44 sample hostels were inspected and during 2011-12 as many as 30 (68%) were inspected by different higher supervising authorities.(5.9.4)
- As many as 85 (20%) parents reported not to be satisfied with the safety and security of their children in hostels and 74 (18%) reported not be satisfied with the hostel life of their children and the reasons of their dissatisfaction are of the nature of lack of boundary wall, inadequate amenities, no female teachers, girls are not allowed home visit when needed etc. .(5.9.5)
- Families with educated women members prefer to exercise their rights in the society in different walks of life .This gives an indication that education of ST girls has a positive impact on the empowerment of women in the society. (5.10.3)
- It was good to observe that as many as 88 (99%) out of 89 PRI members contacted had visited schools and hostels and as many as 86 (98%) of them had visited inside the schools and hostels in connection with checking MDM, interaction with boarders, and teachers etc. .

Recommendations

- ST and SC Development Department to see that ST girls are not deprived of their opportunity to stay in hostels specifically established for them and occupied boy boys as in case of 3 sample hostels (4.1).
- Separate toilets for girls should be constructed in co-educational schools on priority basis where it is not there and damaged toilets meant for girls should be repaired soon (4.3).
- Government may consider providing staff quarters for the Head Master, the Assistant Superintendent and the Night Watcher for each of the schools in the first instance (4.4).
- An office room, a reading room, store room, kitchen and a dining hall in a hostel is essential for boarders. Though these 5 facilities are essential for the boarders, there may be constraints of space, funds etc. Government may consider constructing a complex in each hostel with these 5 facilities in a phased manner. If there be resource and space constraints, a single hall can be used for reading as well as for dining purposes (4.5.4).
- Government should ensure provision of toilets and bath rooms in one and all ST girls' hostel and their up-keep and at the same time hostel authorities should create adequate awareness among boarders on the use and benefit of using civic amenities and motivate them for using the same regularly (4.5.5).
- Hostel Superintendents should see that all overhead tanks are cleaned and disinfected at a minimum interval 3 months and dug wells should also be disinfected at intervals (4.6).
- Administrative authorities should ensure supply of solar lanterns to hostels not electrified on priority basis (4.7).

- For ensuring uniform treatment of all boarders, cots should be provided in full to a hostel in one instalment and existing short-fall should be made good at the first instance (4.8.1).
- Care should be taken to see that nets are supplied to make good the short fall in a hostel at the first instance (4.8.1).
- Short fall in supply of steel tray should be made good at the first instance (4.8.1).
- One of the alternate approach to provide all hostel amenities to all boarders at less cost is to finalise a list of amenities, ask the boarders to bring the same and the average annual replacement cost be provided to them (4.8.1)..
- Government may prescribe a threshold level of enrolment to a feeder class and all possible attempts should be made to enhance enrolment in absence of which running of schools in question may not be viable. Some possible strategies for increasing enrolment may be (a) to include the item in the agenda of parent-teaches' meet, (b) the PRI Members, local ANM, ASHA Worker and the AWW having their wider public contact can utilise their good offices for motivating parents, and (c) above all, an "Admission Mella" could be organised to mobilise higher enrolment in feeder classes (5.2.3).
- It is necessary to intensify with much vigour the drive to bring out of school children to schools (5.2.5).
- To overcome language difficulty in tribal schools, a play school could be there prior to regular admission in schools (5.2.8).
- Care should be taken to see that teachers should avoid staying in hostels and class rooms (5.5.3).
- Appointing authorities may keep in mind to appoint more number of lady teachers to schools having girls' hostels so that a lady teacher can be available for the purpose remaining in charge of Assistant Superintendent conveniently (5.5.4).
- Maintenance of gate book and visit of male members to hostels accompanied by female staff should be strictly ensured with a view to avoiding any unto do situation in future (5.5.6).
- All schools should try to participate in formation of voluntary groups like scouts, guide etc as far as possible (5.6.2).
- Scholl authorities should increase the number of awareness programmes for students (5.6.2).
- Hostel amenities for all boarders should be supplied within a reasonable time frame and supply of mosquito net to all boarders should be the first priority and particularly children reading in lower classes should deserve priority (5.7.4).
- Use of amenities of the nature of personal effects like bed, net, bed sheets, gadi, and blankets on sharing basis is not at all healthy practices which need be discouraged in hostels as these are means of spreading communicable diseases (5.7.4).
- The question of enhancing scholarship boarders may be taken up separately by an expert committee (5.7.5).
- One sweeper may be engaged on part-time basis who can clean civic amenities and the campus of the school and hostels (5.8.3).
- The rate of scholarship for ST and SC boarders under Government schools has been revised with effect from 01.05.2011 and that under EMRS from 01.12.2011. The question of enhancement of scholarship involves a detailed exercise with special reference to price of commodities and the prevailing price index to arrive at a definite conclusion. In view of this it is suggested that the question of enhancing scholarship boarders may be taken up separately by an expert committee. (5.7.5)

- Government should ensure posting of at least two female teachers in the interest of administrative convinieces in all Government schools and prevail upon all EMRSs, Government managed Educational Complexes as well as NGO managed Educational Complexes to appoint requisite number of female teachers.. (5.9.2)
- Supervising officers and more particularly the WEOs should take care to convene special meeting of the GPs at block levels at regular intervals to discuss matters relating to ST hostels.(5.9.3)
- Supervising officers should ensure holding of parent-teacher meet in the schools during their school supervision. .(5.9.3)
- The administrative Department should monitor supervision of schools and hostels at regular intervals in regard to adherence of inspections to prescribed procedures and the norms. .(5.9.4)

CHAPTER – I

INTRODUCTION

1.1 Introduction:

Even though there is no natural boundary for a geographical region, the artificial boundary created is subjected to several changes over time depending on many considerations like political, administrative and the like. Despite changes in the artificial boundary and changes in its administrative system over time, the region is continuously subjected to development administration for all round development of the region and of the people living in it. The level of development of a region is usually measured in terms of the economic utility derived out of the development initiatives undertaken through Government as well as Non-Government efforts. Even when the level of development of a region is high, it cannot be said that the well-being of the people living in it is of high standard. The well-being of the people is nothing but the qualities of life enjoyed by them which is in other words the productive capacity of the people living in that region. The productive capacity or the human development skill of a society is dependent on many factors like the possession of natural resources, income, employment and livelihood opportunities, education, literacy and the knowledge of information, health and well-being of the people and the institutional arrangements like the tradition, culture, religion, the nature of development interventions and the institutions existing for governance. For various reasons having their relevance to a region, there exist some regional inequalities in their levels of developments as well as regional equalities in their levels of human development. These are altogether two different aspects of the developmental scenario of a region. If the regional development can be referred to as the strength of a vehicle, human development will referred to the ability of the man to drive the vehicle. More the human development skill of the people in a region; more is the prosperity of that region. If at all, we intend to see the prosperity of a region, we have to examine the existing level of human development skill of the region and think of bringing in improvements required if any through specific interventions at appropriate levels.

1.2 Predicaments:

India is the largest democracy in the world being the seventh largest country by geographical area and the second populous country in the world. Ours is a land of diverse languages, cultures, religions, castes and communities. There is great diversity in our traditions, manners, habits, tastes and customs. Each and every region of the country portrays different customs and traditions. Despite much diversity “Unity in Diversity” has been the distinctive feature of our Indian culture. To provide adequate development opportunities for all and to enable them to prosper with a view to living peacefully has been the popular policy objectives of our country. But unfortunately, even after 65 years of independence, people living in certain regions or people belonging to certain communities or class are yet to come to the mainstream of development and enjoy the desired level of development benefits because of some predicaments like geographical barriers, social barriers, established traditions etc.

1.3 Social Groups:

As per the Census 2001, the total population of India is 102.86 crore of which 24.39 crore i.e. 24.39 per cent belong to two major social groups, the Scheduled Caste and the Scheduled Tribe. The Scheduled Tribe population in India is 8.43 crore i.e. 8.20 per cent and the Scheduled Caste population is 16.66 crore i.e. 16.19 per cent of the total population in the country. Similarly, the total population of Odisha in 2001 is 368.05 lakh of which 142.27 lakh i.e. 38.65 per cent belong to the two major social groups, the Scheduled Caste and the Scheduled Tribe. The Scheduled Tribe population in Odisha is 81.45 lakh i.e. 22.13 per cent and the Scheduled Caste population is 60.82 lakh i.e. 16.52 per cent of the total population in the State. Both these two groups of people belong to socially disadvantaged groups. While the percentage of scheduled caste population in Odisha is at par with that of the country, the percentage of scheduled tribe population is almost the double that of the country. This gives an indication of heavy burden on the State Government for uplifting the socially disadvantaged groups of people living in the State. The tribal

communities have a distinctive feature as compared to other social groups of people. Other social groups of people including the scheduled caste are spread all over the land mass where as majority of the scheduled tribes live in localized pockets in hilly and forest regions which are mostly inaccessible and geographically isolated. Their economy is mostly non-specialized in nature. Their social system and life style is simple and their needs and aspirations are not many. For obvious reasons, the scheduled tribes usually suffer from social, educational and economic backwardness. They have their own distinctive social and cultural value. Their ideology and cultural heritage are rich and diverse. Some of them are nomadic food gatherers and hunters and others are settled with their livelihood dependant on agriculture and allied activities. As such the scheduled tribes belong to a social group which is distinct from others.

1.4 Tribal Scene in Odisha:

The percentage of Scheduled Tribe population to the total population in the State of Odisha is 22.13. However, in terms of percentage of scheduled tribes in the State to the total scheduled tribe population in India, Madhya Pradesh tops the list (14.51%), Maharastra the second (10.17%) and Odisha the third (9.66%). Among other States, Gujrat, Jhadkhand and Rajastan share 8.87%, 8.40% and 8.42% of the total Scheduled Tribe population of the country respectively and the remaining 39.97% is shared by remaining States in smaller percentage. As such the burden of bringing in socio-economic development of the scheduled tribes in the State of Odisha is comparatively heavier than many more States. The tribal areas in Orissa, exhibit an extremely diverse socio-economic picture. Even though the Tribal Sub-Plan (TSP) approach was adopted during 1974-75 for holistic development of the tribals by way of providing additional assistance, many more programmes directed for the benefit of the tribals in the State were being implemented in the State long since soon after independence. Over and above exclusive programmes directed for the benefit of the scheduled tribes, the normal development programmes like (i) education among tribals, (ii) provision of health service facilities for tribals and health infrastructure in tribal areas (iii) development of skill and provision of employment opportunities with a view to reducing migration, (iv) provision of housing facilities, creation of household amenities, (v) creation of income generating assets and reduction of poverty, (vi) women empowerment, (vii) protection against crimes committed against scheduled tribes were being implemented with certain relaxation of norms with a view to ensuring rapid socio-economic development of the scheduled tribes. The programmes exclusively implemented for the scheduled tribes in the State are (i) pre-matric and post-matric scholarship to children pursuing education, (ii) programmes through Special Central Assistance under Article 275 (1) of the Constitution, (iii) protection of the tribals from exploitation, harassment and protection against their civil rights, (iv) recognition of the tribals of their age old forest rights through implementation of Forest Right Act (FRA-2006), (v) financial assistance for development of socially and educationally backward classes (vi) implementation of tribal empowerment and livelihood programme, (vii) empowerment given to the tribals through implementation of Panchayat Extension to Scheduled Areas (PESA-1996) etc.

1.5 Development Approach:

Scheduled tribes usually live in contiguous areas unlike other communities. It is, therefore, much simpler to have an area development approach for implementation of development activities as well as enforcement of regulatory provisions to protect their interests. Keeping this in view, contiguous areas lived in by scheduled tribes in different parts of the States in the country have been declared by Government of India as scheduled areas at different points of time in accordance with the Constitutional provisions. As far as Odisha is concerned, around 44.70% of the area of the state has been notified on 31.12.1977 as the scheduled area. Scheduled areas in Odisha comprise the entire districts of Kandhamal, Koraput, Malkanagir, Mayurbhanja, Nawarangpur, Rayagada and Sundargarh districts in full and parts of Balasore, Gajapati, Kalahandi, Keonjhar and Sambalpur districts. Accordingly, out of 314 community development blocks in the State as many as 118 blocks have been declared as Tribal Sub-Plan (TSP) blocks.

The Tribal Sub-Plan strategy has been adopted in the State since the beginning of the Fifth Five Year Plan (1974-75), which continues to be an area development strategy for ensuring socio-economic development of the tribal community with adequate emphasis on income generating activities particularly of the families in the lower income groups taking a comprehensive view of tribal problems with the objective to narrow down the gap of socio-economic development between Tribals and others. The Tribal Sub-Plan (TSP) approach envisages integrated development of Tribal areas, wherein all programmes irrespective of their sources of funding operate in unison to achieve the common goal of bringing the area at par with the rest of the State and to improve the quality of life of the Tribals. The tribal sub-plan strategy includes taking up income generating programmes in agriculture, horticulture, animal resources, protection against exploitation, human resources development through education and training programmes and infrastructure development etc. There has been reorientation in the tribal development strategy by way of covering new and innovative schemes for development of the tribals.

The scheduled areas in the State cover as high as 68% of the total scheduled tribe population. The remaining 32% scheduled tribes live in 46 MADA pockets, 14 clusters, or else in dispersed manners who are covered under the programme of DTDP. As such, tribal development strategy is being implemented in Odisha through areas development approach.

1.6 Tribal Profile:

1.6.1 Population:

Odisha has a scheduled tribe population of 8145081 as per Census 2001 spread over all the 30 districts in the State. In terms of number of scheduled tribes, Mayurbhanja district has the highest population of 1258459 which is 15.45% of the total scheduled tribe population in the State followed by Sundargarh district having 918903 scheduled tribe population i.e. 11.28 per cent. Puri district has the lowest scheduled tribe population of 4482 which is 0.06% to the total scheduled tribes in the State.

In terms of scheduled tribe population to the total population in the district, Malkangir district tops the list i.e. 57.43% followed by Mayurbhanja district (56.60%). Puri district has the lowest percentage of representation of scheduled tribes (0.30%) within the total population of the district. As many as 7 districts i.e. Gajapati, Kandhamal, Malkangir, Mayurbhanja, Nawarangpur, Rayagada, and Sundargarh have scheduled tribe population more than 50% of their total population. The representation of scheduled tribes within the total population of the district lies between 25% to 50% in case of 7 districts i.e. Deogarh, Jharsuguda, Kalahandi, Keonjhar, Koraput, Nawapara, and Sambalpur. Representation of scheduled tribes within the total population of the district is less than 25% in case of the remaining 16 districts. The number of community development blocks in Odisha having more than 50% scheduled tribes is 101 out of 314 blocks in the State.

There are as many as 14 districts in the Odisha having their scheduled tribe population more than the State average of 22.13% and as many as 21 districts having their scheduled tribe population more than the country average of 8.2%. Annexure-I placed below reveals the district wise representation of scheduled tribes in Odisha.

1.6.2 Tribal Community:

The scheduled tribes in Odisha are seen in different tribal groups. As of now, there are as many as 62 scheduled tribe Communities in Odisha and they are spread over different districts of the State in different proportions. The list of scheduled tribe communities is notified by Government of India and the list likely to change from time to time. In course of development process, some tribal communities are trying to come to the mainstream of development. There are certain sub-groups of scheduled tribes who are primitive tribes and particularly vulnerable groups known as primitive tribal groups (PTGs) and they are characterised by (i) pre-agriculture level of technology, (ii) stagnant or declining population, (iii) extremely low literacy, and (iv) subsistence level of economy. There are as many as 75 PTGs in India comprising of 3.28% of the total tribal population of the country. As per the notification of Government of India, there are 13 PTGs in Odisha. The PTGs in Odisha are seen in specific compact patches in 20 blocks of 12 districts of the State i.e. Angul, Deogarh, Gajapati, Ganjam, Kalahandi, Kandhamal, Keonjhar, Malkangir,

Mayurbhanja, Nuapada, Rayagada, and Sundargarh. As per a survey conducted in 2007 their population is 78,519 which is slightly less than one per cent of the total scheduled tribe population in the State. For their up-liftment, a special approach has been adopted by the State by way of implementing Conservation-cum-Development (CCD) Plan through 17 Micro-Projects with focused attention on agriculture, horticulture, soil conservation, animal husbandry, etc and basic infrastructure facilities, like drinking water, education, health and link roads.

1.6.3 Poverty:

As per the Planning Commission estimate, the percentage of people below the poverty line in 2009-10 was 33.80% for rural areas, 20.90% for urban areas and the combined figure was 29.80% at all India level against which the corresponding figures were 39.20%, 25.90% and 37.00% respectively for Odisha. These figures will be different for different social groups, for different religions, etc. There has been noticed certain improvement in the poverty ratio over time irrespective of social group or religion. However, the poverty ratio among the scheduled tribes remains all along higher than that for other social groups. As per the available estimates of Planning Commission, the percentage of scheduled tribes below the poverty line in 2004-05 was 47.20% for rural areas and 33.30% for urban areas at all India level against which the corresponding figures were 75.60% (the highest) and 61.80% (the highest) respectively for Odisha. As such, the economic condition of the scheduled tribes in Odisha is behind all other States as well as behind the national level for which they deserve special attention if at all we need them to come to the mainstream of the development process.

1.6.4 Health:

Despite relaxation in norms for creation of various development infrastructures, for various reasons, the scheduled tribes are yet to avail the fruits of development to the desired extent in different sectors. This applies to the health sector as well. Even though disaggregated data is according to social groups are not available for various health care facilities, utilisation of health care facilities by scheduled tribes is much less as compared to the rest of the social groups. The infant mortality rate is 46 for males, 49 for females and 47 combined total in 2010 at all India level against which the corresponding figures are 61, 60 and 61 respectively for Odisha. As per the information available for scheduled tribes, the infant mortality rate was 82 for males, 86 for females and 84 combined at all India level in 2001 against which the corresponding figures were 93, 92 and 92 respectively for Odisha. Similarly, the under five mortality among scheduled tribes was 118 for males, 128 for females and 123 combined at all India level in 2001 against which the corresponding figures were 118, 132 and 122 respectively for Odisha. This implies that the scheduled tribes in Odisha are yet to derive the benefit of health care facilities at par with all India level.

1.6.5 Education:

Literacy is one of the important indicators of educational development of a society. The following table gives picture of the literacy status among all social groups and that among the schedule tribes in India as well in Odisha during the past 60 years.

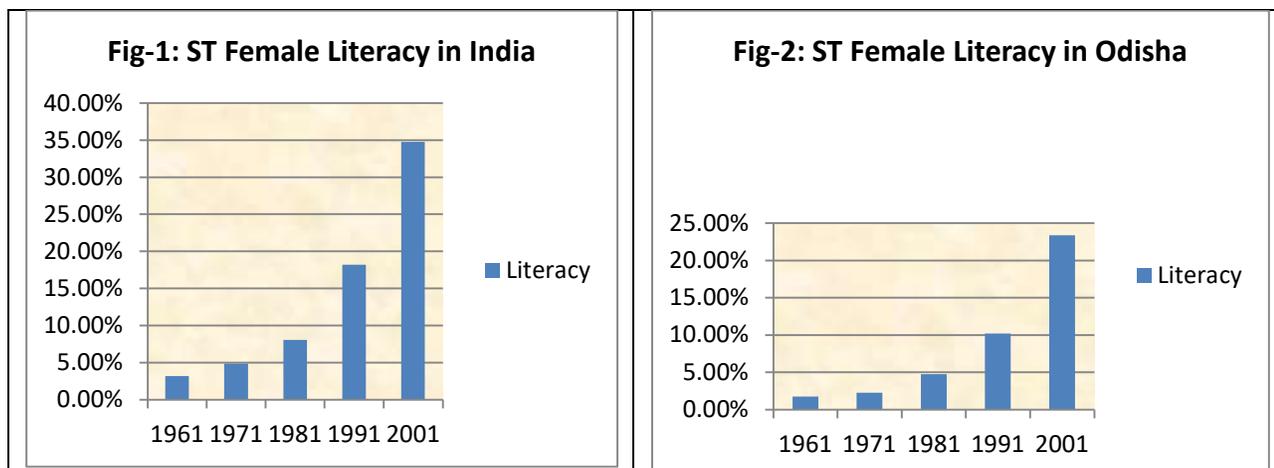
Table No.1.01: Literacy among all Social Groups and Scheduled Tribes in India and Odisha

Year	Literacy (All India)						Literacy (Odisha)					
	All Social Groups			Scheduled Tribes			All Social Groups			Scheduled Tribes		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1951	18.33	27.16	8.86				15.80	27.32	4.52			
1961	28.30	40.40	15.33	8.53	13.83	3.16	21.66	34.68	8.64	7.36	13.00	1.77
1971	34.45	45.96	21.97	11.30	17.63	4.85	30.50	44.50	16.30	9.45	16.40	2.28
1981	43.57	56.50	29.85	16.35	24.52	8.04	40.97	56.45	25.14	14.00	23.30	4.76
1991	52.21	64.13	39.29	29.60	40.65	18.19	49.09	63.08	34.68	22.31	34.44	10.21
2001	64.84	75.26	53.67	47.10	59.17	34.76	63.08	75.35	50.51	37.37	51.48	23.37

2011	74.04	82.14	65.46				73.45	82.40	64.34			
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Information in the above table reveals that the literacy among the scheduled tribes is all along lower than the total literacy both at all India level as well as at the level of Odisha. Among the scheduled tribes, the female literacy is much lower than the male literacy. There is wide gap between scheduled tribe literacy in India and Odisha in respect of males, females and total literacy also. Odisha stands fourth from the bottom in scheduled tribe literacy in 2001.

The following figures give a comparative picture of the literacy among the ST females over the Census period from 1961 to 2001.



In 2001 the gap in the total literacy among scheduled tribes between India and Odisha was 9.73% that among males was 7.69% and 11.39% among females. The district wise male, female and total literacy among scheduled tribes in Odisha placed vide Annexure-I reveals that there is wide spread variation among the districts. In terms of total literacy as many as 12 districts are behind the State average of 37.37% and as many as 23 districts are below the National average of 47.10%. In terms of male literacy 12 districts in the State are behind the State average of 51.48% and 15 below the National average of 59.17%. 47. Similarly, as many as 12 districts have female literacy below the State average of 23.37% and 26 districts below the National average of 34.76%. Ironically the ST female literacy in Koraput and Malkangir districts is less than 10.00% and that of Balasore, Bhadrak, Gajapati, Jajpur, Kalahandi, Nawapara, Nawarangpur, and Rayagada districts is less than 20.00%.

For a developing country like India and a backward State like Odisha, dropout of children from schools and more particularly in course of their elementary and secondary education has been the major challenge. It is a fact that the dropout rate among the socially disadvantaged groups and particularly among the scheduled tribes is more than others. The Statistical Profile of Scheduled Tribes 2010 brought out by the Ministry of Tribal Affairs reveals that the all India dropout rate among scheduled tribes in 2008-09 was 32.23 at class (I-V) level, 63.36 at class (I-VII) level and 76.49 at class (I-X) level against which the corresponding figures for Odisha was 39.11, 82.99 and 84.79 respectively which indicates that the dropout rate among the scheduled tribes in Odisha is much higher than the National average. Figures in the Odisha Annual Plan (2011-12) reveals that dropout rate in Odisha for all social classes at primary level was 41.80 in 2000-01, 33.60 in 2003-04, 10.53 in 2006-07 and 2.83 in 2009-10 against which the corresponding figures for scheduled tribes were 64.10, 52.40, 22.88 and 6.46 respectively. Similarly, the dropout rate in Odisha for all social classes at upper primary level was 57.00 in 2000-01, 57.50 in 2003-04, 18.05 in 2006-07 and 8.19 in 2009-10 against which the corresponding figures for scheduled tribes were 74.00, 75.80, 32.44 and 9.72 respectively. This gives clear cut evidence that despite gradual reduction in the dropout rate, the dropout among the scheduled tribes in Odisha is prominently high.

1.7 Female Literacy:

The profile of the schedule tribes in Odisha reveals that for obvious reasons, they are continuing to maintain a lower profile in different development sectors as compared to all social classes. A lot many development programmes have been launched long since through Government and non-Government efforts for their socio-economic advancement by way of creating opportunities and extending services in all spheres of life. Yet, there has been a big gap between the opportunities created and services extended for them and the extent they have availed the same. This gap will be reduced only when they will have their awareness about what is happening around them have their knowledge about the world around and will have the urge to avail the opportunities and services created for them. In this context, Literacy and Education play a vital role in enabling them to know and access various opportunities created for them and to enjoy an improved quality of life.

The review of the literacy and education among the scheduled tribes reveals that literacy among the scheduled tribes is low as compared to the general literacy and more particularly the female literacy among the scheduled tribes is substantially low as compared to their male counterparts. In view of this, adequate thrust has been laid by Government of India as well as the Government of Odisha on the enhancement of scheduled tribe literacy and more particularly the female literacy through appropriate interventions preferably at pre-matric stages.

Among various interventions, establishment of schools exclusively for scheduled tribe boys and girls, and provision of hostel facility with various incentives for those prosecuting their studies in schools commencing from class-I are the two major components to enhance their literacy level and more particularly among the girls.

1.8 ST Schools:

The all India literacy in 1901 was only 5.39% against which the female literacy was abysmally low (0.60%). In 1951 the all India literacy was 18.33 against which the female literacy was only 8.86%. No information is available regarding the literacy position of scheduled tribes during that period. The literacy position has considerably improved during the post independence arena both at all India level and at the level of Odisha. Disaggregated information on scheduled tribe literacy is available 1961 onwards which reveals that scheduled tribe literacy has improved during the post independence arena but a wide gap between the total literacy and the scheduled tribe literacy persist all through. This is because of the fact that tribal development was not a priority area during the pre independence period as the tribals were living in difficult, isolated and inaccessible terrains for which they were subjected to exploitation and deprivation of their lands and forest rights pushing them deep into interior. However, during the post independence arena, tribal development had been a thrust area. Article 46 of the constitution of India enjoins upon the State Governments to promote, with special care, the educational and economic interests of the weaker sections of the people and, in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation". It has been mandatory for the States to carry forward the goals enshrined in Article 46 of the Constitution.

Though not wide spread, there had been school system during pre and post independence period. Even though there was no legal barrier for the scheduled tribes to take advantage of the same, most of them were outside the school system. There were many reasons and there still persist to certain extent for the scheduled tribes to remain outside the school systems. Some of the reasons are lack of stable educational back ground, lack of exposure to modern life, unsuitability of norm based educational system, prevalence of typical cultural and social barriers, issues relating to social distance, shy and isolated life style, homesickness and group life, fear of exploitation, and above all, existing school atmosphere not conducive to their way of life from various angles. Therefore, much more flexible and innovative approach for providing school education for the scheduled tribes is all the more essential.

Even though tribal development was not a priority area during the pre independence arena, some social activists working for the disadvantaged groups of people having been inspired by the ideology of Thakkar Bapa had taken up the issue of education among the scheduled tribes with non-Government efforts. They had opened some Ashram Schools in Gujrat and so also in other

places exclusively for the education of tribal children. Though not wide spread, such initiative of social workers during the pre independence period was a modest beginning of the arena of scheduled tribe education in India.

Soon after independence, tribal development and particularly tribal education has been the popular policy of our Government and education among the scheduled tribes has taken the form of a movement. To make the movement a success, all measures are being taken by putting in place Constitutional provisions, ensuring flow of funds, enacting appropriate Laws and developing implementation mechanism etc. As a result, a number of educational institutions exclusively for scheduled tribe children have been opened during the post independence period providing different levels of education in different State of the country including Odisha.

As far as the Odisha is concerned, as many as 109 Ashram Schools (AS), 142 Residential Sevashrams (RS), and 1026 Sevashrams (SS) have been established during the post independence period for providing education at elementary level to scheduled tribe boys and girls in the State. Similarly, 143 Girls' High Schools and 155 Boys' High Schools totaling 298 high schools have also been established in the State for providing education to scheduled tribe children upto high school standard. There had been established 37 Kanyashrams in the State during this period for providing education at elementary level to scheduled tribe girls which have since been up-graded to Girls' High Schools. The number of such schools is more in districts having more of Scheduled tribe population and less in others.

A new concept for educational development "Establishment of Model Residential Schools (EMRS)" has been launched during 1997-1998 to provide quality education to the tribal students. In accordance with the decisions of the Ministry of Tribal Affairs a part of the funds under Article 275 (1) of the constitution, is being provided to States for setting up of 100 EMRS in all for imparting education from class VI to XII in different tribal concentrated States of the country against which 88 EMRSs in 22 States of the country are in operation at present. In case of Odisha, as many as 11 EMRSs have been established and functioning since 2000-01. Out of 11 EMRSs in the State 10 are in TSP areas and one in non-TSP area but within a MADA pocket. The sanctioned strength of students is 420 per EMRS

Another new scheme has been introduced by the Government of India for establishment of Educational Complexes in villages inhabited by primitive tribal groups (PTG) under the programme of strengthening the education among the scheduled tribe ST girls in the low literacy districts. Apart from establishment of 11 EMRSs in the State as many as 19 Education Complexes for ST girls have been established and run by Odisha from the year 2007-08. The scheme aims at bridging the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified district or blocks, more particularly in naxal effected areas and in areas inhabited by Primitive Tribal Groups (PTGs), and reducing drop-outs at the elementary level. Such of the educational institutions are imparting girls' education at elementary level. While most of the Educational Complexes have opened classes from I to V, some others have opened classes beyond class-V. The present enrolment strength is 250 per complex. Of the 19 educational complexes established in the State, 15 are located in TSP areas and 4 in non-TSP areas.

Apart from 19 educational complexes run by Government, non-Government Organisations (NGOs) have also established as many as 16 Educational Complexes in the State with assistance from the Ministry of Tribal Affairs (MOTA). Out of 16 NGO managed Educational Complexes, 14 are located in TSP area and the remaining 2 in non-TSP area. Similar to Government managed Educational Complexes, the NGO managed Educational Complexes are imparting girls' education in the identified districts or blocks, more particularly in naxal effected areas and particularly inhabited by Primitive Tribal Groups (PTGs) to ensure 100% enrollment of ST girls and check their dropout at primary level. Similar to Government managed Educational Complexes, the NGO managed Educational Complexes impart education for ST girls at elementary level. While most of the NGO managed Educational Complexes have opened classes from I to V, some others have opened classes beyond class-V. The intake capacity of the NGO managed Educational Complexes in Odisha varies between 100 to 250 at present.

All the educational institutions for imparting education to scheduled tribe children in the State as enumerated above are operating under the administrative control of the ST & SC Development Department of the State Government. The district wise number of these schools is placed at Annexure-II for better appreciation.

1.9 ST Girls' Hostels:

Even though exclusive schools have been established for the children of the scheduled tribes as enumerated above, they can also prosecute their studies in the schools established under the School and Mass Education Department. In the process, the school attendance among the scheduled tribe children, has improved. More number of children than ever before between the ages of 6 and 14 are attending school across the country as well as in the State. Despite that many scheduled tribe children and particularly the girls' drop out before completing the primary level for various reasons. Many of those who stay on in the school learn a little. Even though there has been major improvement in literacy rates, the number of children who are not in school remains high. Gender disparities in education still persist and far more girls than boys fail to complete primary school. As an alternative to this, an innovative approach was adopted to create hostel facility for scheduled tribe children and more particularly for girls prosecuting their study both in schools run by the ST & SC Development Department as well as in the schools run by School and Mass Education Department.

A hostel life may have many advantages and disadvantages for the children. But advantages are more than disadvantages. However, good superintendence shall take care of that and local scheduled tribe girls can have descent group life in the hostel without facing any difficulty. The greatest advantage of hostel facility will be regularity in school attendance of girls and reduction in their dropouts thereby increasing the female literacy among the scheduled tribes. At the same time, the parents will have genuine plight of keeping their daughters in hostels. In one hand their daughters who were helping them in domestic work while at home of which they will be deprived and in the other poor scheduled tribe parents can hardly afford to meet hostel expenses of their daughters relating to their food, clothing, toiletry and other charges incidental to hostel life. However, Government have appropriately taken care of the hostel expenses of the boarders both boys and girls by way of providing them stipend for 10 months a year at varying rates depending on the category of school where they are prosecuting their education. All personal effects like cots, beds, mosquito net, utensils, etc for the boarders are also provided by Government to avoid any kind of financial burden on the poor parents on account of hostel expenses of their children.

In this backdrop, Government of Odisha have constructed a number of hostels for scheduled tribe girls prosecuting their studies in different category of schools of the ST and SC Development Department as well as of the School and Mass Education Department. Apart from construction of hostel building, all other provisions like compound wall, electrification, water supply, requisite toilets and bath rooms have been made for hostels. Among the many, measures relating to health and hygiene, safety and security, discipline etc have been taken and facilities like provision of reading materials, news papers, TV and extra class for slow learners have been created for smooth and conducive hostel life of boarders. In addition gardening and other recreational activities are organized for benefit of the boarders. These are only illustrative, but many more other facilities have been put in place to make the hostel life comfortable and alluring to boarders as far as possible.

In the process of providing hostel facility for girls, four categories of hostels i.e. 40 seated, 100 seated, 250 seated, and 210 seated hostels etc have been established in the State at different points of time depending on the nature of scheme criterion and the source of funding. These hostels have been established in phases and are in operation in schools of the ST & SC Development Department and of the School and Mass Education Department as well. The number of hostels per school may be more than one (3 to 4 even) in case of certain schools depending on their enrollment of girls and the numbers of them deserving to stay in hostels.

As many as 1542 (40 seated) primary school hostels (PSHs) for ST girls were constructed in Odisha through ITDAs during the past of which 465 belong to Ashram Schools, Residential Sevashrams, Sevashrams and High Schools of ST & SC Development Department and 1077 belong to Primary Schools and High Schools of the School and Mass Education Department. These hostels were constructed with State Plan funds as well as funds received from Government of India. In limited cases of 40 seated hostels of the ST and SC Development Department both boys and girls prosecuting their study at primary level have been allowed to stay in the same hostel.

During the period from 1995-2002, 400 (40 seated) hostels for ST girls were constructed for Ashram Schools, Residential Sevashrams, Sevashrams under the ST and SC Development Department in the State in Koraput, Balangir and Kalahandi (KBK) districts through funds under the Revised Long Term Action Plan (RLTAP) for KBK districts.

In keeping with the demands of ST girls for their stay in hostels a massive programme of constructing about 1000 (100 seated) ST girls' hostel was launched during 2007-08 (Phase-I) through which 1003 (100 seated) girls' hostels have been constructed and boarders have been put in. One additional feature of the establishment of 100 seated hostels is that unlike 40 seated hostels ST girls prosecuting their study in neighboring schools can stay in these hostels subject to availability of seats. Out of 1003 (100 seated) hostels taken up during 2007-08 as many as 937 hostels belong to Ashram Schools, Residential Sevashrams, Sevashrams and High Schools of ST & SC Development Department and the rest 66 belong to Primary Schools and High Schools of the School and Mass Education Department.

Similar to Phase-I, 1016 number of 100 seated hostels for ST girls has also been taken up during 2009-10 (Phase-II). Construction of most of these hostels have been completed and put to operation by way of providing requisite amenities. Limited numbers of such hostels are in completion stage. Out of 1016 (100 seated) hostels taken up during 2009-10 as many as 579 hostels belong to Ashram Schools, Residential Sevashrams, Sevashrams and High Schools of ST & SC Development Department and the remaining 437 belong to Primary Schools and High Schools of the School and Mass Education Department.

In short, as many as 3961 ST girls' hostels have since been established in Primary Schools and High Schools of the State of which 2379 belong to ST and SC Development Department and the remaining 1582 hostels to the School and Mass Education Department. While the concerned Head Masters remain in charge of the superintendence of these hostels the responsibility of providing amenities, repairs and maintenance of the hostel, provision of stipend etc rests with the ST and SC Development Department which is taken care of through the DWO and PA ITDA in the district as the case may be.

Apart from above, as many as 11 Ekalavya Model Residential Schools (EMRSs) have been established in the State. These schools being fully residential and conforming to co-educational system of education, both boys and girls have been provided residential accommodation in these schools. The total enrolment strength of a school being 420, two separate hostels one accommodating 210 girls and the other accommodating 210 boys are functioning since 2000-01. The Principal remains as the Superintendent of the hostel and the responsibility of providing amenities, repairs and maintenance of the hostel, provision of stipend etc rests with the ST and SC Development Department through a Society called Orissa Model Tribal Education Society (OTMES).

Similarly 19 Education Complexes for ST girls have been established in the State and running since 2007-08. These schools are meant exclusively for girls from Primitive Tribal Groups (PTGs). These schools are also fully residential and there are 19 (250 seated) ST girls' hostels one each under each complex functioning since 2007-08. The Head Master of the Complex remains as the Superintendent of the hostel and the responsibility of providing amenities, repairs and maintenance of the hostel, provision of stipend etc rests with the ST and SC Development Department through the Society called Orissa Model Tribal Education Society (OTMES). However, the Special Officer of the concerned Micro-Project looks into the administrative matters of the Complex and the Hostel at the local level.

Apart from the 19 Government managed educational complexes, there are as many as 16 NGO managed Educational Complexes in the State for educating girls from Primitive Tribal Groups (PTGs) which are fully residential and they have established one hostel each. The normative approach is to provide education for girls at elementary level and the capacity of their hostels varies in between 100 to 250 seats depending on their present level enrolment strength. The Head Master of the Complex remains as the Superintendent of such hostels and the responsibility of providing amenities, repairs and maintenance of the hostel, provision of stipend etc rests with the management of the NGO concerned.

To summarize, over and above 3961 ST girls' hostels in primary and high school of the State, there are 11 ST girls' hostels under EMRSs, 19 ST girls' hostels under Government managed Educational Complexes and 16 ST girls' hostels under NGO managed Educational Complexes in the State totaling to 4007 ST girls' hostels in all.

1.10 Earlier Studies:

Much more developments have taken place regarding establishment of schools for ST children and provision of hostel facility for them and more particularly for ST girls during past 6 decades in the State and a number of studies as well as deliberations have already been made on the coverage and impact of the programme of ST girls' hostels on the ST female literacy and related issues. Available literatures on few relevant studies have been reviewed and the major findings are summarized below as a background to the present study:

Two studies, one on the "Stipend / Scholarship for ST & SC Girls and 40 Seated Hostels in KBK Districts" undertaken at the instance of Government of Orissa in Planning and Coordination Department in 2007 and the other on "Quick Evaluation Study on RLTA in KBK Districts of Orissa including 40 Seated ST Girls' Hostels" undertaken at the instance of Planning Commission, Government of India in 2009 were devoted to ST girls' hostels in KBK districts exclusively launched under the programme of RLTA. These two studies examined issues broadly relating to following aspects.

- Enrolment of ST girls, their dropouts, gender disparity,
- Superintendence of hostels, safety and security of boarders,
- Hostel amenities and adequacy of stipend,
- Regularity in maintenance and repair of hostels,
- Impact on passouts etc

These two studies reported that among other things, the enrolment among ST girls has increase as a result of hostel programme, their dropout has reduced, stipend was inadequate, maintenance and repairs was not regular, pass out has increased etc.

Some other studies and deliberations as listed below having their relevance to the present study were examined.

- International Institute for Education Planning / UNESCO Publication: 1999 on Strategies of Education and Training for Disadvantaged Groups: "Education of India Scheduled Tribes – A Study of Community Schools in the District of Vishakhapatnam, Andhra Pradesh".
- Discussion paper on Tribal Education in Rayagada: A Review of Language, Text Book and Medium of Instruction by Akshaya K Kanungo and Hrushikesh Mahapatra in "Orissa Review - September 2004".
- "Education of Tribal Girls in Orissa: A Study on Attitude and Language of Instruction" presented by Dr Smita Sinha, Ph D presented in the 9th European Congress of Psychology, Granada, Spain, in July 2005.

- Report of the State Level Seminar on Tribal Education in Orissa: Issue and Interventions held in Pantha Nivas, Bhubaneswar during April 10-12 2006.
- Discussion paper on “Education of Tribal Children in Kandhamal District of Odisha” by Raghunath Rath in “Orissa Review – May 2006”
- “Tribal Education – A Fine Balance: April 2009” by Shweta Bagai and Neera Nundy on behalf of DASRA, Mumbai, a Research Organisation devoted for Social Change.
- Ashram School Survey in Koraput District of Odisha (2010) conducted by District Planning and Monitoring Unit (Analytical Cell), ST & SC Development Department and the District Administration, Koraput.

Among other things, the literatures enumerated above have examined the issues relating to following aspects and given some useful suggestions.

- The medium of instruction and study materials in local language,
- Appointment of local teachers and residential accommodation for teachers,
- Role of NGOs in education of tribals,
- Community participation in training of teachers and development of study materials,
- Health and nutrition of boarders and the hostel environment on the boarders,
- Tribal art and craft in education suitability of school calendar to local calendar,
- Education of children of migratory parents, use of local and State language in teaching and tribal relevant study materials,
- Management of transition in tribal education etc.

However, it was felt necessary to conduct a field study to factually establish the hypothesis that the system of providing hostel facility for ST girls in Odisha has made a substantial dent in the direction of delivering quality education with right combination of residential facilities. Such a study can give valuable feedbacks on a number of aspects of the operation of ST girls’ hostels operating in Orissa such as:

- (i) Problems if any faced by the ST girls in their hostel life,
- (ii) The deficiencies existing in the system and the operational impediments,
- (iii) The role played by the administrative machinery at different levels,
- (iv) Other strengths and weaknesses in the system of hostels for ST girls.

1.11 Study Objectives:

However, the present study, among other things, was conducted with the following specific objectives;

- i. To observe the formation and functioning of the ST Girls’ Hostel in promotion of education of Tribal Girls.
- ii. To examine how far the Hostels have facilitated delivering quality education to tribal students with the right combination of residential facilities promoting curricular, extracurricular and vocational activities,

- iii. To ascertain the extent of adherence of the process of selection, admission of students and posting of teaching and non-teaching staff and creation of basic amenities, like drinking water, sanitation, electricity, playground, garden and other educational infrastructure facilities, like vocational education and extra-curricular activities, etc. in the schools.
- iv. To give a feed back to Govt. regarding shortfalls and taking corrective measures for further improvement of the Institutions.
- v. To assess the incentives provided to the students at Hostels and at the Schools and whether they are sufficient or not.
- vi. To estimate the performance of the students according to the results in the annual examinations of different classes.
- vii. To give a comparative picture of performance of boarders and day scholars.
- viii. To find out the factors responsible for the good / bad performance of boarders
- ix. To give a comparative picture of performance of boarders in Government and Non-Government Schools and reasons behind them.
- x. To assess the funding pattern, expenditure pattern and hostel management.
- xi. To assess the performance of the teaching and non teaching staff in delivering quality education to the students.
- xii. To assess the educational status of the parents of the students and impact on the education of the students.

CHAPTER - II

SAMPLING DESIGN AND METHODOLOGY ADOPTED

The present chapter briefly outlines the scope, design, study instruments and methodology adopted for the study, "Evaluation of Scheduled Tribe Girls Hostel in Odisha".

2.1 Scope and Coverage:

Residential accommodation facility in the form of hostel for ST girls has been created all over the State of Odisha for ST Girls prosecuting their education in educational institutions. While this facility is more in ST concentrated districts, it is comparatively less in others. More or less, this facility has been created in all the districts in the State keeping in view the number of ST girls enrolled in the educational institution. As such, the scope of the present study project, "Evaluation of Scheduled Tribe Girls Hostel in Odisha" has been extended to the entire State of Odisha.

Hostel facility for ST girls has been created by the Government in SC & ST Development Department in educational institutions run by the SC & ST Development Department as well as in educational institutions run by the Government in School and Mass Education Department. Besides, hostel facility has also been created in educational institutions run by Non-Government Organizations (NGOs) on receipt of grants from the Government. As such, the scope of the present study project, "Evaluation of Scheduled Tribe Girls Hostel in Odisha" has been extended to ST girls' hostels under educational institutions run by Government in SC & ST Development Department, and the School and Mass Education Department as well as NGOs.

Such hostel facility has been provided for ST girls in a number of Government and Non-Government institutions imparting education at different levels like elementary, pre-matric, post-matric, technical education, as well as other career advancement and skill development programmes. There are various categories of educational institutions having scope for enrollment of ST Girls in the State. However, the study project to be more precise and focused, it was decided to confine the present study to ST girls hostels attached to (i) Ekalabya Model Residential Schools (EMRS), (ii) High Schools, (iii) Ashram Schools, (iv) Residential Sevashrams, (v) Government managed Educational Complexes, and (vi) NGO managed Educational Complexes, no matter, whether such institutions conform to the system of Girls education or co-education.

2.2 Reference Period:

The proposed study project will review the status and impact of the ST Girls' Hostels operating in the State as at the end of the academic year 2010-11. However, the study has been undertaken during the academic year 2011-12.

2.3 Study Design:

While the present study extends to ST girls hostels running under 6 (six) categories of educational institutions, it was further decided to take at least one sample hostel from TSP and non-TSP areas in the state for the sake of comparison. At the same time, due to resource and time constraints, it was decided to take a sample of about 40 ST girls' hostels for the purpose of field survey and detailed probing. However, the sample hostels were selected by adopting stratified random sampling procedure from among the hostels in the State coming under different categories of hostels as indicated above by using different frames.

2.4 Hostel Categorization:

ST hostels under different categories of educational institutions under study will be used frequently in this report. With a view to making it simple, short forms have been used for different categories of sample institutions as listed below.

C-1-(EMRS)-TSP: Ekalabya Model Residential Schools (EMRS) in TSP areas,

C-1-(EMRS)-NTSP: Ekalabya Model Residential Schools (EMRS) in non-TSP areas,

C-2-(GHS)-TSP: High Schools and Girls' High Schools in TSP areas,

C-2-(GHS)-NTSP: High Schools and Girls' High Schools in non-TSP areas,

C-3-(AS)-TSP: Ashram Schools in TSP areas,

C-3-(AS)-NTSP: Ashram Schools in non-TSP areas,

C-4-(RS)-TSP: Residential Sevashrams in TSP areas,

C-4-(RS)-NTSP: Residential Sevashrams in non-TSP areas,

C-5-(Gov Comp)-TSP: Government managed Educational Complex in TSP areas,

C-5-(Gov Comp)-NTSP: Government managed Educational Complex in non-TSP areas,

C-6-(NGO Comp)-TSP: NGO managed Educational Complex in TSP areas, and

C-6-(NGO Comp)-NTSP: NGO managed Educational Complex in non-TSP areas,

There remains no ambiguity in the field in regard to educational institutions belonging to the four categories C-1, C-2, C-5 and C-6. As regards category C-3, apart from Ashram Schools of the SC and ST Development Department, the School and Mass Education Department is running schools in different names like Primary Schools, Upper Primary Schools, ME Schools and other up-graded schools imparting education at par with Ashram Schools. All such schools have been taken in the category of Ashram Schools. Similarly, in regard to category C-4, Sevashrams running under the SC and ST Development Department have been taken in the category of Residential Sevashrams.

2.5 Sample Size:

It was observed that the total number of ST girls' hostels in the Sate under the 6 (six) categories of educational institutions under study was around 4000 as of 31.03.2011. The number of girls hostels under the categories C-1-(EMRS), C-5-(Gov Comp) and C-6-(NGO Comp) are very few as compared to rest of the categories i.e. C-2-(GHS), C-3-(AS) and C-4-(RS). Their total number does not exceed 100 even as a result of which proportional allocation of samples over different category of hostels gave negligible representation of certain category of hostels. With a view to ensuring representation of all categories of hostels in the sample, 2 (two) girls' hostels each, one from TSP area and the other from non-TSP area were allocated under these three categories of institutions. The remaining 34 sample hostels were allocated to remaining three categories C-2-(GHS), C-3-(AS) and C-4-(RS) in proportion to their representation in TSP and non-TSP areas. However, in calculating the sample size under each category, fractional numbers have rounded upwards. In the process, a total of 43 sample girls' hostels 31 from TSP and 12 from non-TSP areas were selected for field study and detailed probing. The allocation of sample girls' hostels over categories is presented in the following table.

Table No. 2.01: Allocation of Samples over Different Category of Girls' Hostels.

Category	Hostel	TSP	NTSP	Total
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(1)	(2)	(3)	(4)	(5)
C-1	EMRS	1	1	2
C-2	GHS	4	2	6
C-3	AS	12	2	14
C-4	RS	12	5	17
C-5	Gov Comp	1	1	2
C-6	NGO Comp	1	1	2
	Total	31	12	43

2.6 Methodology:

The impact of the hostel programme for ST girls is not limited to the creation of hostel infrastructure and provision of various amenities therein. It is the result of combined effort and the perception of the administration, the boarders, their parents, and others associated in the process. Collection of factual information under the study was, therefore, based on physical observation, verification of school and hostel records, as well as conducting personal interviews with school and hostel authorities, the boarders, day-scholars, parents, Panchayatiraj Institution (PRI) members, and Programme Managers (PM) in charge of hostel administration through administration of appropriate study instruments specifically designed and developed for the purpose. Besides, case studies were undertaken to bring onto record the good and bad practices as well as programme highlights based on factual information.

2.7 Study Instruments:

Keeping the study objectives in view as well as the scope of availability of relevant information at different levels, as many as 7 types of Study Instruments had been evolved and finalized after due pretest in the field. These study instruments were administered at appropriate levels in the process of field survey. There was considerable variation in the levels of education, awareness, perception and ability of different categories of informants because of obvious reasons. More so, there was considerable recall error while providing information on the part of certain categories of informants. It was not that easy to put direct questions on different items to informants and record the information supplied by them. At the same time, the information supplied by the respondent had to be factual and consistent. The perception and sentiment of the respondent and the value of time at their disposal had been duly regarded. It was, therefore, essential for elicit information from the respondents in a participatory and interactive manner as per their convenience. A brief account of the 7 study instruments designed, the levels of their administration and the number of respondents scheduled to be administered in respect of each study instrument is given below. While administering the study instruments, it was made clear to the respondents that due secrecy of the information supplied by them will be maintained and shall not be used for any purpose other than research and academic purposes. This was all the more necessary to reveal the factual information which was vital for the study project.

Schedule-01: School Schedule – This schedule had been designed to elicit information from the sample educational institutions on various aspects like adherence to procedures in regard to selection and admission of students and boarders, availability of requisite number of teaching and non-teaching staff, various infrastructure and amenities available, extracurricular activities including vocational as well as the performance of boarders and day-scholars etc. Information was also collected on sanction and disbursement of stipend, scholarship, books, dress etc and the quality of services rendered by the teaching and non-teaching staff. One such study instrument was administered in respect of each sample school and the information was collected from the head of the institution or any other staff member authorized by him.

Schedule-02: Hostel Schedule – This instrument was used to collect details of profile of the sample hostel like infrastructure, furniture, and provision of various services, utilities and amenities provided for the boarders for their comfortable living and pursuing their studies as well as developing their extracurricular activities. Information on the adequacy of scholarship for boarders, the aspects on safety and security of boarders and adequacy of seats in the hostel was also be collected through this schedule among other things. One such study instrument was used for each sample hostel and the information was collected from the Superintendent or the Assistant Superintendent in charge of the hostel. There was occasion of more than one ST Girls' Hostel to be operating under a sample school. However, due care had been taken to specify the sample hostel at the time of selection of sample where the Hostel Schedule had to be administered. There was occasion where more than one sample hostels under one sample were selected where due care was taken to administer two hostel schedules one each for each sample hostel under one sample school.

Schedule-03: Boarder Schedule – This study tool had been devised and used to collect details of information from selected boarders on the availability of various facilities and amenities in the hostel including their quality and adequacy, advantages and disadvantages of their hostel life, quality of services rendered by various categories hostel staff, safety and security problems if any, interpersonal relationship, instances of harassment if any, prevalence of conducive study atmosphere, provision of quality food and health care facilities etc. For this purpose information was collected from 10 (ten) boarders. Selection of 10 (ten) boarders was made in such a way so as to be spread over boarders from different classes and included at least one member from the Mess Committee and one from the Purchase Committee of the hostel as far as possible. In case, there were any ex-regular boarders, it was intended to include at least one such boarder. The selected boarders were interviewed beyond school hours within the knowledge of hostel authorities in presence of lady staff member.

Schedule-04: Day-Scholar Schedule – The Day-Scholar Schedule had been designed to elicit the opinion of ST Girl Day-Scholars if any mainly to collect information as to the reasons of their deprivation of the opportunity of hostel life if any for getting quality education. As many as 5 (five) day-scholars per school spread over different classes subject to their availability were selected and interviewed for the purpose beyond school hours. Since most of the ST Girls and in certain cases all ST Girls stay in hostels, adequate number of ST Girl day-scholars for interview may not be available. In case of EMRS and Educational Complexes, all girls are supposed to stay in hostels. In that case, interview was limited to the number day-scholars available. In any case, their interview was taken within the knowledge of school authorities in presence of lady staff member or in presence of her family members.

Schedule-05: Parents' Schedule – The Parents' Schedule had been designed in such a way so as to retrieve information on the impact of ST Girls' Education on socio-economic life and their empowerment as well as their participation in the development process. This instrument was used to collect information from 10 parents of ST Girls whether they were boarders or not. It was not necessary that the parents of boarders and day-scholars interviewed will be selected. A fair mix of parents were selected in such a way that they shall be from far and nearer villages and their children reading in different classes. In case of language problem in communicating with parents, assistance of local interpreters was taken for increasing data accuracy as well as for gaining the confidence of the respondents.

Schedule-06: PRI Schedule – PRI Members are supposed to be associated with the activities of Schools and Hostels on occasions and see to the safety, security and development of students. A study instrument under the caption, "PRI Schedule" had accordingly been devised to elicit the opinion of PRI members of the locality in regard to fulfillment of objectives of the Hostel Programme for ST Girls and getting their valued suggestions for bringing in improvement in the system. For this purpose, two PRI members per school from among the Sarpancha, Naib-Sarpancha, Samiti Sabhya or a member of the School Management Committee (SMC) were interviewed. Information was collected from them in a very soothing, congenial and polite manner.

Schedule-07: PM Schedule –The District Welfare Officer, the PA, ITDA, the Special Officers of Micro-Projects, Welfare Extension Officers, the Circle Inspector of Schools and the District Inspector of Schools are the Programme Managers in the district who are well associated with the process of ST girls' hostel administration. They can give crucially important inputs for the study project by virtue of their long and dedicated association with the programme in the districts. They can reveal the Strengths, Weaknesses, Opportunities and Threats (SWOT) associated with the programme hostel administration based on their experience. A Programme Manager Schedule had accordingly been evolved to be administered on them. On an average 3 (three) Programme Managers per district subject to their availability were contacted and information was collected from them in this schedule.

2.8 Samples Executed:

Even though 43 sample ST girls' hostels were scheduled to be covered under the study, as many as 44 ST girls' hostels were actually covered during the field survey spread over 16 districts in the State. This was done according to field conditions and other obvious reasons. However, there had been no deviation from the sampling design in course of execution of field work. Two 40 seated ST hostels i.e. one PSH constructed by State Government earlier through ITDA and the other through the RLTA in KBK districts for the Motu Sevashram in Padia block of Malkangiri district had been selected as sample. As a result, the number of educational institutions covered was 43 and the number of hostels covered was 44 of which 32 belong to TSP areas and 12 to non-TSP areas. On further examination it was observed that out of 44 hostels covered as many as 31 hostels belong to schools of ST and SC Development Department and 13 to schools of School and Mass Education Department. Of the 44 hostels surveyed 2 (two) 210 seated hostels relating to C-1-(EMRS), 20 (twenty) forty seated hostels, 18 (eighteen) 100 seated hostel belonging to C-2-(GHS), C-3-(AS), C-4-(RS) and 4 (four) 250 seated hostels belonging to C-5-(Gov Comp) and C-6-(NGO Comp) came within the purview of this study. In course of the field survey it was revealed that 3 (three) sample hostels shown as ST girls' hostel in the frame were actually occupied by boys only. However, as many as 43 school schedules, 44 hostel schedules, 409 boarder schedules, 165 day-scholar schedules, 422 parent schedules, 89 PRI schedules and 32 Programme Manager schedules have been administered. The district wise sample hostels covered and the abstract of study instruments administered under the study project are presented in the following tables.

Table No. 2.02: District wise Allocation of Sample ST Girls' Hostels.

Sl	District	C-1-(EMRS)	C-2-(GHS)	C-3-(AS)	C-4-(RS)	C-5-(Gov Comp)	C-6-(NGOComp)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Balangir				2			2
2	Boudh		1					1
3	Ganjam					1		1
4	Jajpur	1						1
5	Jharsuguda				1			1
6	Kalahandi			1	1			2
7	Kandhamal			1	1	1		3
8	Keonjhar		2	2	1			5
9	Koraput			4	3		1	8
10	Malkangiri			1	3			4
11	Mayurbhanja		2	1	1			4
12	Nawarangapur	1			1			2
13	Nuapada			1			1	2

Sl	District	C-1-(EMRS)	C-2-(GHS)	C-3-(AS)	C-4-(RS)	C-5-(Gov Comp)	C-6-(NGOComp)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14	Rayagada			2				2
15	Sambalpur				1			1
16	Sundargarh		1	2	2			5
	Total	2	6	15	17	2	2	44

Out of 314 community developments blocks in Odisha, as many as 118 are TSP blocks. Odisha has a tribal population of 8145081 as per 2001 Census. As observed the sample hostels executed are spread over 16 districts which have 111 TSP blocks and the tribal population of these sample districts is 6701186 which accounts for 82.27 per cent of the state's tribal population.

Table No. 2.03: Abstract of Sample Hostels and other Sampling Units Covered in the Field.

Category	TSP	NTSP	Total	SSD	SME	Boarders	Day-Scholars	Parents	PRI
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
C-1-(EMRS)	1	1	2	2	0	20	4	20	1
C-2-(GHS)	4	2	6	4	2	60	22	59	11
C-3-(AS)	12	3	15	4	11	119	85	134	36
C-4-(RS)	13	4	17	17	0	170	54	169	37
C-5-(Gov Comp)	1	1	2	2	0	20	0	20	2
C-6-(NGO Comp)	1	1	2	2	0	20	0	20	2
Total	32	12	44	31	13	409	165	422	89

2.9 Data Collection:

The field work was undertaken by a team of well-qualified and experienced personnel through personal interview method by way of administering the study instruments on the appropriate informants i.e. head of the educational institution, hostel superintendent, sample boarders, sample day-scholars, parents, PRI members and Programme Managers in sample districts. Besides, the method of Participatory Rural Appraisal (PRA) by way of organizing Focus Group Discussion (FGD) was also resorted to wherever necessary to incorporate the realities unveiled by the respondents. For the purpose of conducting the field work under the study, a study team was formed comprising 5 Field Investigators and a Supervisor and detailed in the field throughout the survey period.

2.10 Field Organisation:

The study team was given intensive and adequate training by SAHAYEEKA, Bhubaneswar for three days in the beginning. Clear cut instructions indicating the objectives of the ST Girls' Hostel Programme and the study specific objectives, the sampling design, sampling procedure, explanations and clarifications on individual study instruments devised were given to them. They were familiarized with the use of random number tables wherever necessary. The study team was familiarized with the concept and the procedure to be followed to avoid confusion and to ensure clarity in understanding among the Field Investigators and the Supervisor. Before proceeding to the field, the study team was given adequate briefing by the Director SCSTRTI in their Directorate on the need and objective of the proposed study and more importantly on the perception, culture, tradition, language,

life style of the scheduled tribes and more particularly the women from whom we need to elicit the real truth. The team was given ample scope to clarify their doubts as and when necessary in course of their field work. Requisite number of study instruments, along with instructions and guidelines book-let and random number tables and other survey equipments were provided to each member of the study team for undertaking the field work in a convenient and scientific manner. For ensuring adequate mobility, smooth conduct of the study in the field and its timely completion, the team was provided with exclusive transport facility and given all other logistic supports. The field work under the study was undertaken during the period from December 2011 to April 2012 including revisits for cross check and validation. The field work took a little longer time than the scheduled time frame of 4 months because of the intervening elections to the Panchayatiraj Institutions in the State.

2.11 Coordination and Supervision:

Apart from the Supervisor ensuring field coordination, providing guidance and effecting necessary supervision of the field work, the senior executives of SAHAYEEKA, Bhubaneswar had given guidance and conducted field supervision to ensure appropriate field coordination at all levels with a view to maintaining the quality of data collected. For ensuring the quality of work and the output under the study, Subject Matter Specialists were also associated right from planning to drafting of the report under the study project. They had also done necessary supervision and provided their technical input for the study at various levels. This study was conducted with full cooperation, assistance and support of the concerned District Welfare Officers, Project Administrator ITDAs, Special Officer, Micro Projects, Circle Inspectors, District Inspectors, Heads of sample educational institutions in the sample districts.

2.12 Method of Assessment:

The impact of the ST Girls' Hostel in Odisha was assessed by way of analyzing the factual information made available through the study project with reference to various factors like infrastructure and amenities available, family back ground, awareness and motivation of parents, quality and timeliness of service provided, regularity and discipline maintained, development of skill and reduction of gender inequity, safety and security of boarders, quality of superintendence, etc. and social indicators such as improvement in standard of living, general well being, qualities of life enjoyed, women empowerment, ability to take leadership and to come into the mainstream of development process etc. The pre and post approach for analyzing the impact was also adopted as far as possible.

2.13 Study Limitations:

Availability of complete and accurate information on different aspects of Programme of ST Hostel for Girls at different levels and more particularly at the receiving end was a constraint for this study. The overall sample size being small, stratification according to 6 category of hostels and sub-stratification according to TSP and non-TSP areas may not provide adequate information for deriving generalized opinion at stratum or sub-stratum levels. No doubt it will highlight the nature intervention needed in the programme. Despite all out efforts, it cannot be claimed that the information collected in the process of field study is totally free from recall errors and particularly of the individual respondents like the boarders, day-scholars and the parents.

CHAPTER – III

ABOUT ST GIRLS' HOSTELS UNDER STUDY

3.1 Introduction:

The scope of the present study project, "Evaluation of Scheduled Tribe Girls Hostel in Odisha" had been extended to ST girls' hostels under educational institutions run by Government in SC & ST Development Department, and the School and Mass Education Department as well as the NGOs in the State of Odisha. At the same time, the study was confined to ST girls' hostels attached to (i) Ekalavya Model Residential Schools (EMRS), (ii) High Schools, (iii) Ashram Schools, (iv) Residential Sevashrams, (v) Government managed Educational Complexes, and (vi) NGO managed Educational Complexes, no matter, whether such institutions confirm to the system of girls' education or co-education.

ST girls' hostels in these schools provide residential accommodation to girls prosecuting their studies at different levels. Their accommodation capacity also differs. More so the facility they enjoy in these hostels, the system of management and the administrative mechanism of these hostels differs depending on the scheme criterion under which they have been established, the source and nature of funding, and the administrative machinery looking after their administration. In keeping with all these aspects, different categories of ST girls' hostels under the study have been classified into three groups i.e. (i) Government Hostels, (ii) OMTES Hostels, and (iii) NGO Complexes. Before proceeding further to analyze the factual information collected from the field and derive conclusions on that, it is essential to know about various aspects of different groups of ST girls' hostels in greater detail.

3.2 Government Hostels:

Government in the ST and SC Development Department have established as many as 3961 ST girls' hostels in various primary schools and high schools functioning under the administrative control of the ST and SC Development Department and the Mass Education Department as well with the sole objective of providing residential facility to the ST girls prosecuting their studies in schools. Here primary schools has a wider meaning to cover the Ashram Schools, Residential Sevashrams, Sevashrams functioning under the ST and SC Development Department and the primary schools functioning under the Schools and Mass Education Department providing education at elementary level. Of the 3961 ST girls' hostels, as many as 2379 hostels belong to schools of ST and SC Development Department and the remaining 1582 hostels to schools of School and Mass Education Department. A large majority of these hostels are located in tribal areas. Out of 3961 hostels 3091 (78%) hostels are located in TSP areas and the remaining 870 (22%) in non-TSP areas.

Out of 3961 Government managed ST girls' hostels, 1942 hostels are 40 seated and the remaining 2019 are 100 seated girls' hostels. The 40 seated 1942 girls hostels were established in the State in a gradual and phased manner over a span of more than 50 years under different schemes with funds available from the State Plan and the Central Plan. The 100 seated 2019 girls' hostels were taken up through a massive programme by the State Government in two phases, first during 2007-08 for 1003 hostels and the second during 2009-10 for 1016 hostels. Barring few, most of these hostels have been completed and put to operation. Be it 40 or 100 seated, hostels have been established to meet the residential need of the girls. As such, the number of hostels per school may be more than one (3 to 4 even) in case of certain schools depending on the enrollment of girls and the numbers of them deserving to stay in hostels. The department wise and school wise distribution of 3961 Government hostels is presented in the following table.

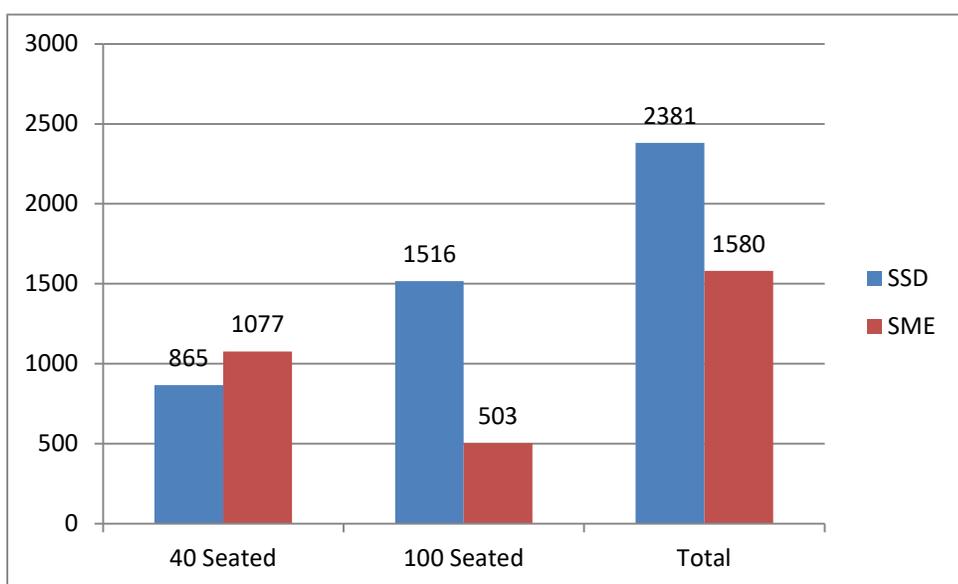
Table No.3.01: Department wise and School wise Distribution of Government ST Girls' Hostels.

Sl	School	Department	40 Seated	100 Seated	Total
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(1)	(2)	(3)	(4)	(5)	(7)
1	Primary School	SSD	835	1191	2026
		SME	1077	250	1327
		Total	1912	1441	3353
2	High School	SSD	30	325	355
		SME	-	253	253
		Total	30	578	608
	Total: (1) + (2)	SSD	865	1516	2381
		SME	1077	503	1580
		Total	1942	2019	3961

The figure presented below gives a picture of the 40 seated and 100 seated hostels ST girls' hostels of SSD Department operating under SSD as well as SME Departments.

Fig-3: Number of ST Girls' Hostels under SSD & SME Departments



3.2.1 Infrastructure and Amenities:

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

There is a District Welfare Office in each district headed by a District Welfare Officer to oversee smooth implementation of various development programmes including education of scheduled tribes and their residential accommodation as well as enforcement of various legal provisions in the interest of the scheduled tribes in the district. There is an Assistant District Welfare Officer at Sub-

Divisional level and a Welfare Extension Officer at the level of each block to assist the district administration in effective discharge of their roles and functions at their levels. The District Welfare Office is not well equipped to take up massive physical infrastructure like the hostel programme. However, there are 21 Integrated Tribal Development Agencies (ITDAs) in 12 districts (Balasore, Gajapati, Kalahandi, Kandhamal, Keonjhar, Koraput, Malkangir, Mayurbhanj, Nowrangpur, Rayagada, Sambalpur and Sundargarh) covering as many as 118 TSP blocks in the State which are exclusively meant for taking up various tribal development programmes in TSP areas. These agencies are in place since the beginning of Fifth Five Year Plan (1974-75) which are well equipped with manpower, infrastructure and technical knowhow to take up massive programmes like ST girls' hostels. In view of this, construction of hostels, provision of facilities and supply of materials has been entrusted to the ITDAs in the districts. They also take up the renovation, repair and maintenance of hostel buildings so also replacement of materials where ever necessary from time to time. The districts where there is no ITDA, the district administration takes the support of the District Rural Development Agency (DRDA) in discharging this part of the responsibility.

3.2.2 Hostel Administration:

There is robust administrative machinery at the district level to oversee smooth management of tribal schools and tribal hostels in the district under the overall supervision of the Collector. Apart from the district welfare wing and the tribal development agency, there are Circle and District Inspectors of Schools for looking after quality education in schools and they also look into the hostel management activities.

The management of one hostel may differ from that of others depending on the situation. But all the ST girls' hostels operate in accordance with a common set of guidelines issued by Government from time to time. While various amenities, facilities and incentives are provided to boarders as per norms, the officers of the district welfare wing, tribal development agency, and the education wing conduct regular supervisions to ensure systematic and effective management of hostels and see to the safety and security of boarders. However the Head Master of the concerned school remains in charge of Hostel Superintendent and an Assistant Teacher, preferably a lady teacher remains in charge of Assistant Superintendent who are the key to the hostel administration.

Here one thing is to be borne in mind that even though these hostels are exclusively meant for ST girls, certain 40 seated primary school hostels (PSHs) were allowed to keep both boys and girls in the same hostel with due arrangement of their safety and security. This has been done in case of limited number of hostels. This apart, all other aspect of hostel administration is more or less same for all hostels. However the facilities and incentives provided to boarders is the same for all boarders. Some of the features relating to ST girls' hostels and the boarders are listed below for better appreciation.

- Subject to availability of amenities like cots, beds, blankets, mosquito nets etc, hostels can admit more boarders not exceeding 10% of the sanctioned strength i. e. 44 in case of 40 seated and 110 in case of 100 seated,
- ST girls shall be admitted as boarders first and SC girls shall be admitted subject to availability of seats.
- In case of 100 seated hostels, ST girls prosecuting their studies in neighbouring schools can be admitted as boarder subject to availability of seats.
- Government provides pre-matric scholarship to all ST and SC boarders staying in these hostels for 10 months a year to meet their maintenance cost. This includes dietary expenses like meals, breakfast, tiffin etc and TV charges. Girls are given some amount of pocket money to be utilized towards their toiletries.
- The amount of scholarship changes from time to time and the present scholarship is Rs 600/- for boys and Rs 630/- for girls (including Rs 30/- towards pocket money) with effect from 01.05.2011 vide ST and SC Development Department

Resolution No.12593 dated 18.05.2011. Hostels can purchase 500 grams of PDS rice per day per boarder @ Rs 2/- per Kg.

- All ST students both boys and girls (both boarders and day-scholars) studying at elementary level receive two sets of dress per annum under the scheme of Sarva Sikshya Abhiyan (SSA),
- All boarders in ST hostels (both boys and girls) studying in class-IX and X receives two sets of dress per annum out of funds by the ST and SC Development Department.
- There shall be a Mess Committee and Purchase Committee in each hostel to manage the mess and make purchases of food items. A weekly diet chart shall be finalized and displayed in the hostel notice board according to which diet will be served to boarders.
- Male members be it a visitor or a teacher, can visit a hostel accompanied by a female member and a visitor book has to be maintained for outside visitors,
- Health and nutrition of boarders shall be given due priority. There shall be sick bed with provision of first aid for which National Rural Health Mission is giving recurring grant each year and this is Rs 10000/- per school at present.
- There shall be regular health check up of boarders and a thorough health check up of all boarders within 7 days of the opening of schools after long vacations,
- Hostel authorities shall identify slow learners and arrange extra classes in relevant subjects for the benefit of boarders.
- The Superintendent of the hostel has to see to all other aspects of the hostel such as (i) environmental cleanliness, (ii) raising kitchen garden, (iii) ensuring safety and security of girls, (iv) enforcement of discipline among boarders etc.

3.3 OMTES Hostels:

Education is the key social input for all-around development of any community and particularly of the tribal communities living in back ward areas who are deprived of the basic amenities of life. They can build up their inner strength through education and thereby mainstream themselves in the development process and protect from all kinds of exploitation. Many special schemes had been formulated and implemented in the past in order to attract tribal children to schools. However, a novel experiment for providing quality education to meritorious tribal students residing in remote areas of the country was launched during 1997-1998 by way of establishing State managed "Ekalavya Model Residential Schools (EMRS)" in line with Navodaya Vidyalaya. The Ministry of Tribal Affairs (MOTA) provides funds for the purpose available under Article 275 (1). Initially it has been programmed to set up 100 EMRS in the country providing education from class VI to XII in different tribal concentrated States against which 11 such schools have been set up in our State. These schools are being operated through autonomous bodies established by the States and affiliated to State Boards. In our State, a registered Society under the caption, "Orissa Model Tribal Education Society (OMTES)" has been established in 2000 and its registered office is located at ST & SC Development Department. The Society is the nodal agency for tribal education in the State and it is in charge of establishment, maintenance, control and management of "Ekalavya Model Residential Schools".

Apart from running 11 EMRS in the State, the Orissa Model Tribal Education Society (OMTES) has also availed funds from the Ministry of Tribal Affairs (MOTA) on 90:10 sharing basis under the Scheme of Strengthening Education among Scheduled Tribe Girls in Low Literacy Districts or Low Literacy Blocks. Under the scheme, 19 "Educational Complexes" providing education at elementary level for girls of primitive tribal groups in identified low literacy pockets more particularly in naxal affected areas have been established since 2007-08. All these 19 Educational Complexes are located in micro-project areas for primitive tribes.

The Ekalavya Model Residential Schools as well as the Educational Complexes are fully residential and accordingly hostels have been established under each such educational institution. There is a Governing Body of the OMTES comprising of twelve members under the chairmanship of the Secretary ST & SC Development to provide over all guidelines for smooth functioning of the Society and the activities undertaken by it including running of the EMRSs and the Educational Complexes as well as the hostels attached to them.

3.3.1 EMRS Hostels:

The enrolment strength of Ekalavya Model Residential Schools (EMRS) is 420 each @ 60 per class from class-VI to XII. These schools have adopted co-educational system of education and equal number of boys and girls are admitted in this school. This being fully residential, all the boys and girls have been provided with hostel facility. The boarder strength in both the hostels (boys and girls) is, therefore, 210 each subject to some adjustments in this number depending on enrolment strength. There is a School Level Management Committee comprising 8 members under the Chairmanship of the Collector of the district wherein the concerned PA, ITDA and the DWO are members and the Principal of the EMRS is the Member-Convener. The School Level Management Committee looks after overall development and smooth management of the school and the hostels attached to it and render appropriate advice to the OMTES as and when necessary.

The hostels under the EMRS operate in accordance with a common set of guidelines issued by the OMTES from time to time. All physical infrastructures including construction of building, water supply, electrification, approach road etc have been created with the support of IDCO / OCC / ITDA. The EMRS looks to the regular repair and maintenance of the same. Similar to Government managed ST girls' hostels certain amenities, facilities and incentives are provided to boarders in EMRS hostels as per prescribed norms. While the School Level Management Committee looks after systematic and effective management of hostels including safety and security of boarders, the Principal of the School and the Hostel Superintendent are the key to the hostel administration. Some of the salient features relating to ST girls' hostels and the boarders under EMRS are listed below for better appreciation.

- Cots, beds, blankets, mosquito nets etc, kitchen utensils and instruments, dining tray, TV, Generator etc shall be provided in the hostel as per requirement by EMRS for the boarders.
- Although EMRS is primarily meant for ST boys and girls, students from any other community admitted to the school shall be admitted as a boarder.
- There shall be a "Mess Committee" with the involvement of student representatives to ensure purchase of quality materials, food stuff etc for the hostel and preparation of menu for the hostel.
- The School Management Committee will ensure fortnightly health check up of the inmates by the medical staff of the nearest PHC / CHC / Government Hospitals. Incidental cost for purchase of medicines etc shall be borne out of school funds meant for the purpose. The committee shall also ensure leveraging health care benefits by student provided by NRHM including Mosquito nets.
- The Committee shall make arrangements for organizing remedial classes for the student who are poor in subjects like English, Mathematics, and Science etc during summer vacation for better performance of the school in the annual examinations.
- Both boys and girls studying in the EMRS is entitled to get dietary allowance for 10 months a year that includes cost of food, miscellaneous expenses and pocket allowances of a boarder. The prevailing rate of allowance is Rs 1000/- for boys and Rs.1030/- for girls per month with effect from 01.12.2011 as per the Order No.783 dated 24.11.2011 of the OMTS. The pocket allowance of the girls includes expenses towards their toiletries. A tentative weekly diet chart for the

boarders has also been indicated therein. Hostels can purchase 500 grams of PDS rice per day per boarder @ Rs 2/- per Kg.

- Each student of the an EMRS is entitled to receive two sets of regular and one set PT white dress, two pairs of canvas shoes and other items towards uniform each year at Government cost within a total cost of Rs 1300/- per annum.
- The Principal as well as the Superintendent have to see all other aspects of the hostel such as (i) environmental cleanliness, (ii) raising kitchen garden, (iii) ensuring safety and security of girls, (iv) enforcement of discipline among boarders etc.

3.3.2 Educational Complex Hostels:

The enrolment strength of Educational Complexes is 250 each @ 50 per class from class-I to V. However, in certain cases, enrolment has gone beyond class-V but the total strength has remained 250. These complexes enroll girls only and are fully residential and accordingly all girls enrolled have been provided hostel facility. The enrolment as well as the boarder strength is therefore the same (250). The scheme envisages reducing dropouts as well as bringing the out of children to schools and provides them age specific admission facility. Creation of infrastructure for the complex, provision of amenities, extension of various facilities is done in accordance with the approved conservation-cum-development (CCD) plan and its overall administration is looked after by the Special Officer of the Micro-project concerned. However, the PA ITDA and the DWO as the case may be shall have to provide their timely guidance for smooth management of the complex and the hostel. The Head Master of the complex is a locally available educated person who is usually accepted by the girls and the non-teaching staff are women from the locality as far as possible. The Head Master is in immediate supervision of the complex and the hostel under the guidance of the Special Officer of the Micro-project concerned. There is a Village Education Committee (VEC) that checks the food provided and oversees the quality of teaching imparted by the teachers. However the management of the educational complex in a district runs under the overall supervision of the District Collector.

Some of the salient features relating to ST girls' hostels and the boarders under Educational Complexes are listed below for better appreciation.

- Furniture, cots, beds, blankets, mosquito nets etc, kitchen utensils and instruments, dinning tray, TV, Generator, solar lantern etc are provided in the hostel as per requirement at Government cost in accordance with the norms prescribed by MOTA,
- Regular interactions are arranged between girls and ANMs to promote preventive health education and establish curative linkages of these hostels with health institutions,
- Awareness programmes are organized among parents on the importance of girls' education,
- Each girl is entitled to receive a maintenance allowance including messing charges of Rs 750/- per month.
- Each boarder is entitled to receive three sets of uniform per annum at a cost of Rs 900/- per head,
- Each boarder is entitled to receive a cash stipend of Rs 100/- per month for availing coaching or tuition.
- Each girl receives Rs 50/- per month towards course book / stationery and other educational materials,
- Each girl shall receive Rs 100/- per month to meet her day to day requirement,
- Apart from individual incentives electricity charges, medical care charges and miscellaneous expenses including toiletries for the boarders in the hostel is borne by Government as per prescribed norms,

- The Head Master of the School under the overall guidance of the Special Officer Micro-project concerned shall have to see all other aspects of the hostel such as (i) environmental cleanliness, (ii) raising kitchen garden, (iii) ensuring safety and security of girls, (iv) enforcement of discipline among boarders etc.

3.4 NGO Complex Hostels:

Similar to establishment of Government managed educational complexes in the State, NGOs can avail funds from the Ministry of Tribal Affairs (MOTA) on 90:10 sharing basis under the Scheme of Strengthening Education among Scheduled Tribe Girls in Low Literacy Districts or Low Literacy Blocks. Certain conditions have been stipulated by the MOTA for the NGOs to be eligible to avail such assistance for the purpose. In case of Odisha as many as 16 NGOs have received assistance from the MOTA and established as many as 16 Educational Complexes in the State of which 14 are located in TSP area and the remaining two in non-TSP area. Similar to Government managed Educational Complexes, the NGO managed Educational Complexes are imparting girls' education in the identified district or blocks, more particularly in naxal effected areas and particularly inhabited by Primitive Tribal Groups (PTGs) to ensure 100% enrollment of ST girls and check their dropout at primary level. Similar to Government managed Educational Complexes the NGO managed Educational Complexes are imparting education for ST girls at elementary level from class-I and continuing upto different levels of primary education and their intake capacity varies from 100 to 250 in different cases.

Even though these educational complexes are run by NGOs, the infrastructure, course structure, the facilities and the incentives for the girls are almost the same as that of the Government managed complexes since the assistance for establishment of educational complexes either by Government or by NGOs is based on standard norms prescribed by MOTA. The pattern of recurring and non-recurring expenditure, staff strength and honorarium etc in educational complexes established both by Government and NGOs shall have to conform to the stipulations made by the MOTA. The Government have provided exclusive buildings for the Government managed educational complexes. In case of NGOs, they can take buildings on hire on payment of house rent within the ceiling prescribed by MOTA.

The concerned NGO is responsible for effective management of the educational complex established by it with assistance from MOTA. However, it is obligatory for the NGO concerned to furnish prescribed reports and returns to the MOTA regularly and the district administration as well as the State Government has the authority to supervise the NGO Complex to ensure its effective functioning.

CHAPTER – IV

FORMATION AND FUNCTIONING OF ST GIRLS' HOSTELS

4.1 Introduction:

Evaluation of the hostel programme cannot be done in isolation of the schools concerned. However, deliberations have been made on the physical infrastructure and the amenities created for girls in the schools and hostels concerned in this chapter. The picture emerging in this chapter will reflect the overall functioning of ST girls' hostels in the state as a whole.

Hostels for ST girls have been established both in girls' schools as well as co-educational schools operating under the ST and SC Development Department as well as the School and Mass Education Department. The 44 sample hostels belong to 43 schools, 30 operating under ST and SC Development Department and 13 operating under School and Mass Education Department. Of the 43 schools, 10 were girls' schools and 33 were co-educational system of schools broad break up of which is given in the table below.

Table No.4.01: Broad Break-up of 43 Schools Relating to Sample ST Girls' Hostels

School Type	Educational System			SSD Schools		SME Schools	
	Girls	Co-ed	Total	Girls	Co-ed	Girls	Co-ed
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
C-1	-	2	2	-	2	-	-
C-2	5	1	6	3	1	2	11
C-3	-	15	15	-	4	-	-
C-4	1	15	16	1	15	-	-
C-5	2	-	2	2	-	-	-
C-6	2	-	2	2	-	-	-
Total	10	33	43	8	22	2	11

Even though the present study envisages evaluation of ST girls' hostels, it is pertinent to mention here that both boys and girls prosecuting their studies at primary level have allowed staying in the same hostel in certain cases. As against the present sample of 44 hostels, as many as 33 hostels were occupied by girls only and 8 both by boys and girls. The remaining 3 were, however, occupied by boys only. The 3 hostels occupied by boys only relates to primary school hostels (PSH) operating under the School and Mass Education Department.

The three girls' hostels which were occupied by boys only relate to co-educational schools and girls have also been enrolled in each of these schools. Interview with day-scholars revealed that girls studying in these schools would have stayed in hostels provided seats were available for them. It is, therefore, desirable on the part of ST and SC Development Department to see that ST girls are not deprived of their opportunity to stay in hostels specifically established for them.

4.2 Location:

In course of field visit it was observed that out of 43 sample schools 37 were imparting education commencing from Class-I and the remaining 6 commencing from Class-IV onwards. While 10 were girls' schools the remaining 33 were co-educational schools. Of the 43 schools, 30 were operating under the ST and SC Development Department and the remaining under the School and Mass Education Department. 28 sample schools were located within one kilometer from habitations, 14 within two kilometers and

the remaining one at a distance of 2 kilometers. However, the school located at a distance of 2 kilometers was a girls' high school. As such, the sample schools were not isolated from the nearest habitations by and large. Of the 44 sample hostels, 29 were located within one kilometer from habitations and the remaining 15 within 2 kilometers. However, all sample hostels were located nearer to the school premises. This gave an indication that ST girls' hostels were located at convenient locations.

4.3 School Building:

Out of 43 sample school buildings, 29 were pucca and 14 semi-pucca buildings. The condition of 3 school buildings was very good, that of 24 good and the condition of remaining 16 was fair. As many as 12 schools expressed that their school accommodation was adequate and it was considered inadequate in case of 31 schools. Only 11 out of 43 sample schools are having play grounds and the remaining 32 do not have the same. As against 33 co-educational schools, 23 have separate toilets or urinals for girls of which 21 were operating and the remaining two were damaged. In case of 10 co-educational schools, there was no separate toilet or urinal. Whether damaged or no separate toilet or urinal, girls above class-V were reading in these schools. As such separate provision of toilet and urinal is considered essential in these schools. It is, therefore, recommended that separate toilets for girls should be constructed in remaining co-educational schools on priority basis and damaged toilets meant for girls should be repaired soon.

4.4 Staff Quarters:

While provision of staff quarters for one and all staff members of schools may not be possible, it is essentially required for selected staff members like the Head Master, the Superintendent and the hostel night watch man of schools attached with girls' hostels. As many as 92 quarters were constructed in 18 (42%) sample schools of which 68 are meant for teachers and 24 for nonteaching staff further details on which is given in the following table.

Table No.4.02: Position of Staff Quarters in Sample Schools.

Staff Quarters	No of Schools	Position of Quarters			Female Occupants	HM & Supdt in Quarters	
		Constructed	Habitable	Occupied		HM	Supdt
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Teaching	17	68	65	63	28	14	16
Non-teaching	8	24	23	23	10	-	-
Total	18 (#)	92	88	86	38	14	16

(#): not additive

Out of 92 quarters constructed, 88 are in habitable condition of which 88 are occupied of which the female occupants are 38 (43%). As many as 14 Head Masters and 16 Superintendents are staying in quarters. Facts reveal that staff quarters are there in case of 18 sample schools and the remaining 25 (58%) sample schools are going without staff quarters. It is, therefore, suggested that Government may consider providing staff quarters for the Head Master, the Hostel Superintendent and the Night Watcher for each of the schools in the first instance.

4.5 Boarder Strength:

The sample 44 ST girls' hostels are of different capacities. The total sanctioned strength of boarders in these 44 hostels comes to 3980 as against which the actual strength of boarders was 4098 during 2011-12 as per the details given in the table below.

Table No.4.03: Sanctioned Strength and Occupancy during 2011-12 in Sample Hostels.

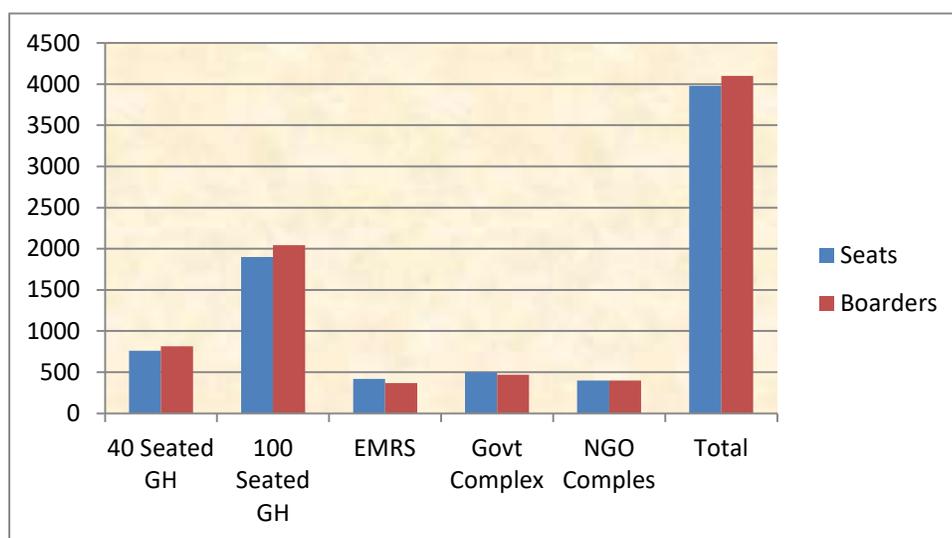
Sl	Seat Strength	No of Hostels	Total Seats	Girls			Boys			Total Boarders		
				ST	SC	Total	ST	SC	Tot	ST	SC	Total

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1	40	19	760	452	33	485	311	18	329	763	51	814
2	100	19	1900	1876	168	2044				1876	168	2044
3	150	1	150	150	-	150				150	-	150
4	210	2	420	369	-	369				369	-	369
5	250	3	750	721	-	721				721	-	721
	Tot	44	3980	3568	201	3769	311	18	329	3879	219	4098

The actual strength of boarders is more than the sanctioned strength. This is because of the fact that boarder strength can exceed the sanctioned strength by 10% subject to availability of infrastructure and amenities. In case of sample hostels the occupancy is, however, only 103% and further detailed discussion on this aspect has been done subsequently.

The figure presented below gives a visual expression of the sanctioned strength and the boarder strength in different categories of hostels.

Fig-4: Available Seats & Boarder Strength in Different Hostel Categories during 2011-12.



Out of the ST girls' hostels under study, boarders staying in Government managed as well as non-Government managed hostels attached to educational complexes belong to one district i.e. the district of location of respective complex and particularly to the local vicinity of respective complex. In case of EMRS, students from more than one district are staying in these hostels and this is usual as only 11 EMRS are there at present in the State. However, in case of ST girls' hostels attached to other schools, majority of boarders are from single district barring few located in the district where few boarders from neighbouring districts are availing the opportunity of staying in these hostels.

4.6 Hostel Accommodation:

4.6.1 Hostel Building:

One hostel building was under renovation and repair and in another case there was no hostel building for which these two hostels were functioning in the concerned school. The hostel building of the Educational Complex at Rangaparuru in Kandhamal district was under construction for which the hostel was functioning in a rented building. Of the remaining 41 sample hostels, 32 were

functioning in pucca buildings and 9 in semi-pucca buildings wherein a part of the hostel complex is not pucca. Be it a pucca or semi-pucca building, 30 were in Very good or good condition. The condition of the remaining 9 buildings was only fair. The 40 seated hostels constructed earlier were mostly single storied and hostels constructed in the recent past like 100 seated hostels, hostels under EMRS and those under educational complexes were mostly double storied.

Living rooms were observed to be inadequate in a number of cases. However, hostel accommodation was reported to be inadequate in case of 12 hostels.

4.6.2 Compound Wall:

Out of 44 sample hostels, as many as 35 have compound walls of which 33 are pucca and the remaining are barbed wire fencing. Of the 35 compound walls 13 are in damaged condition which need early repair. The campus of 10 (29%) out of 35 sample hostels having compound walls are separate from the school campus. It is suggested that compound wall for remaining hostels should be constructed soon and while taking up further construction of compound walls for the ST girls' hostels care should be taken to separate hostels from the school campus as far as possible.

4.6.3 Common Rooms:

Common room facility for boarders for news reading, viewing TV etc is available in case of 5 hostels only. In absence of this facility TV sets available in 15 sample hostels are usually kept in one of the living rooms of boarders that causes frequent disturbance to the inmates of that room. It was further observed that an office room is available in case of 8 hostels. Both office room and reading room facility was not available in any one of the sample hostels. As such, either of these facilities was available case of only 13 out of 44 sample hostels.

4.6.4 Cooking and Dining:

Store room for keeping of cooking materials was available in case of 29 sample hostels only. In absence of storage facility food stuff was kept in open spaces here and there in unsafe condition. Provision of cooking space was there in case of 23 hostels. In absence of cooking space, open spaces or else hostel varanda was used for cooking purposes that disturbs the hostel atmosphere and makes it unclean. Dining space was not also available in all the sample hostels. This facility was available in case of 15 hostels only. In absence of dining space, boarders were used to dine on the varanda or else take food to their rooms to eat. This creates unhealthy atmosphere and causes serious problem during rains.

An office room, a reading room, store room, kitchen and a dining hall in a hostel is essential for boarders. All these five facilities are not available in any one of the sample hostels. However, both store and kitchen facility was available in 18 sample hostels and both kitchen and dining facility was available in case of 10 sample hostels. Dining space was available in case of 5 hostels even if kitchen space was not there. Office room, kitchen and dining space was available in 5 hostels including two sample EMRS and one educational complex. Though these 5 facilities are essential for the boarders, there may be constraints of space, funds etc. Government may consider constructing a complex in each hostel with these 5 facilities in a phased manner. If there be resource and space constraints, a single hall can be used for reading as well as for dining purposes.

4.6.5 Civic Amenities:

The field study revealed that all sample hostels have provision of toilets in different numbers depending on boarder strength. Toilets in case of 23 hostels are in good condition. Toilets in one hostel are under construction and in another under repair. Toilets in case of 14 hostels are partially damaged or in poor condition. In case of remaining 5 hostels toilets are completely damaged and not usable. Due to damaged or poor condition of toilets, the boarders face difficulties and prefer to go for open air defecation. Besides, it was also observed in certain cases that toilets are located away from the main residential complex use of which may invite problem of risk and safety during night time. It was also reported that boarders many a time prefer to go out for open

defecation even if toilets are in good condition. Use of toilet is yet to be accepted as a part of the life style of one and all the boarders.

In regard to bathing facility, as many as 29 hostels have bath rooms in different numbers and in one place the same is under construction. No bath room facility is there in case of 14 hostels. Bath-cum-toilet facility is there in three hostels and urinals were available in three hostels also in addition to existing bath and toilet facilities.

In absence of full-fledged civic amenities, boarders use to go out for open defecation and open air bath in nearby ponds and streams. This is not only a cause for environmental pollution but also invites problem of safety and security for the boarders. Besides, provision civic amenities should not merely be considered as essential for boarders but its very use in schools and hostels has greater extension effect in public life. In consideration of this, Government should ensure provision of toilets and bath rooms in one and all girls' hostel and their up-keep and at the same time hostel authorities should create adequate awareness among boarders on the use and benefit of using civic amenities and motivate them for using the same regularly.

4.6.6 Maintenance and Repair:

Annual maintenance and repair of hostel building and the related amenities is required the shake of its longevity as well as for regular use of the same. Field observations revealed that annual maintenance and repair of hostel building is undertaken regularly in case of 36 hostels and the same is undertaken occasionally in respect of the remaining 8 hostels. However two hostel buildings are under renovation and repair at present. More or less maintenance and repair of hostel building and the related amenities appear to be satisfactory.

4.7 Water Supply:

A safe and secured source of water supply is essential for the boarders. More than one water source is also desirable to take care of breakdown of either. The study revealed that as many as 42 hostels are having one or more water sources whereas two hostels do not have any water supply source at all for which boarders in these two hostels are using the nearby stream as their water source. Among the 42 hostels having water supply sources, 6 have dug wells, 32 Tube wells, 13 bore wells and 5 piped water supply systems. While 2 hostels do not have any water supply sources, 30 have single source of water supply. Of the remaining 12 hostels, 9 have two sources, 2 have 3 sources and only one has 4 sources of water supply.

Dug wells and tube wells need to be protected by way of constructing platforms. Out of 6 dug wells platforms have been constructed in case of 4 and out of 32 tube wells platforms have been constructed in case of 22 tube wells. It is necessary to protect all dug wells as well as tube wells by way of constructing platforms. In regard to the safest distance of soak pits from dug wells, the distance is less than 30 feet in all the cases of dug wells. In view of this all new construction of soak pits should be as per the advice of the public health engineers and preferably beyond a distance of 30 to 35 feet from dug wells.

It was further observed that there are over head tanks in as many as 21 hostels 18 of which are cleaned at recommended interval of 3 months. Besides, as many as 14 hostels are taking disinfection measures at the time of cleaning. The Hostel Superintendent should see that all over head tanks are cleaned and disinfected at a minimum interval 3 months and dug wells should also be disinfected at intervals.

Water need be used after due filtration. Only 4 (four) out of 44 sample hostels have the provision of water purifiers. Government may consider supplying water purifiers to all hostels or else hostels can purchase the same out of savings from the scholarship amount. In any case water sources should be disinfected regular intervals of 3 months.

4.8 Fuel and Electricity:

Out of 44 hostels, electricity connections are there in case of 32 (73%) hostels against which fan provision is there in case of 24 (55%) hostels. There is also provision of a generator in case of 5 hostels of which 2 are electrified. Generators in these hostels are used to provide electricity when there is electricity failure and also help running TV where there is no electricity connection. In case of 12 hostels, there is no electrical connection for which boarders in these hostels are using lantern and solar lantern in the night.

The study reveals that solar lanterns have been supplied in different numbers to as many as 34 sample hostels of which 24 have been electrified and 10 have not been electrified. Solar lanterns have not been supplied two sample hostels even if they have not been electrified whereas the same has been supplied to a number of hostels which have been electrified. Solar lanterns serve useful purpose in absence of electricity. It is, therefore, suggested that administrative authorities should ensure supply of solar lanterns to hostels not electrified on priority basis.

Most of the hostels are using wood for cooking purposes. However, LPG Gas connections are being given to ST girls' hostels in a gradual manner. Of the 44 sample hostels only 4 (9%) have availed this facility so far. The amount of fuel component included in the pre-matric scholarship was reported to be adequate in case of 17 (39%) sample hostels and others are managing with some internal adjustment of the scholarship amount.

4.9 Hostel Amenities:

Unlike other hostels, boarders in the ST girls' hostel are provided with all amenities over and above the scholarship that takes care of their food, clothing and day to day expenses with a view to reducing financial strain on their poor parents and to increase enrolment of girls. Amenities provided in ST girls' hostels broadly fall into two categories i.e. (a) amenities for individual use of boarders like cot, gadi, bed sheet, mosquito net etc and (b) amenities for common use like almirah, table, chair, honda, kadei etc. The number of hostels where such items are available and the number of such items available in usable and unusable condition as it revealed through field inquiry is presented in the table below.

Table No.4.04: Amenities Available in 44 Sample Hostels.

Sl	Amenity	Hostels Where Available		Available in Numbers		
		Yes	No	Usable	Unusable	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
A	For Individual Use:					
1	Cot (Single)	25	19	1081	140	1221
	Cot (Double Décor)	12	32	672	-	672
	Cots (Total)	36 (#)	8 (#)	1753	140	1893
2	Mosquito Net	41	3	3201	189	3390
3	Steel Tray	24	18	1995	151	2146
4	Gadi	5	39	482	190	672
5	Bed sheet	12	32	1277	80	1357
6	Blanket	21	23	1893	124	2017
7	Sataranji	11	33	664	41	705
8	Towel	2	42	110	250	360
9	Glass	14	28	716	489	1205
B	For Common Use:					
1	Honda	42	2	152	2	154
2	Kadei	29	15	42	4	46
3	Bucket	29	15	381	60	441
4	Lota	14	30	643	261	904
5	Almirah	11	33	22	0	22
6	Table	6	38	16	0	16
7	Chair	9	35	96	0	96

(#): Not Additive

4.9.1 Individual Amenities:

As evident from the Table No.04.03 a number of amenities are supplied to hostels for use by individual boarders. However, none of these amenities are supplied as per the full requirement to one and all hostels. Of the list of amenities meant for individual use of boarders, cot, mosquito net, and steel tray appear to be priority items over others as boarders cannot manage a day without that these items. The factual position of the availability of various amenities for boarders is elaborated below.

(a) Cots:

A cot is essentially required for a boarder. Cots are available in 36 hostels of which single décor cots are available in 24 hostels, double décor in 11 hostels and both varieties in one hostel. Cots are not available in 8 hostels which include two 40 seated old hostels, five newly constructed one hundred seated hostels and one NGO managed Educational Complex. The total sanctioned strength of boarders in 44 sample hostels is 3980 and that of the 36 hostels where cots are available is 3250 against which the number of cots available is 1893 of which 1753 are in good condition. Availability of cots is 47.56 per cent of the total sanctioned strength of boarders and 58.25 per cent of the sanctioned strength of boarders in hostels where cots are available. This implies that cots are not available as per the sanctioned strength of boarders in all hostels where it is available. On further examination it reveals that cots are available as per the sanctioned strength in only 11 number of sample hostels and its provision is less than the sanctioned strength in case of 25 hostels.

In absence of cots boarders are sleeping on the floor and in absence of requisite number cots some boarders sleep on the floor and some adjust with others. It may be difficult for one time supply of cots to one and all hostels due to resource constraints. However, for the sake of uniform treatment of boarders, it is suggested that cots should be provided in full in accordance with sanctioned strength of boarders in a hostel in future. More so, existing short-fall in previous supply of cots should be made good in the first instance.

In regard to supply of double décor cots, saving of space is its main advantage. Its use in the hostel is, however, associated with many problems like obstruction of light and ventilation, difficulty in using ceiling fan, room congestion, problem of climbing and using personal effects, operational risk of the upper bed, difficulty in using mosquito net, problem of lifting and transportation etc. It is, therefore, suggested that if there be no problem of space provision of single décor cots should be preferred. Besides, one hostel should be provided with exclusively single or double décor cots only. If there be both categories of cots in one hostel both categories of cots should not be used in one room.

(b) Mosquito Net:

Mosquito nets are available in as many as 41 (93%) sample hostels having sanctioned boarder strength of 3590. The total number of mosquito nets available is 3390 of which 3181 are in good condition. Mosquito nets available account for 85.18 per cent of the total sanctioned strength of boarders in the sample hostels and 94.43 per cent of sanctioned strength of boarders where mosquito nets are available. The three hostels where mosquito nets are not available lie in the districts of Kandhamal, Koraput, and Malkangir. Netlons have been fitted to windows in case of two hostels. However, these two hostels have been supplied with mosquito nets. On further examination, it reveals that among the 41 hostels where mosquito nets are available, the number of nets available is less than the requirement in case of 13 hostels and more than the requirement in case of 4 hostels. Here it is pertinent to mention that NRHM provides impregnated nets to hostels. In the instant case NRHM has supplemented nets to as many as 26 hostels. As reported, supply of nets by NRHM to hostels exceeds the requirement in case of 4 hostels when there is shortage in case of others. Partial supply of nets entails some boarders to go without nets which may cause serious health problem of the children.

In consideration of all these, it is suggested that while supplying nets, care should be taken to see that nets are supplied so as to make good the full requirement of a hostel in accordance with the sanctioned strength at the first instance. More so while supplying nets by outside agencies, school authorities should see that such supply to hostels should be sufficient to meet the existing gaps and excess available if any can be supplied to hostels having no mosquito nets.

Further, use of netlon on windows in place of use of individual mosquito nets is preferable from the point of cost, longevity and maintenance. More so, its use is time saving and it does not create room congestion during use. In view of this it is suggested that supply of mosquito nets to hostels may be replaced by netlons in a phased and gradual manner.

(c) Steel Tray:

Steel trays are available in as many as 26 hostels having sanctioned boarder strength of 2640. The total number of steel trays available is 2146 of which 1995 are in good condition. Steel trays available account for 53.92 per cent of the total sanctioned strength of boarders in the sample hostels and 81.29 per cent of sanctioned strength of boarders where steel trays are available. Complete requirement of steel tray has been fulfilled in case of 18 sample hostels and partially supplied in case of 8 hostels. A good thing has been observed here that in case of none of the sample hostels there has been excess supply of steel trays over

the requirement. Steel tray being an essential item of everyday use it is suggested that it should be supplied to each hostel early and short-fall in existing supply if any should be made good in the first instance.

(d) Other Amenities:

There are many other amenities like gadi, bed sheet, blanket, sataranji, towel, and glass etc which are not uniformly supplied to all hostels and limited hostels are supplied with these amenities as evident from the information given in the Table No.04.03. Though essential, all these amenities are as good as personal effects and subjected to frequent wear and tear needing continuous replacement. One of the impeding reasons for short supply of these items may be lack of adequate funds. Besides, their storage, maintenance, replacement and book keeping rest on hostel authorities.

In view of above, an alternate approach need be evolved that will ensure complete provision of all these items for all boarders with less cost involving simple procedure. One of the alternate approaches could be to finalise a list of amenities as above to be supplied to boarders and calculate the cost and the average annual replacement cost of a set. A boarder may be asked to bring his personal effects for use in the hostel and he should be paid an annual allowance equal the annual replacement cost.

4.9.2 Common Amenities:

While cooking appliances and bathing pots are supplied to a good number of hostels, office furniture like almirah, tables and chairs are supplied to a less number of hostels. Use of all these amenities is in the common interest of boarders. While cooking appliances and bathing pots meet the day to day requirement of boarders, office furniture are necessary for effective management of the hostel establishment and safe keep of records. The factual position as far as availability of these amenities is concerned is presented below.

(a) Cooking Appliances:

Honda or kadei and other cooking appliances are available in 42 (95.45%) sample hostels. In two of the sample hostels which have been newly constructed these items are not available. However, these are girls' hostels under co-educational schools and these two sample hostels are using the cooking utensils and appliances of available with the boys' hostels on borrowing basis temporarily. It is, therefore suggested that cooking utensils and appliances as per requirement need be supplied early to all hostels where these items have not been supplied.

(b) Bathing Pots:

Among the bathing pots, buckets and lota are the two major items. These are used for bathing, washing and toilet purposes. The study revealed that buckets are available in as many as 29 sample hostels in 441 numbers and lotas in 14 sample hostels in 904 numbers. However, either of these items are available in 30 of the hostels. Boarders are supposed to face difficulties in absence of these items and they have to bring these items of their own to overcome the difficulty. However, such items are available in the concerned schools and also under the programme of mid-day-meal to certain extent. It was observed in most of the cases that concerned schools share these items with the hostels for the time being to overcome the difficulty. However, this is not a permanent measure. It is, therefore, suggested that bathing pots as per requirement need be supplied early to all hostels where such items have not been supplied.

(c) Office Furniture:

Minimum office furniture like one almirah, one table and few chairs are essential for the hostel office. Field observations revealed that an almirah is available in 11 hostels, tables in 6 hostels and chairs in 9 hostels. While all these three items are available in 3 hostels only at least one of these items is available in 13 hostels. This indicates that office furniture is not available in majority of the hostels. But minimum office furniture is essential for hostel administrative business and for safe keep of records.

Further it was observed that although, office furniture is not there in the hostel records, its physical presence is there in most of the hostels. This is because of the fact that for smooth management of the hostel concerned schools have share few furniture with their hostels. But this is a temporary measure. It is, therefore, suggested that minimum office furniture may be supplied to hostels not already supplied with the same.

CHAPTER – V

IMPACT OF ST GIRLS' HOSTELS

5.1 Introduction:

An attempt has been made in this chapter to assess the impact of ST Girls' Hostel in Odisha by way of analyzing the factual information made available through field survey under the study project with reference to various factors like infrastructure and amenities available, family back ground, awareness and motivation of parents, quality and timeliness of services provided, regularity and discipline maintained, development of skill and reduction of gender inequity, safety and security of boarders, quality of superintendence, etc. and social indicators such as improvement in standard of living, general well being, qualities of life enjoyed, women empowerment, ability to take leadership and to come into the mainstream of development process etc. Pre and post approach for analyzing the impact was also adopted as far as possible. Deliberations have been made in this chapter in keeping with the study objectives in view.

5.2 Performance:

Performance as a result of establishment of ST girls' hostels is not limited to increase in enrolment in schools, result in annual examinations and reduction in dropout rate but extended to many walks of life beyond the school. Besides, performance among the girls is subjected to the kind of circumstances they pass through. A comparative picture of the performance over time and other factors as a result of establishment of ST girls' hostels has accordingly been examined.

5.2.1 Enrollment and Dropout:

The table below gives the number of students enrolled, the number passed out, and the dropouts in sample schools during the years 2006-07 and 2010-11 giving break-ups according to boys and girls, ST, SC etc.

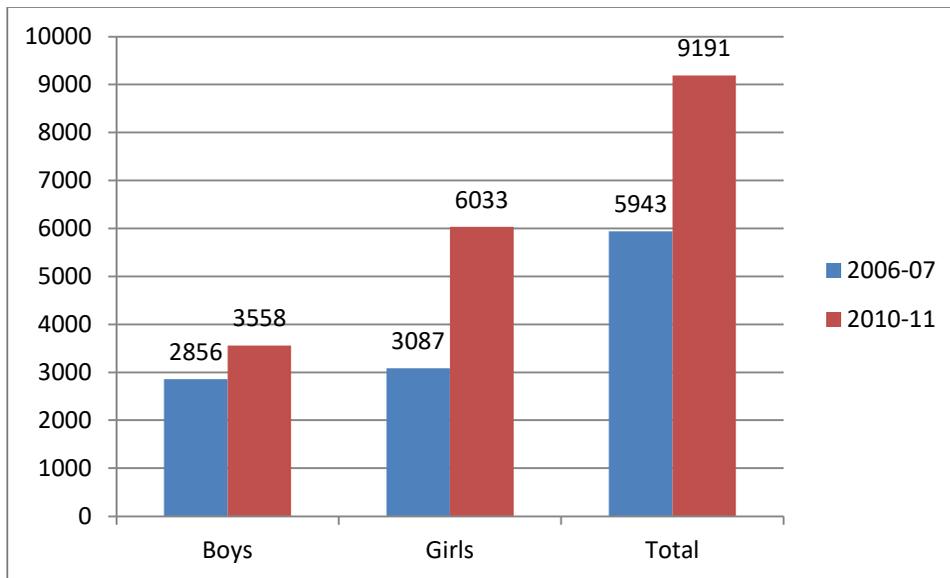
Table No.5.01: Enrollment, Pass out and Dropout in Sample Schools during 2006-07 and 2010-11.

Year	Sex	Enrolment				Pass outs	Dropout			
		ST	SC	Oth	Total		ST	SC	Oth	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
2006-07	Boys	1993	368	495	2856	2804	34	2	1	37
	Girls	1941	389	757	3087	2923	37	6	5	48
	Total	3934	757	1252	5943	5727	71	8	6	85
2010-11	Boys	2620	403	535	3558	3322	42	2	0	44
	Girls	4717	561	755	6033	5939	50	4	0	54
	Total	7337	964	1290	9591	9261	92	6	0	98

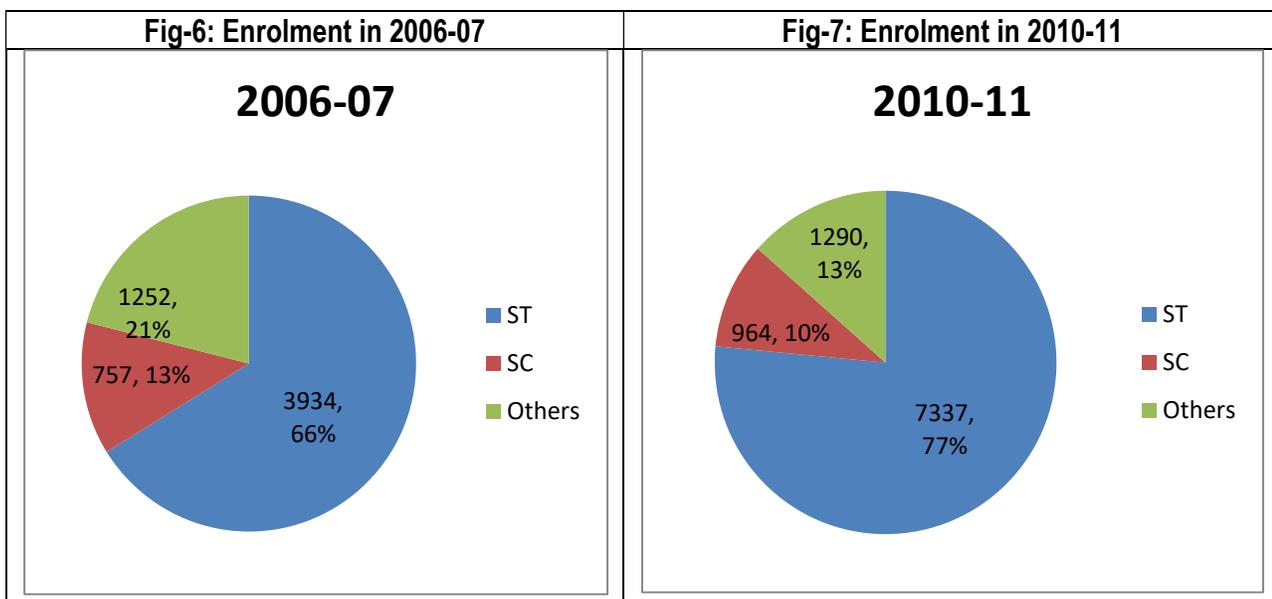
The factual information presented in the table above reveals that the total enrolment in the sample schools during 2006-07 was 5943 which increased to 9591 in 2010-11 registering a rise of 61.38 per cent over a span of 5 years. Coming to gender aspect, during the said period, the overall rise in enrolment of boys had been 24.58 per cent against which the rise in the enrolment of girls was of the order of 95.43 percent.

The comparative picture of the enrolment of boys and girls in schools attached with ST girls' hostels over a span of 5 years from 2006-07 to 2010-11 can be revealed from the following figure.

Fig-5: Enrolment of Boys & Girls during 2006-07 and 2010-11



The following figures show that the proportion of ST enrolment in schools attached with ST girl hostels has considerably increased over the years where ST girls are the major contributors.



In regard to ST girls, the rise in their enrolment during the period from 2006-07 to 2010-11 was of the order of 143.02 per cent which is not so prominent in case of girls from SC and other communities as it reveals from the above table.

As regards pass out in the annual examinations, the overall pass out rate was of the order of 96.36% in 2006-07 against which that for boys was 98.18% and that for girls was 94.68%. Similarly, the overall pass out rate was of the order of 96.56% in 2010-11 against which that for boys was 93.36% and that for girls was 98.44%. This indicates that the pass out rate among the girls has increased in 2010-11 over 2006-07 resulting an increase in the overall pass out rate in 2010-11.

Regarding dropout as against an enrolment of 5943 students in 2006-07 as many as 85 students dropped out indicating an overall dropout rate of 1.43% against which that for boys was 1.29% and that for girls was 1.55%. Similarly, the overall dropout rate was of the order of 1.02% in 2010-11 against which that for boys was 1.24% and that for girls was 0.89%. This gives to believe that there has been some improvement in the overall dropout rate and substantial improvement in the dropout rate of the ST girls over the five year period under consideration.

Incredible rise in the enrolment of ST girls and reduction in the dropout rate is mainly due to establishment of ST girls' hostels and more particularly on account of opening of residential educational complexes for ST girls exclusively for those coming from primitive tribal groups both through Government as well as non-Government efforts in the recent past. This is a good indication of the impact of the establishment of ST girls' hostels in the State.

Coming to non-Government schools, two NGO managed educational complexes were taken in the sample. While one was in operation during 2006-07, both were in operation during 2010-11. Enrolment in these two sample schools was 30 PTG girls only during 2006-07 which increased to 280 in 2010-11 registering considerable rise in the enrolment of girls over the five year period under consideration. There were cent-percent pass out of these girls in both these years and there was no drop out of students on any of the occasions.

5.2.2 Reasons of Dropout:

Since there was no scope to contact the dropout students, information was gathered from school authorities as to the possible reasons why some students drop out from the school in the middle. Based on their experience it was revealed that dropout among the girls is more and that mostly relate to their family problems, followed by rendering domestic work, their homesickness and early marriage. However, there were rare occasions of dropping out from schools due to reasons like lack of interest in school life, lack of interest in study, class not interesting and problem of language etc.

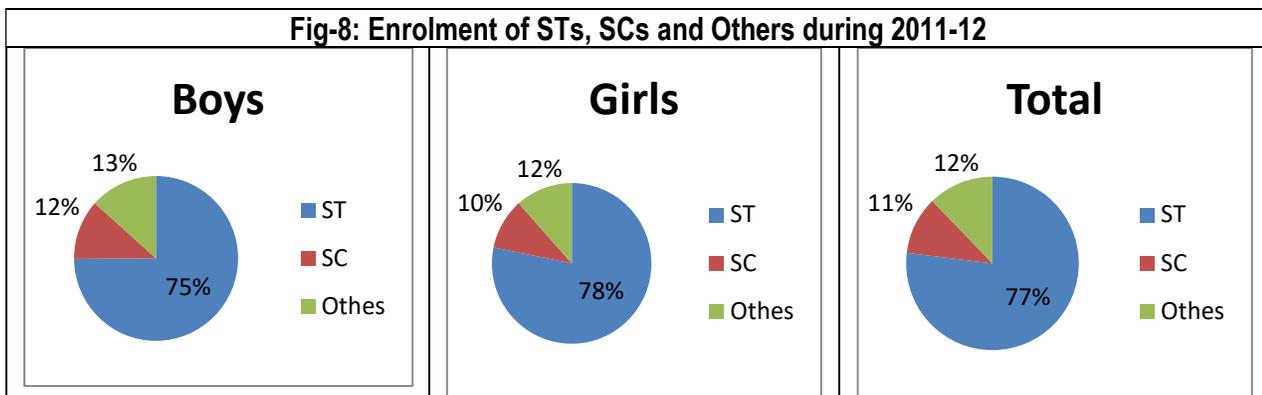
5.2.3 Class-wise Enrollment:

While enrolment, pass out and dropout will give an overall picture of the performance, further analysis of the class wise enrolment and enrolment in the feeder class during a year may give some valuable policy directions. During the year 2011-12, the total enrolment in 43 sample schools was of the order of 10527 comprising of 3913 (37%) boys and 6614 (63%) girls, class wise distribution of which is presented in the table below.

Table No.5.02: Enrollment of Boys and Girls in Sample Schools during 2011-12.

Class	Boys		Girls		Total		No of Classes	Students per Class				
	Total	ST	Total	ST	Total	ST		Average	Min	Max	< 10	< 20
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
I	560	437	749	619	1309	1056	35	37	10	129	0	11
II	514	412	686	559	1200	971	35	34	5	84	1	8
III	539	404	611	506	1150	910	35	33	10	88	0	9
IV	511	387	835	697	1346	1084	37	37	7	92	2	8
V	470	323	789	658	1259	981	37	34	9	74	1	7
VI	480	346	728	569	1208	915	32	38	7	138	2	7
VII	323	207	603	450	926	657	26	36	1	97	3	7
VIII	175	124	529	376	704	500	19	37	3	108	2	8
IX	123	95	555	370	678	465	11	62	16	177	0	2
X	123	96	410	257	533	353	11	48	11	146	0	1
XI	62	61	56	55	118	116	2	59	66	62	0	0
XII	51	50	45	42	96	92	2	48	45	51	0	0
Total	3913	2942	6596	5158	10527	8100	282	37	1	177	11	68

The figures below also indicate that enrolment of STs and the ST girls in particular are considerably more in schools attached with ST girls' hostels.



In all there are 282 teaching classes in 43 sample schools. There may be one or more sections in different classes. However the average student strength comes to 37 per class varying in between 33 to 62 from class to class. Viewed from global level, the enrolment figures appear to be more or less satisfactory. However, viewed from the point of enrolment in different classes in different schools, the minimum enrolment of a sample school was 1 (one) in Class-VII during 2011-12 and the maximum enrolment was 177 in another sample school in Class-IX. Besides, there were as many as 11 classes in sample schools where the number of students were less than 10 and 68 classes where the number of students was less than 20. As such considerably low enrolment in a class as against the sanctioned strength is necessarily a matter of concern. Though not necessarily, the enrolment in a class mostly depends on the enrolment in the previous class of the same school. As such enrolment in a feeder class is vitally important rather than enrolment in any particular class.

A further analysis of the enrolment in different sample schools was made and it was observed that there were as many as 35 sample schools providing their education from Class-I. Even though the average enrolment in Class-I was 37 in these schools, the enrolment in as many as 11 (31.4%) of these schools was less than 20 in the said class which that matters. Class-I is not only the feeder class for Class-II, but it is the feeder class to subsequent higher classes in the long run. Primary schools have been established keeping the area and the population in view. As such a threshold level of enrolment to a feeder class may not be impossible. It is, therefore, suggested that Government may prescribe a threshold level of enrolment to a feeder class and all possible attempts should be made to enhance enrolment in absence of which running of schools in question may not be viable. Some of the possible strategies for increasing enrolment may be (a) it should be included in the agenda of the parent-teaches' meet, (b) apart from teachers, the PRI Members, local ANM, ASHA Worker and the AWW having their wider public contact can utilise their good offices for motivating parents for admission of their children, and (c) above all, an "Admission Mella" could be organised to mobilise higher enrolment in feeder classes. A token incentive to the parents and the motivators may achieve appreciable results.

Out of the sample schools under study, students reading in Government managed as well as non-Government managed educational complexes necessarily belong to one district i.e. the district of location of respective complex and particularly to the local vicinity of respective complex. In case of EMRS, students from more than one district are enrolled in these schools and this is usual as only 11 EMRS are there at present in the State. However, in case of all other schools, majority of students are from respective districts baring few located in the district borders where students from neighbouring districts are availing the opportunity of reading in these schools.

5.2.4 Gender Preference:

Gender plays a vital role in all spheres including education. Some parents have some gender bias in sending their children to schools which they do not like to reveal publicly. However school authorities better know the attitude of parents in course of the process of admission of children in schools. The opinion of school authorities in this regard was obtained in course of the field survey and as many as 11 schools opined that parents usually attach preference to their sons over daughters in sending them to schools, 8 schools opined preference of daughters over sons and 24 schools opined equal preference for both. However, all of them opined that parents need much of motivation to send their daughters to schools as compared to their sons.

Coming to the factual position, 422 sample parents interviewed reported that they are sending 1033 of their children to schools and the number of children sent to school per parent family ranges between 1 (one) to 7 of whom 346 (33.49%) are boys and 687 (66.51%) are girls. Of the 687 girls sent to school, 539 (78.46%) are staying in hostels. There are as many as 117 (28%) per cent parents whose daughters more than one numbering 252 (46.75%) are staying in the same or in different hostels. In such cases, the number of daughters staying in hostel per parent ranges between 2 to 5. It was also revealed in course of hostel visit that more than one boarder belonging to one parent were there in case of 30 (68%) sample hostels, their parents numbering 167. The information from these two sources shall not match as their base is different. But fact emerges that ST parents are sending their daughter more in number than their sons even if with due motivation and the greatest motivating factor is the provision of hostel facility for ST girls and payment of scholarship.

As discussed above enrolment of ST girls is gradually increasing in the recent past and it will have a positive impact on ST women literacy thereby the literacy gap of 28.11 per cent in the ST male and female literacy in 2001 is likely to reduce in the subsequent period.

5.2.5 Out of School Children:

One of the major initiatives of Sarva Shikshya Abhiyan is to reduce drop out and bring to school the out of school children. In case of admitting out of school children care should be taken to give them age appropriate admission by way of giving special coaching wherever necessary. Factual information on the out of school children enrolled and the age appropriate admissions given to them against the total enrolment over a period of five years period from 2006-07 to 2010-11 as collected from sample schools is presented in the table below.

Table No.5.03: Enrollment of Out of School Children in Sample Schools during 2006-11.

Enrolment	Boys	Girls	Total
(1)	(2)	(3)	(4)
Total Enrolment	16298	22232	38530
Out of School Children	96	576	672
% to Total	0.59	2.59	1.74
Age App Admissions	62	63	125
% to Out of School Admissions	64.58	10.93	18.60

The table above reveals that schools are trying to bring to school out of school children. Approximately 1.74 per cent of enrolments are from among the out of school children among whom girls are more than the boys. Among the out of school children admitted, approximately 18.60 per cent get age appropriate admissions. The reasons of out of school children are mainly attributed to lack of consciousness of parents regarding the benefit of education, family problem, role of children to render domestic help etc. However, it is good that efforts are on for bringing out of school children to schools but it is further more necessary to intensify the movement with much vigour.

5.2.6 School Attendance:

Percentage of attendance in schools is a good measure of the performance of the schools. Information was collected from sample schools regarding the percentage of attendance in their school during 2010-11 which revealed that only one out of 43 sample schools had its attendance below 60%, 24 had attendance in between 60% to 80% and the remaining 18 had their attendance above 80%. This gives a good indication of the impact of ST girls' hostels on the percentage of attendance in schools.

5.2.7 Home Distance:

Hostel facilities are usually created to avoid travelling distance of students and thereby increasing enrolment in schools. In course of field survey as many as 409 boarders and 165 day-scholars totalling 574 students were interviewed. It revealed that the home distance was less among the lower class students as compared to higher class students and specifically it is comparatively quite far for those coming from outside districts and studying in EMRS. However, the interview with sample boarders and day-scholars revealed that the average home distance of boarders is 7.9 Km whereas that of day-scholars is 2.3 Km. More so, majority of the day-scholars have replied that they are staying in hostels because they are from nearby village baring few whose parents refused or seats were not available in the hostel. It implies that hostel facility helps avoiding travelling by students coming from distant places.

5.2.8 Medium of Education:

Except EMRS, the medium of education is Odia in all other schools and out of 574 students interviewed 550 were reading in Odia medium schools. Of them 185 (33.64%) speak in Odia in their families and from among the remaining 365 students as many 228 (55.89%) expressed to have faced some language problem in schools. At the same time 213 (93.42%) of them expressed that their class teachers take care to explain them in their local language wherever difficulty arises which is a good gesture of teachers in tribal schools. Some teachers in course of field study expressed that language is a persisting problem for most of the children at primary level. Rather than understanding Odia, the question of accepting Odia as a medium of communication remains with them for two to three years of schooling for which they take considerable time more to cope with the course curriculum. Scheduled tribes in Odisha speak different languages in different tracts. More so each language does not have a script. Lot many suggestions to overcome the situation came from teachers of which universally accepted one was that let there be a one year play school prior to regular admission. In this play school children will play and mix with others, can come in contact with regular students and school teachers and be acquainted with school environment. A knowledgeable lady of the locality may be appointed as an "Aya" to take care of them. This may reduce the language problem among the beginners to a great extent.

5.3 Impact on Education:

Literacy is one of the basic indicators to measure the impact of the programme of establishment of hostels for ST girls. The literacy among the tribal group in Odisha is much below the State as well as the National averages. At the same time, there has been substantial improvement in the tribal literacy over the years in course of development process. However, it was intended to find out as to the extent of impact of ST girls' hostels on their literacy through this study project. As many as 422 parents sending their girls to schools attached with ST girls' hostels were interviewed during the field work. Care was taken to collect from them information relating to the total members in their family, member above 6 years giving gender break-up and the number of literates at two points of time with a reasonable gap, one before ten years and the other at present. Based on the information collected the literacy in these families at the two points of time under consideration has been calculated which is presented in the following table.

Table No.5.04: Literacy among Sample Families before 10 Year and at Present.

Literacy	Male	Female	Total
(1)	(2)	(3)	(4)
Before 10 Years	50.23	35.96	42.42

Literacy	Male	Female	Total
(1)	(2)	(3)	(4)
At Present	66.37	62.67	64.15

Information in the table above reveals that the rise in the total literacy of schedule tribes had been to the extent of 21.73% over the past ten years against which that among males was 16.14% and that among females was 26.71%. There may be some amount of recall errors in providing the information by the tribal parents but their number being fairly large the derived results will be nearer to truth. It can be inferred that establishment of ST girls' hostels has positive impact on the literacy. One more thing emerges from the results presented above that families having some educational background avail educational opportunity in more number than others. It is, therefore, suggested that there should be a drive to enrol more number of students be it a boy or girl from less educated families.

5.3.1 Scholarship for Girls:

There is provision of monthly pre-matric scholarship for ST / SC boarders prosecuting their studies in the residential schools of ST and SC Development Department and hostellers of School and Mass Education Department. Such monthly scholarship is also provided to the boarders of the EMRS and Educational Complexes running under OMTES as well as to the boarders in NGO managed Educational Complexes running with assistance received from MOTTA. The rates of monthly scholarship are different for boys and girls and it also differs for different types of educational institutions. In any case, all categories of scholarships include the dietary expense of boarders which is the most expensive component. The ST and SC students prosecuting their studies as day-scholars in classes VI to X are also entitled to receive some amount of scholarship per annum even though it is small and does not include any dietary component. The field study revealed that almost all sample boarders (409) expressed that they are enjoying hostel life assigning some reason or other like they are enjoying group life in hostel, avoiding travel by staying in hostel, getting good environment, getting scope to mix with good students and clarifying their doubts and the common reason expressed by all is that they are getting good food. At the same time 218 (53.30%) sample boarders and all 17 (10.30%) sample day-scholars aggregating to 235 (40.94%) sample students expressed that they would not have attended school has there been no provision of scholarship for them. Besides, as many as 133 parents interviewed expressed that they would not have sent their daughters to schools and hostels had there been no provision of scholarship. This clearly indicates that scholarship for ST girls has a greater impact on their education.

5.4 Fund Flow:

Schools receive funds from different sources like the administrative Departments, OMTES, MOTTA, SSA etc through different channels to undertake various activities like construction programmes, maintenance and repairs, school improvement activities, purchase of teaching learning materials, dress for students, development of library and the like. The nature and the source of funding differ from school to school. Although the study team was not authorised to undertake an audit of the receipt as expenditure of sample schools, the position of receipt of funds from different sources and expenditure made thereof by sample schools during the period 2008-11 was obtained which is presented in the following table.

Table No.5.05: Sources wise Receipt and Expenditure of Sample Schools during 2008-11.

(in Rupees)

Sl	Source	No of Schools	Receipt (2008-11)	Expenditure (2008-11)	% of Expenditure
(1)	(2)	(3)	(4)	(5)	(6)

Sl	Source	No of Schools	Receipt (2008-11)	Expenditure (2008-11)	% of Expenditure
(1)	(2)	(3)	(4)	(5)	(6)
1	Construction	10	69829378	62775215	89.90
2	School Imp Grant	33	1268926	970200	76.46
3	Teach & Learn Materials	29	210290	189500	90.11
4	SSA Grant	11	289873	189000	62.20
5	Dress	24	338394	317343	93.78
6	Construction of Ramps	21	346050	340050	98.27
7	Library & Edu Kits	22	1556436	1003081	64.45
8	Repair & Maintenance	31	7393657	5369087	72.62
9	Display Board	3	10241	4300	41.99
	Total	43 (#)	81243245	71157776	87.57

(#): not additive

The table above reveals all the 43 sample schools have furnished their receipt and expenditure figures. The expenditure is more than 90 per cent in case of activities under purchase of teaching and learning materials, purchase of dress for students and construction of ramps for disables. Except preparation of display boards, the expenditure on all other items is more than 60 per cent and the overall level of expenditure on all items is 87.59 per cent that appears to be satisfactory. It was observed that substantial amount of funds Rs.698.29 lakh (85.95%) out of the total fund flow was meant for construction activities and substantial amount of fund for construction activities was allotted to two sample EMRSs and two Government managed Educational Complexes by OMTES and to two NGO managed Educational Complexes by MOTA.

Leave apart construction activities, the average fund flow to a school comes to Rs.88480/- per annum which is spent on the decision of the school management committee. Over and above this, the PA, ITDA and the DWO utilize funds in respect of schools for the purpose of construction and repair of school building, hostel building, compound wall, approach road, development of play ground, creation and maintenance of civic amenities, water supply, supply of furniture to schools and hostels and various other amenities in schools and hostels and their upkeep account of which is not available with schools. As such actual fund flow per school per annum will be much more.

5.4.1 Other Funds:

Apart from above, each residential school receives a sum of Rs.12000/- per annum from NRHM since 2010-11 that includes Rs.10000/- towards maintenance of health, hygiene and sanitation aspects in hostels and Rs.2000/- for the teacher who will look to the management of this fund. Rs.10000/- is spent for boarders towards purchase of medicines, meeting the cost of diet of patients, transportation of patients to hospitals, maintenance of sick bed, cleaning of toilets and urinals, maintaining environmental cleanliness of premises etc. This apart a school also receives certain amount towards cost of medicines from the Department. This amount varies from year to year.

5.5 Adherence to Procedures:

There are certain prescribed norms and procedures to be adhered to in administering various activities in the schools as well as hostels. In this context, relevant information was collected from respective schools as well as hostels and the information so

collected was correlated with the views and opinion expressed by the boarders as well as day-scholars and the information available otherwise to arrive at conclusions.

5.5.1 Admission to Schools and Hostels:

No screening test is prescribed for admission to schools at elementary level. The school and hostel authorities in schools other than the EMRS informed that they are not undertaking any screening test for the purpose of admission to schools and hostels. However, they are effecting certain checks and balances like verification of caste certificate, age through birth certificate, home distance etc at the stage of admission. This was also corroborated in the response of the borders and day-scholars relating to these schools in course of interview. In case of EMRS, they are undertaking screening test in the form of written examination for admission to schools. The fact stated by the school authorities was corroborated by the sample boarders from EMRS where the feeder class is Class-VI. As such, deviations to admission procedures have been observed in case of EMRS as far as admission to Classes-VI, VII & VIII are concerned.

5.5.2 School Management:

There are School Management Committees in all the Schools. However, in case of 41 schools the management committees had meetings varying in between 1 (one) to 18 during 2010-11 and the average number of meetings per school per year comes to 8.

Schools are supposed to display in the notice board the details of daily enrollment and attendance, hostel accommodation and occupancy, routine notices and etc. It was observed that as many as 37 (86%) schools only have notice boards. As many as 31 (83.78%) of them have displayed enrollment and attendance figures, 12 (32.43%) hostel accommodation and occupancy figures which are mandatory for them. As regards display of wall magazine, only 15 (34.88%) schools have adhered to this practice. There are students' cabinets in each of the 43 sample schools. However the composition of students' cabinet was displayed in case of 40 schools only.

5.5.3 Staff Accommodation:

When quarters are not available, the teachers are to make their own arrangement of stay nearer to schools and preferably the stay of the Head Master and the Hostel Superintendent nearer to schools is vitally important. The field study revealed that most of the Head Masters and Hostel Superintendents have arranged their accommodations on rent where quarters are not available. However, the study further revealed that as many as 5 Head Masters and 6 Hostel Superintendents are staying in class rooms or in hostels. Care should be taken to see that teachers should avoid staying in hostels and class rooms.

5.5.4 Appointment of Staff:

For ensuring quality of education, requisite number of staff and particularly the teaching staff should possess appropriate qualifications and they should go through due process of selection. The study aimed at examining the staff position in each of the sample schools and the procedure adopted for appointment to different categories of posts in the sample schools. The table below presents the staff position both teaching and non-teaching in the 43 sample schools under study as obtained from the schools.

Table No.5.06: Staff Position in 43 Sample Schools as of 31.03.2012.

Sl	Designation	Sanctioned Posts	Number in Position		
			Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)
1	Principal / HM	43	34	5	39
2	Asst Teachers	127	75	48	123
3	P G T	18	9	9	18

Sl	Designation	Sanctioned Posts	Number in Position		
			Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)
4	T G T	44	24	18	42
5	P E T	10	4	5	9
6	Sikshya Sahayak	40	28	12	40
7	Gana Sikshya Sahayak	7	5	2	7
8	Ministerial	15	8	5	13
9	Class – IV	73	38	33	71
	Total	377	225	137	362

A good thing emerges that as against 377 number of sanctioned posts in the sample schools, the number in position is 362 (96%). However, the Head Master in majority of the schools is a male person and among the teaching staff other than the Head Master, the representation of females is only 94 (39%) out of 239 teacher some of whom are Sikshya Sahayaks or Gana Sikshya Sahayaks. This creates difficulty to get a lady teacher to remain in charge of Hostel Superintendent at all times. It is, therefore, suggested that appointing authorities may keep in mind to appoint more number of lady teachers to schools having girls' hostels so that a lady teacher can be available for the purpose conveniently.

The information in the above table reveals that there are different categories of posts in different educational institutions. In Government managed schools, there is a Head Master assisted by Asst Teachers, Siskshya Sahayaks and Gana Sikshya Sahayaks in requisite numbers for teaching purposes of whom the Siskshya Sahayaks and the Gana Sikshya Sahayaks are appointed contractual. In case of EMRS, there is a Principal assisted by PGTs and TGTs for teaching purposes all of whom are appointed contractual. Similarly, there is a Head Master assisted by Asst Teachers preferably from among the PTGs for teaching purposes all of whom are appointed contractual both in Government managed and NGO managed Educational Complexes.

Similar to above, the table below presents the different categories of hostel staff in position in the 44 sample hostels as obtained from respective schools.

Table No.5.07: Staff Position in 44 Sample Hostels as of 31.03.2012.

Sl	Designation	Males	Female	Total
(1)	(2)	(3)	(4)	(5)
1	Cook-Attendant	19	52	71
2	Helper	1	7	8
3	Watcher	4	8	12
4	Sweeper	2	0	2
5	Peon	2	3	5
6	Others	10	6	16
	Total	38	76	114

A good thing emerges that the percentage of female staff in hostels is (67%). Be it a Government managed hostel, hostel under EMRS or an Educational Complex both Government and NGO managed, the appointment to all these positions are made on contractual basis.

In regard to the procedures adopted for appointment of teaching staff and non-teaching staff in schools and hostels, the schools do not make the appointments at their level. However, they are the pay masters and they are to get their services. As such, the study team did not have the scope to go through the procedural details of appointments to various categories of posts in the schools. However, the following procedures are adopted for appointment to different categories of posts in different categories of schools under study as per the details given below.

- **Government Managed Schools:** While appointment to regular teaching posts is made as per the procedures prescribed by the administrative Department from time to time, all contractual appointments are made with the approval of district administration. However, in regard to contractual appointment to posts like CCA, sweeper, helpers etc in hostels, the School Management Committee gives appropriate recommendations for appointment.
- **EMRS:** All posts in schools and hostels are filled up with approval of district administration keeping in view the guidelines of the OMTES. However OMTES prepares a panel for teaching posts to facilitate the process.
- **Government Complexes:** All posts in schools and hostels are filled up in accordance with the proposal of the School Management Committee with the approval of district administration keeping in view the guidelines of the OMTES.
- **NGO Complexes:** All posts in schools and hostels are filled up in accordance with the decisions of the management Committee of the Complex keeping in view the guidelines of MOTA.

5.5.5 Hostel Management:

For efficient management of hostels, each hostel should have a mess management committee to take decisions on matters relating to mess management including preparation of a weekly food menu for boarders and there shall be a purchase committee under the mess committee to look after all purchases for the mess. The study reveals that there is a Mess Committee in case of 24 (55%) of the sample hostels. The tenure of these committees varies in between one month to one academic year from hostel to hostel. Similarly a purchase committee is there in case of 12 (27%) sample hostels only. In case of 11 sample hostels there is a mess committee as well as a purchase committee. However, it was reported that weekly food menu is being finalized in case of all the hostels where as it has been displayed in case of 41 hostels (93%). All hostels reported to have lifted the full quota of allotted subsidized ration for their hostels regularly.

All hostels are required to maintain a number of prescribed registers like the cash book, stock register etc for putting checks and balances in hostel administration. The number of sample hostels maintaining different prescribed registers is presented in the table below.

Table No.5.08: Registers Maintained by Sample Hostels

Sl	Registers	No of Hostels	% to Total
(1)	(2)	(3)	(4)
1	Cash Book	44	100.00
2	Stock and Expenditure of Food Articles	44	100.00
3	P L Account of Boarders	27	61.36
4	Mess Dues Collection Register	6	13.64
5	Meal Attendance Register and Guard File of Bills and Vouchers	43	97.93
6	Proceedings Book of Mess Committee	23	52.27

Sl	Registers	No of Hostels	% to Total
(1)	(2)	(3)	(4)
7	Inspection Note Book	37	84.09
8	Minutes of Purchase Committee	13	29.55
9	Out-going and In-coming of Boarders	36	81.82
10	Log Book of Treatment of ailing Boarders	29	65.91
	Total [(#): not additive]	44 (#)	100.00

As evident from the factual information collected all hostels are maintaining the cash book as well as the stock of expenditure of food articles where as the rest of the registers are not maintained by one and all hostels. The situation is so because of the fact that irregular maintenance of cash book and stock of expenditure of food articles may attract individual accountability whereas one may escape in case of others. In any case, this is not only a matter of serious concern but also it cannot help cultivating a sense of discipline among the boarders. Supervising officers should, therefore, enforce regular maintenance of all the prescribed records by hostels.

5.5.6 Safety and Security:

Among other things to ensure safety and security of boarders, all ST girls' hostels are to maintain a gate book for visitors. Besides, male visitors as well as male authorities, if required, can visit inside the hostel accompanied by female staff members. As reported, 19 (43.18%) sample hostels are not maintaining gate book and 13 (29.55%) hostels are allowing male members and male authorities to visit hostels alone. This is corroborated by the fact that as many as 118 (28.85%) of the sample boarders have revealed that male visitors as well as male authorities are visiting hostels. Of course, a good thing was revealed from sample boarders that none has come across any physical assault or physical punishment in the school or hostel and no one was asked to do any domestic work for the teachers.

Except 3 sample hostels, there is no night watcher in rest of the hostels. However in case of 41 sample hostels the school authorities have made their own arrangements of keeping a night watchman by way of assigning the responsibility to a female staff like the CCA, peon, or any other staff. This is quite good and all sample boarders also expressed to be safe and secured in hostels. Even then maintenance of gate book and visit of male members to hostels accompanied by female staff should be strictly ensured with a view to avoiding any unto do situation in future.

5.5.7 Extra Coaching:

There is provision for identifying slow learning boarders and arranging extra classes for them in desired subjects. Only 12 (27.27%) of the sample hostels reported that they are arranging extra coaching for slow learners. At the same time, as many as 189 ((46%) of sample boarders expressed that they needed extra classes for them and 40 (21%) of them expressed that extra classes were arranged for them free of cost and they have availed the benefit. One crucially important information emerged in course of field survey that as many as 20 (11%) out of 189 boarders have availed extra coaching from teachers on payment of tuition fee which is highly irregular in the face of provision for free extra coaching for slow learning boarders. It is, therefore, suggested that higher authorities should enforce free extra coaching for slow learning boarders and ban of extra coaching to boarders on payment.

5.6 Quality of Education:

Quality of education in a school does not necessarily mean formal class room teaching and the outcome in the form of pass out at the annual examinations on which discussions have been made above. Added to that schools are required to adopt strategic methods that will increase the knowledge horizon of the students and enhance their skill in different walks of life.

5.6.1 Display and Nomenclature:

Apart from class room teaching, schools usually display district, state, national and world maps at conspicuous locations for the students to see and grasp the geographical location of different places, and name important infrastructure like class rooms, laboratories, hostels, libraries etc after names of important personalities and sacred places as also display photographs of eminent personalities so that they can go back to their history and learn morals.

As regards display of maps as many as 41 schools have displayed one map or other in conspicuous places. While 17 schools have displayed world map, 31 displayed India map, 41 displayed Odisha map and only 12 schools have displayed respective district map. Further it was revealed that as many as 9 schools had displaced district, Odisha and India maps of whom 7 had displayed world map in addition. While all these maps are important order of priority is district, Odisha, India and the World.

Regarding display of photographs, as many as 40 (93%) sample schools have displayed photograph of one or more eminent personalities in their schools. While 23 schools have displayed photograph of 5 or more personalities, 11 have displayed four, 5 displayed three, 3 displayed two and one school displayed only one School authorities may be advised to name their infrastructure after as many personalities and important places as possible for benefit of students.

Similarly, as many as 41 (95%) sample schools have named their infrastructure after one or more important personalities and sacred places. While 17 schools have named 5 or more infrastructure, 12 have named four, 10 named three, one named two and one school named only one infrastructure after eminent personalities.

School authorities may be advised to name their infrastructure after as many personalities and important places as possible and display photographs of as many eminent personalities as possible for benefit of students. They should also display district, Odisha, India and world maps in conspicuous places in order of priority for benefit of students and district authorities may arrange the district map for all schools since district maps are not usually available in the market for sale.

5.6.2 Vocational Education:

As observed in course of field visit none of the schools have the provision to train students in any vocational trades. However, they are organising various activities through formation of voluntary groups like sports club, consumer club, red-cross, scout, guide etc, organising extra-curricular activities and other skill development programmes which will help them to selectively choose areas for their skill development.

Regarding formation of voluntary groups, as many as 20 (46%) schools had formed voluntary groups like Sports Club, Consumers' Club, Eco-Club etc brief account of the enrolment of students in such groups during 2011-12 in sample schools is indicated in the table below.

Table No.5.09: Students Enrolled in different Groups / Clubs in Sample Schools during 2011-12.

Sl	Groups / Clubs	No of Schools	Students Enrolled (No.)		
			Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)	(6)
1	Sports Club	2	91	75	166
2	Consumer Club	1	25	25	50
3	Eco Club	17	284	418	702
4	Junior Red-Cross	3	30	70	100
5	Guide	3	-	44	44
6	SUPW	1	15	10	25
	Total	20 (#)	≤ 445	≤ 642	≤ 1087

(#): not additive

Of the 20 schools, where such voluntary groups have been formed two such groups have been formed in case of 6 schools and one group in 14 schools. As against a total enrolment of 10527 students in the sample schools during 2011-12, the enrolment in these voluntary groups is around 1087 (10.32%) comprising 445 (11.37%) boys and 642 (9.73%) girls. Representation of students in voluntary groups in schools appears to be quite low because of the fact that majority of the sample schools (23) have not participated in formation such voluntary groups. It is suggested that all schools should try to participate in formation of voluntary groups as above which will induce creativity and quality of management leadership among the students.

Schools are organising competitions among students on Sports, Drama, Dance, Song, etc each year with a view to developing a taste towards different art of life that helps earning their livelihood and bring name and fame for them in future. Out of 43 sample schools, 41 have organised competition on Sports, Debate, Song, Essay and Story writing, 28 on Drama, 33 on Dance etc. Out of 409 boarders interviewed as many as 167 (41%) reported to have participated in school competitions which indicates that the rate of participation in school competitions is quite satisfactory. However, it was observed that out of 43 sample schools, play ground is there only in case of 11 schools which is likely to be a constraint for students in most of the schools to practise games and sports as well as take up physical exercises.

More than formal literacy, computer literacy is one of the important requirements for school students. It is required for enhancing their knowledge horizon and developing a taste for their future life. As many as 19 schools are there where facility for computer education is there.

In case of hostels, boarders should work in gardens to raise vegetables, flowers or plant medicinal plants that give them multiple benefits like physical exercise, refreshment, some produce as well as some knowledge on cultivation practices. There are as many 28 (63.64%) sample hostels where boarders use to work in kitchen gardens. This is one of their off school routine which can be considered as part of their vocational training for boarders. This is corroborated by the fact that as many as 192 (47%) of the sample boarders expressed that they are fond of gardening and campus cleaning in their hostel like.

Organisation of awareness programmes for students and career counselling are two important aspects of vocational training. During 2010-11 awareness programmes on health and hygiene was organised in 28 (64%) sample schools, on water and sanitation in 18 (42%) schools, on education in 19 (44%) schools, on environment in 21 (49%) schools and on other themes in 5 (12%) schools. School authorities should increase the number of awareness programmes in the interest of students. During 2011-12 funds have been provided to each school to conduct career counselling for students. By the time of field survey as many as 6 schools had received funds for the purpose and 5 schools had conducted career counselling programmes.

All most all sample boarders and day-scholars expressed that Girls' education is useful for them as a result of which they can improve their knowledge and confidence, know the world around, improve their quality of life and standard of living, get their marriage in good families, enhance their technical skill and be able to get employment and self employment opportunities, make them able to render social service, and the many. When asked about what after leaving the school, majority of them have expressed their ambition for higher education which is to be appreciated. But when asked about their future plan, 390 (68%) of the students (574) interviewed expressed their desire for taking up salary jobs and the remaining 184 (32%) to become a doctor, engineer, scientist, advocate, social activist, business man, actor, politician or to take up some self employment avenue. A dent of the majority of the students for becoming a salaried worker in future is not a good indication of their attraction towards vocational trades. Schools should try to organise programmes and activities for their students to develop their liking towards vocational trades in life.

5.7 Adequacy:

Various facilities are required to be created and amenities provided to schools and hostels for their effective functioning as well as for comfortable living of the children in hostels. In fact, various educational infrastructures in schools have been created for ensuring quality teaching and various facilities like water supply, electricity, civic amenities, and other amenities have been provided in hostels for comfortable living of the boarders. It usually takes some time for creation of all infrastructures and provision of all facilities and amenities which is fulfilled in a phased and gradual manner. But the provisions need be made in such a manner so that it does not create any bottleneck in the process of operation of the schools and hostels at any point of time and it should not invite any problem for the students in schools and boarders in hostels. An attempt has been made to examine these aspects in schools and more particularly in ST girls' hostels.

5.7.1 Staff Quarters:

The position of staff quarters in 43 sample schools is presented in the following table.

Table No.5.10: Position of Staff Quarters in Sample Schools during 2011-12.

Sl	Nature of Staff	No of Schools	Constructed	Habitable	Occupied	Female Occupants
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Teaching Staff	17	68	65	63	28
2	Non-Teaching Staff	8	24	23	23	10
	Total	18 (#)	92	88	86	38

(#): not additive

The study revealed that staff quarters is not available in case of 25 (58%) sample schools in 92 numbers in all. Even though adequate quarters are not there, out of 92 quarters, 88 are in good condition of which 86 (98%) have been occupied and the remaining 4 are under renovation and repairs.

A good thing emerged that out of 86 quarters occupied as many as 36 (41%) have been occupied by females. More so, in case of 18 hostels, as many as 14 Head Masters and 18 Assistant Superintendents have occupied quarters at present. However availability of quarters for teachers being less in number more quarters for teachers should be constructed.

5.7.2 Hostel Accommodation:

The total seats available in the 44 sample hostels under different categories of sample schools is 3980 and the total strength of boarders during the year 2011-12 was 4098 details of which is given in the following table.

Table No.5.11: Sanctioned Strength and Boarder Strength in Sample Hostels during 2011-12.

Sl	Nature of Schools	No of Hostels	Sanctioned Strength	Total Seats	Boarder Strength	Occupancy (in %)	Minimum	Maximum
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Govt Schools	19	40	760	814	107	40	77
2	Govt Schools	19	100	1900	2044	108	66	136
3	EMRS	2	210	420	369	88	163	206
4	Govt Complex	2	250	500	471	94	221	250
5	NGO Complex	1	150	150	150	100	150	150

Sl	Nature of Schools	No of Hostels	Sanctioned Strength	Total Seats	Boarder Strength	Occupancy (in %)	Minimum	Maximum
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6	NGO Complex	1	250	250	250	100	250	250
	Total	44	-	3980	4098	103	-	-

With a view to meeting the higher demand for hostel accommodation, Government have allowed hostels to take 10 per cent boarders in excess of their sanctioned strength subject to availability of amenities. As evident from the above table, the overall occupancy rate is 103 per cent which indicates that the proposition of Government is factually true. Further, 41 (25%) of the sample day scholars reported that they are not staying in hostels due to lack of availability of seats. As such the existing accommodation facility appears to be inadequate.

It further reveals that there are areas of shortage and surplus of accommodations in case of certain hostels. The EMRSs, Government Complexes and NGO Complexes are all completely residential ones and these have been established in the recent past. Even though their occupancy is less than the sanctioned strengths at present in certain cases, their enrolment will increase gradually and the occupancy will get saturated in the process. In case of 40 seated hostels under Government managed schools the occupancy is 100 per cent or more in case of all hostels. However, in case of 100 seated hostels under Government managed schools the occupancy is less than the sanctioned strength in case of certain hostels.

Further examination reveals that the occupancy of 100 seated hostels is less than 100 in case of three sample hostels where the enrolment of girls is more than 100 in each of these schools. In case of 100 seated hostels, ST girls prosecuting their studies in nearby schools can also be admitted as boarders in these hostels subject to availability of seats. But field situation reveals that while Cots are available in requisite number in one such sample hostel, the supply of cot is sufficiently less than requisite number in rest of the two schools. Similarly, provision of other hostel amenities like gadi, bed sheet, blanket, steel tray etc is not also encouraging that appears to be reasonable cause for inadequate occupancy of boarders.

5.7.3 Boarders in 100 Seated Hostels:

Unlike other hostels, ST girls prosecuting their studies in nearby schools can be admitted as boarders in a 100 seated hostel. Government had made this provision with a view to mitigating the hardship of ST girls where hostel facility either not available or not adequate in their schools. The study revealed that one out of 19 sample hostels has taken students from nearby schools as boarders in this hostel. This hostel belongs to a ME school with Classes VI & VII with a total enrolment of 117 during 2011-12 of which girls are 76 comprising 44 ST girls and 9 SC girls. As against this, 39 girls comprising 36 STs and 3 SCs have been boarders in the hostel. However, 26 students from the nearby primary school and 45 from the nearby high school have been taken as boarders in this hostel thereby increasing the occupancy to 110 boarders as per the details given in the following table.

Table No.5.12: Boarder Strength in a 100 Seated Hostel Admitting Boarders from Nearby Schools during 2011-12.

Sl	Boarders from	ST Girls	SC Girls	Total
(1)	(2)	(3)	(4)	(5)
1	Own School	36	3	39
2	Nearby Primary School	21	5	26
3	Nearby High School	42	3	45

Sl	Boarders from	ST Girls	SC Girls	Total
(1)	(2)	(3)	(4)	(5)
	Total	99	11	110

The above hostel belongs to a school in Kalahandi district and there is demand of ST girls in the local schools to stay in hostels. Facts reveal that cots, gadi etc are not available in this hostel. However, mosquito nets, solar lanterns and steel trays are available for boarders. Despite the fact that boarders are required sleep on floors, students from nearby schools get admitted to this hostel for the sake of hostel accommodation.

Few other sample 100 seated hostel authorities expressed that they were used to admit ST girls' from nearby schools in earlier years because of pressing demands. However, on completion of the second phase of 100 seated hostels, such demand has been comparatively less. As per the opinion of hostel authorities, providing hostel accommodation to students of nearby schools has many advantages and disadvantages.

Some of the disadvantages are of the following nature;

- There is possibility of lack of coordination between the hostel and the nearby schools in regard to the administration of various matters relating to concerned boarders.
- Small children are required to travel to their schools from the hostel and come back in the evening alone in all seasons. This may invite problems of safety, security and the problem of risk. There is not also requisite man power or funds for providing escort facility to these children on all occasions.
- The boarders as well as their parents have to deal with two institutions for matters relating to these boarders which sometimes causes problem for them as also for the institutions.
- In certain matters, respective institutions are not able to appropriate follow up action relating to these boarders.

Among the advantages, management of shortage and surplus in accommodation is well managed in the system of providing hostel facilities to students of nearby schools. In the near future requisite hostel amenities may be supplied to hostels where there is storage and occupancy rate is likely to increase in hostels where there is shortfall at present. Besides, some more 100 seated hostels are nearing completion and construction of more number of hostels is also in the process. In view of this, the system of admitting students from nearby schools as boarders should continue for the time being.

5.7.4 Water Supply and Civic amenities:

Provision of water supply facilities and provision of civic amenities is there in almost all the ST Girls hostels. Discussions have been in detail in the previous chapter on the extent of their provision, their present operational status and short falls. These two facilities cannot provide desired level of services to the boarders independently. More so, if one provision goes wrong, the services provided by the other get affected.

An attempt was made in course of the field survey to estimate the extent to which boarders are getting the benefit of provision of water supply facilities as well as the civic amenities provided in their hostels. As many as 218 (53%) out of 409 sample boarders expressed that they are taking open bath and 197 ((48%) are used to defecate in open fields. As many as 166 (41%) sample boarders go for both open defecation and open defecation and 249 (61%) go out either for open bath or for open defecation. The assigned reasons for both these activities were of the nature of insufficient water, water source not functioning, insufficient bath rooms, damaged bath rooms, insufficient toilet or damaged toilets etc. This clearly indicates that the water supply provisions and the civic amenities created in hostels are not adequate to cater to the needs of the boarders. In the previous chapter it is also seen

that the water supply provisions and the civic amenities created in hostels had some deficiency or other. As such, it can reasonably be believed that water supply facilities and civic amenities provided in the hostel is not adequate.

Of course, authorities in case of certain hostels opined that tribal girls are not used to taking bath in closed rooms for which they go out for the purpose. But this cannot be taken as a valid reason and the hostel authorities are there to give them appropriate education on health and hygiene.

5.7.5 Hostel Amenities:

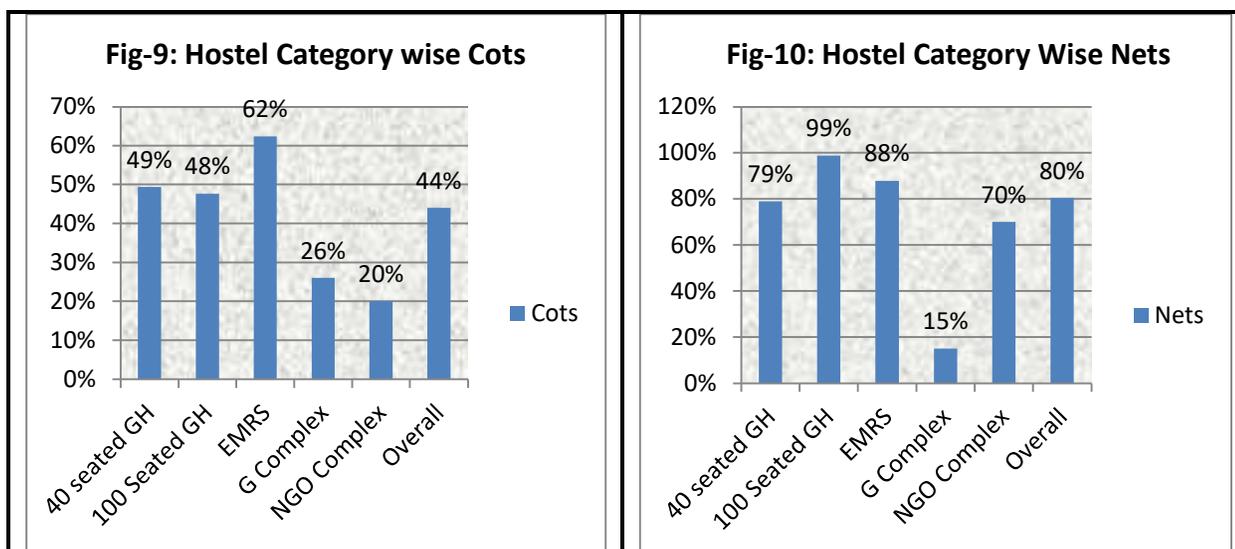
The sanctioned strength of boarders in 44 sample hostels is 3980 and the actual boarder strength is 4098 during 2011-12. Provision of hostel amenities like cots, mosquito nets, steel trays, gadis, bed sheets, blanket and sataranji etc should be provided at least in accordance with the sanctioned strength of boarders if not more. It revealed in the previous chapter that such provisions are far less than the requirement in case of all items except mosquito nets, steel trays and blankets in which case the provision is more than 50 per cent of the requirement. Even though this is the overall position the position as far as it relates to different categories of hostels in respect of selected important amenities is presented in the table below.

Table No.5.13: Provision of Selected Amenities in Different Categories of Hostels.

Sl	Nature of Schools	No of Hostels	Sanction Strength	Total Seats	Boarder Strength	Cots (Hostels)	Nets (Hostels)	Tray (Hostels)	Gadi (Hostels)	Blanket (Hostels)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Govt Schools	19	40	760	814	375 (17)	600 (18)	391 (11)	-	275 (8)
2	Govt Schools	19	100	1900	2044	906 (14)	1877 (18)	572 (8)	36 (1)	692 (8)
3	EMRS	2	210	420	369	262 (2)	369 (2)	206 (1)	206 (1)	206 (1)
4	Govt Complex	2	250	500	471	130 (2)	75 (1)	476 (2)	140 (2)	350 (2)
5	NGO Complex	1	150	150	150	-	30 (1)	150 (1)	-	150 (1)
6	NGO Complex	1	250	250	250	80 (1)	250 (1)	200 (1)	100 (1)	220 (1)
	Total	44	-	3980	4098	1753 (36)	3201 (41)	1995 (24)	482 (5)	1893 (21)

Figures in parenthesis indicate number of hostels.

As it appears from the above table only cots, nets, tray and blankets are supplied to more number of hostels if not to all hostels and supply of all other items are not only in considerably less numbers and to less number of hostels but their supply is quite uneven. While cots are supplied against 44% of the seats, Nets against 80%, Tray against 50%, Gadi and blankets against 48%. In any case a cot, net and a tray are the prime amenities for a boarder. Hostel category wise break up of all these amenities can be seen from the above table. The following two figures giving hostel category wise availability of cots and nets are presented below for better appreciation.



As attempt was made during field visit to make an assessment as to the extent to which boarders are getting the benefit of various hostel amenities and making use of that. As many as 300 (73%) out of 409 sample boarders are allotted with cots and the remaining 109 not allotted. Of the 109 not allotted with cots, 84 are sleeping on floors and 25 are sharing with others. In all 388 (95%) of the sample boarders are sharing some amenity or other like cots, nets, blankets, and bed sheets etc. It is further observed that in case of sharing of amenities, two boarders are affected if one is deprived of a single item of the amenity.

The above examination gives to believe that the hostel amenities provided to boarders for their personal use are not all adequate. Besides, sharing of amenities of the nature of personal effects like bed, net, bed sheets, gadi, and blankets is not at all healthy practices which need be discouraged in hostels as these are means of spreading communicable diseases. Administrative authorities should try to supply hostel amenities for all boarders within a reasonable time frame and supply of mosquito net to all boarders should be the first priority. Besides, children reading in lower classes should deserve priority over others to receive all hostel amenities.

5.7.6 Scholarship:

Scholarship for ST girls plays the role of a prime mover in the enrolment of ST and SC girls in schools and their stay in hostels. Majority of the sample boarders have admitted this by expressing that they would not have attended schools and stayed in hostels had there been no provision of scholarship for them. The rate of scholarship prescribed for boarders in hostels under different category of schools like Government schools, EMRSs, Government managed complexes, and NGO managed complexes differ. Even if it differs, the amount of scholarship includes various components like food both veg and non-veg items, fuel, gas, pocket money for girls etc.

In all 32 (73%) out of 44 sample hostels are electrified at present. Authorities in as many as 14 (44%) such hostels expressed that the electricity component provided in the scholarship is sufficient and it is not sufficient in case of remaining 18 (56%) sample hostels.

As regards fuel, the amount provide in the scholarship is sufficient in case of 17 (39%) of the sample hostels and not sufficient in case of remaining 27 (61%) sample hostels.

As regards the food component, as many as 16 (36%) hostels have expressed that the amount provided in the scholarship is sufficient and it was not sufficient in case of remaining 28 (64%) of the sample hostels.

Hostels where the scholarship amount is not sufficient for meeting the food component, electrical charges, cost of fuel reported that they are managing the same with some adjustment among various components of the scholarship. Added to that as many as 28 hostels do kitchen garden from which they get vegetables that supplement the food component to certain extent.

With the above backdrop, hostel authorities, programme managers and the PRI members have suggested for enhancement of the scholarship amount for boarders in Government hostels so that there is not constraint of funds in management of hostels. While the suggestions given by them cannot be ignored, enhancement of scholarship is a major policy decision. At the same time, some hostels are managing with the existing amount of scholarship and the rate of scholarship has been revised in the recent past. The rate of scholarship for ST and SC boarders under Government schools has been revised with effect from 01.05.2011 and that under EMRS from 01.12.2011. The question of enhancement of scholarship involves a detailed exercise with special reference to price of commodities and the prevailing price index to arrive at a definite conclusion. In view of this it is suggested that the question of enhancing scholarship boarders may be taken up separately by an expert committee.

5.7.7 Incentives:

Apart from scholarship for boarders, ST and SC students prosecuting their studies in schools are also getting other incentives from different sources. The various items of incentive are text books, dress, school bag, stationery, shoes, and etc. The scale of incentive also differs from scheme to scheme and the class in which students are reading. Text books and two pairs of dresses are supplied to ST and SC students reading in Class-I to VIII through SSA and similarly students reading in Class-IX and X get text books and dress through the scheme RAMSA. Students reading in EMRSs and in Government managed Educational Complexes get books and dress through OMTES and for students of NGO managed Educational Complexes, the concerned NGO arranges books and dress with assistance from MOTA. Apart from books and dress, students in schools also get other incentives like school bags, note books, stationery, and etc. As such the nature incentives received by students are neither uniform nor same across the school and the class they read in. The field study revealed that by and large, all students have received their entitlements barring certain delays and defaults in limited cases.

5.8 Health and Hygiene:

ST girls' hostels are usually located in remote areas like hilly tracts, forest fringe villages as well as areas lacking with good connectivity. Apart from safety and security of tribal girls in these hostels, the health, hygiene and environmental aspects of hostel life is of paramount importance. Keeping this in view, various provisions have been made by Government as well as suitable instructions have been issued to district authorities by Government in the ST and SC Development Department and the Health and Family Welfare Department on the promotion of health and hygiene of boarders indicating various aspects like health check up, use of safe drinking water use of latrine, food hygiene, environmental management, personal hygiene, and etc specifying the role and responsibility of officers of both the Departments.

5.8.1 Treatment and Cure:

Departmental authorities have been providing some amount of funds each year for the purpose of purchasing medicine for boarders and for keeping some medicines and other materials for first aid treatment of patients. Besides, the NRHM is providing Rs.10000/- per annum since 2010-11 for the purpose of provisioning a sick bed for boarders and for meeting the cost of medicine, transport and diet of patients as well as meeting the cost of cleaning the environment and the civic amenities available in the hostel like the toilets, urinals and bath rooms.

It was observed that first aid facility is available in case of 41 (93%) sample hostels and this facility has not been created in the remaining three hostels and these three hostels belong to schools under the management of the School and Mass Education Department. As many as 348 (85%) sample boarders revealed that there is first aid facility in their hostels and they are taking of

that. As against 41 hostels having first aid facility, the person in charge of first aid facility has received training in case of 8 (19.51%) hostels.

There is no provision of a room for establishing a sick bed for boarders. However, only one hostel under an EMRS reported to have established a sick bed. Some of the other hostels expressed that they arrange a sick bed temporarily as and when urgency arises. It has been corroborated by the fact that as many as 37 sample boarders relating to 5 sample hostels reported that sick bed provision is there in their hostel. It is good that these five hostels have arranged to make provision of sick bed in their hostels within their available resources.

Interview with boarders revealed that during the past as many as 152 (37.16%) out of 409 sample boarders had suffered from prolonged illness like malaria, chicken pox, cold fever, diarrhoea, jaundice, scabies, stomach pain and etc at different points of time. As many as 48 (32%) of them reported that they were sent home for cure. Prolonged illness of majority of the boarders is taken care of by the hostel authorities, However, there is some truth in the fact that some boarders are sent home for treatment and cure even if the statement of the boarders are taken as true in all cases.

Supervising officers in course of their inspections should look to the aspects that the teacher in charge of first aid should receive training, and boarder suffering from prolonged ailment shall not be sent home for cure.

5.8.2 Health Check-up:

There is provision for routine health check-up of the boarders at regular intervals and for ensuring post vacation health check up within 15 days of return of the boarders from home to hostels after long vacations for detection of malaria parasites. The field study revealed that as many as 36 (81.81%) sample hostels are adhering to hold routine health check up of the boarders and only 6 (13.64%) sample hostels have ensured post vacation health checkups. Leave apart local Doctors and other medical personnel, Hostel authorities are to keep the address and cell number of the local ANM and the ASHA worker to establish immediate contact at the time of urgency. The study revealed that only 26 have either their address or the cell number of which 12 have both their addresses and cell numbers. This implies that as many as 18 (41%) of the hostels do not have even the address or cell number of the local ANM or the ASHA worker.

As many as 6 hostels reported that there had been health hazards among the boarders during the past 5 years and there was death toll in 3 hostels. They have not even kept the complete address and cell numbers of the local AWW and the ASHA worker and also they are not used to post vacation health checkups. . The nature of health hazards reported by these hostels was malaria, brain malaria etc.

All students are to be issued with health cards. 326 (57%) of the boarders and day-scholars interviewed expressed that they have been issued with health cards.

Supervising officers in course of their inspections should look to the aspects that there is regular health check-up of students, they should be issued with health cards and the hostel authorities should keep the detailed address and contact number of the local ANM and the ASHA worker.

5.8.3 General Hygiene:

Prevention is always better than cure for which detailed guidelines and instructions have been issued to all hostels on the hygienic practices to be adopted in hostels as well as boarders and accordingly all hostels are supposed to observe the same in right earnest. Some such aspects have been examined in the following paragraphs.

In regard to maintenance of civic amenities, running water is available to bath rooms, toilets and urinals in only 6 hostels. Although running water facility is not there in all hostels, these are cleaned regularly with disinfectant regularly only in case of 24 (55%)

sample hostels. Provision of a sweeper not being there in all hostels, the boarders and in some cases, CCAs is cleaning the civic amenities on rotation.

The hostel premises were observed to be neat and clean in case of all hostels on the date of visit of the study team. In case of 37 sample hostels the hostel premises was reported to be cleaned by the boarders in rotation and in case of the rest 7 hostels by the sweeper or the CCA.

One sweeper for the school and the hostels can clean civic amenities and hostel premises. It is, therefore, necessary to engage one sweeper for each school. This can be done through part-time engagement and Government may consider providing some funds for the purpose under appropriate head.

Running water is there in kitchens in case of 13 (30%) sample hostels. However detergent is supplied to kitchens for cleaning kitchen utensils in case of all sample hostels which is a good sign.

It was observed that all boarders are cleaning their own utensils after eating their food. While a exclusive set of utensils is provided to each boarder in as many as 28 hostels, no such exclusive set is given in case of remaining 16 hostels. While in the former system a boarder cleans his utensils as neatly as he likes, the later system helps spreading communicable diseases among the boarders. In view of this all hostels should adopt the practice of providing exclusive set of utensils to boarders.

After washing, cloth need be sun-dried in neat and clean places. 11% of the boarders reported that they are drying on grounds and 13% on the walls which are not hygienic. However majority (76%) of the boarders are drying over strings specially provided for the purpose. Further, it was revealed that drying of cloth on the ground or on walls is limited to certain hostels. Care need be taken to see that all hostels should avoid the practice of drying cloth on grounds and walls.

Appropriate drainage system was there in case of 11 hostels only and in case of waste water disposal was a problem.

5.9 Superintendence:

Superintendence relates systematic operation of hostels and maintenance of discipline among the boarders. While school and hostel authorities enforce the same as a matter of routine, supervising authorities have to take appropriate measures by way of conducting inspections at intervals and giving appropriate guidance for improvement in the same.

5.9.1 Routine:

As a matter of regular routine boarders should get up in the morning at a fixed time and be in their rooms in the evening for doing their home exercise. Hostels usually ensure mass prayer by boarders in the morning and evening as a matter of routine. It is good to observe that mass prayer among the boarders is performed in the morning and evening in all hostels including EMRS.

News reading is a medium of enhancing knowledge and awareness of boarders and establishing a routine habit and liking for the same. As many as 128(64%) sample hostels are bringing news papers and magazines hostels. for boarders and there is news reading system in as many as 24 (55%) hostels. All sample EMRSs and Educational Complexes are bring news papers and magazines and adopting news reading system. It is suggested that all hostels should bring news papers and magazines and adopt news reading system in their hostels.

Boarders in hostel are required to maintain some amount of discipline and they should follow a guiding code of conduct prescribed for them. It is observed that in none of the sample hostels a code of conduct for the boarders has been prescribed. It is, therefore, suggested that the hostel authorities should prescribe a code of conduct for their boarders.

5.9.2 Superintendent in Charge:

The Principal in case of EMRSs and the Head Master in case of other schools and educational complexes function as the Superintendent of the ST girls' hostels under them. The Assistant Superintendent should preferably be a female teacher and the position need be held on rotation. As observed in case of 9 (20%) hostels teachers are holding position of Assistant Superintendent by rotation and the reasons assigned is that others are not interested. Male teachers are holding the position of Assistant Superintendent in case 27 (61%) hostels and the reasons assigned are inadequacy of teachers; others are not interested; no female teachers etc.

Analysis of staff position reveals that there are 40 Principals and Head Masters in place of 43 schools. As regards other teaching staff, a total of 239 teaching staff are in position in 43 sample schools including PET, SS and GSS of whom 94 are female teachers thereby availability of female teachers is 2 on an average. Further examination reveals that there are no female teachers in case of 14 schools, 1 (one) female teacher in 10 schools, 2 in 5 schools and 3 or more female teachers in 14 schools. In case of EMRS, and Educational complexes the position is slightly better. Even then in case of one EMRS and one Government managed Educational Complex male teachers are holding the position of Assistant Superintendent even if female teachers are there and in case of one NGO managed Educational Complex there is no female staff for which a male teacher is in charge of Assistant Superintendent. As such, lack of female teachers appears to be a genuine and compelling reason for keeping male teachers in charge of Assistant Superintendent in ST girls' hostels in majority of the cases. More so, there are certain schools where ST girls' hostels are more than one. Where requisite female teachers are available reasons like female teachers not interested is not at all acceptable as this is part of duties and responsibilities of all teachers whether male or female.

In view of above as matter of principle Government should ensure posting of at least two female teachers in the interest of administrative convinces in all Government schools and prevail upon all EMRSs, Government managed Educational Complexes as well as NGO managed Educational Complexes to appoint requisite number of female teachers. At the same time supervisory authorities should ensure keeping of female teachers in charge of Assistant Superintendent.

5.9.3 Coordination:

Block level special meetings of GPs need be convened to discuss matters relating to ST hostels at intervals. As reported such meeting were convened in case of two blocks namely Udala block in Mayurbhanj district and Papadahandi block in Nabarangapur district. Such meetings are not only useful for hostel management but also ensure coordination of different functionaries of line Departments associated with matters relating to hostels. In view of this Supervising officers and more particularly the WEOs should take care to convene special meeting of the GPs at block levels at regular intervals.

Parent-teachers meet is an important forum where school and hostel matters are discussed at length and the parents are briefed about school and hostel matters as well as problems of the students in schools and boarders in hostels so that they can do their best as far as their children are concerned. They also extend their cooperation in regard to resolving problems arising in schools and hostels as well as can act as motivators for fresh admission of children in schools and hostels. It is good to observe that such meetings are held in case of 40 (91%) of the hostels.

In course of interaction with parents, as many as 244 (58%) parents reported to have attended parent-teachers' meeting and 178 (42%) have not attended. The reasons for not attending meeting were other engagements and long

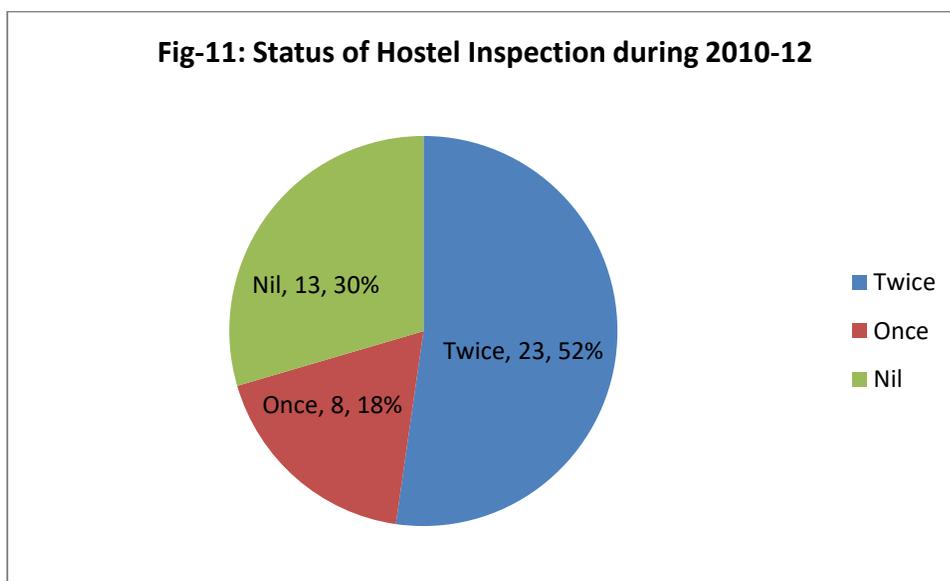
distance in majority of the cases. However, it is good that majority parents have spared time to attend despite their poor economic condition.

Supervising officers should, however, ensure to look to all these aspects in the schools during their school supervision.

5.9.4 Supervision:

There are a number of supervisory officers for undertaking supervision of schools and hostels for the sake of enforcement of discipline as well as giving appropriate guidance for future reference. While Collector is the district head, the supervising officers are one WEO in each block, one ADWO in each sub-division, and one DWO in each district. Besides, there are Special Officers (Micro Projects), PA, ITDA, DI of Schools and CI of Schools having their respective jurisdictions.

Field study revealed that during 2010-11 as many as 24 (55%) out of 44 sample hostels were inspected and during 2011-12 as many as 30 (68%) were inspected by different higher supervising authorities. As many as 13 hostels were not inspected at all during both these years. The factual position reveals that of the 44 sample hostels 23 (52%) were inspected twice during two years, 8 (18%) once and 13 (30%) not at all. The figure presented below gives a visual impression of the status of hostels inspection during the two years 2010-12.



Further examination reveals that hostels under the two sample EMRS were inspected once during two years, one of the two sample Government managed educational complexes was inspected only once and any of the NGO managed educational complexes were not at all inspected.

Information furnished by programme officers looking into the operation and management of ST girls' hostels in course of interaction with them reveals that the number of hostels inspected by them during 2010-11 is not encouraging. This corroborates the factual position revealed from hostels.

There are a number of supervisory officers. It may not be possible for higher level supervisory officers to inspect one all schools and hostels each year. However, the ADWO and WEO can jointly cover all the schools and hostels within their jurisdiction each year. The administrative Department should monitor supervision of schools and hostels at regular intervals in regard to adherence of inspections to prescribed procedures and the norms.

5.9.5 Perception of Parents:

By and large, boarders have expressed that they do not have any problem of safety and security of their stay in hostel and they enjoy their hostel life. However, in course of interaction as many as 85 (20%) parents reported not to be satisfied with the safety and security of their children in hostels and 74 (18%) reported not to be satisfied with the hostel life of their children. The reasons they assign are of the nature of lack of boundary wall, inadequate amenities, no female teachers, girls are not allowed home visit when needed etc.

The points raised by certain parents are factually true to some extent as revealed from study findings. But their perception counts much as it may send a message to other parents and the public at large that may be counterproductive.

There is no doubt regarding various deficiencies in hostels and it will take some time to make good all deficiencies and to make it full proof. Parent-teachers meet is the best forum where all these matters could be discussed and confidence of parents need be created on the safety, security and well being of their children in hostels so that they can carry on with the existing problems keeping in view the future prospect of their children. Here teachers have to play a vital role.

5.10 Social Impact:

Through education a person not merely acquires literacy and skill thereby enjoying better livelihood opportunities and better qualities of life but also he contributes to the well being of the society at large in different dimensions. The present study examined accrual of benefits as a result of education among ST girls. The teachers in schools and the parents in the society are the best person to judge and express their opinion in this regard.

5.10.1 Social Benefits:

Most of tribal families are poor and illiterate. They are not able to read and write as a result of which general awareness is less. They are not also capable of keeping their accounts their own account on many counts. For such purposes they usually depend on others and there is every likelihood of being cheated if they come across unreliable facilitators.

In course of interview as many as 421 (99.76%) of the parents expressed that educated girls of their community are sparing time and extending their cooperation and assistance to illiterate persons of the society in reading and writing letters, news papers, as well as assist those interested in reading and writing as also explain things happening around etc. Similarly, 387 (91.71%) parents expressed that educated girls of their community are sparing time and extending their cooperation to assist illiterate persons not capable of counting and keeping their day to day accounts in settling their problem when so arises. Such assistance is not in the form of formal maintenance of records but up to the satisfaction of the persons in problem.

5.10.2 Quality of Life:

People in the society enjoy better qualities of life on many counts. It is the resultant effect of many factors and there is no upper limit to that. However, the more we avoid bad practices and adopt good and innovative approaches, better we enjoy quality life. Among the tribal community there are some age old practices that hinder enjoying good quality life such as consumption of alcohol, performing child marriage, open defecation, blind beliefs and the many. It is not possible to bring a total change overnight. The process has to be gradual and there need be persuasion and encouragement from within them. Keeping this in view, a pertinent question was asked to sample parents as to their

overall opinion if families with educated women members are inclined to prefer adopting selected practices that have positive impact on the qualities of life and the opinion of sample parents giving positive response is presented in the following table.

Table No.5.14: Parents' Opining on Family Practices having Positive Impact on Quality of Life.

Sl (1)	Nature of Practices (2)	No of Parents (3)	Percentage (4)
1	Reduction of child marriage	422	100
2	Reducing consumption of alcohol	422	100
3	Construction of household latrine	422	100
4	Improved health and hygiene practices	422	100
5	Preferring small family norm	422	100
6	Taking child and maternal care	393	93
7	Protecting the environment	422	100
8	Removing blind beliefs	422	100
9	Reducing sacrifice of wild animals	404	96
10	Acquisition of skill among women	422	100
11	Increasing general awareness	422	100
12	Setting long term vision	404	96
13	Planning for future	422	100

Table above reveals that majority of the parents opine that families with educated women members to prefer adopt selected practices that have positive impact on the qualities as compared to other families. This does not necessarily mean that rest of the families are not doing so at all. However, this gives an indication that education of ST girls has a positive impact on the qualities of life enjoyed by their family.

5.10.3 Women Empowerment:

Women in general and the ST women in particular are deprived of their legitimate rights in the society and subjected to various kinds of exploitation due lack of ability to participate in different walks of life on account of their ignorance, lack of confidence and lack of support from outside. Education is an effective instrument to creating knowledge and awareness, developing skill and confidence and also taking self defence. Keeping this in view, a pertinent question was asked to sample parents as to their overall opinion if families with educated women members are inclined to exercise their rights that have positive impact on women empowerment and the opinion of sample parents giving positive response is presented in the following table.

Table No.5.15: Parents' Opinion on Family Practices having Positive Impact on Women Empowerment.

Sl (1)	Nature of Rights (2)	No of Parents (3)	Percentage (4)
1	Enjoying the freedom of speech	422	100
2	Raising voice against exploitation	422	100

Sl	Nature of Rights	No of Parents	Percentage
(1)	(2)	(3)	(4)
3	Women Participation in Dev Process	421	99
4	Associating women in group activities	404	96
5	Preferring formal labour market	47	11
6	Reducing gender inequity	393	93
7	Women Participation in Pol System	422	100
8	Participate in taking decisions	421	99
9	Enjoying women rights in the society	422	100
10	Enjoying economic independence	422	100

Information gathered from sample parents reveal that families with educated women members prefer to exercise their rights in the society in different walks of life except the item relating to regulated labour market. This is because of the fact that they can prefer regulated labour market provided this opportunity is there around them. But, mostly tribals live in remote areas and regulated labour markets are hardly available there. The overall position does not necessarily mean that rest of the families are not exercising their rights at all. However, this gives an indication that education of ST girls has a positive impact on the empowerment of women in the society.

5.10.4 Boarders & Day-scholars:

While a group of ST girls are boarders in hostels the rest are attending as day-scholars as a result of which they are living in two different environments. Their study atmosphere, social environment, life style, and opportunities etc accordingly differ. As a result, there may be some difference in various qualities they acquire and possess. Keeping this in view, school authorities were asked give their overall opinion as to if boarders or the day-scholars are in better possession of selected qualities as far as these are relevant to students. Of the 43 sample schools, 6 were completely residential and the views expressed by 37 schools is presented in the following table.

Table No.5.16: Opinion of Teachers on Better Quality Performance of Boarders and Day-scholars.

Sl	Item	Schools Opined in Favour of		
		Boarders	Day-scholars	Both
(1)	(2)	(3)	(4)	(5)
1	Punctuality	29	2	6
2	Disciplined	25	2	10
3	Obedience	18	2	17
4	Well organised	29	3	5
5	Cleanness	25	2	10
6	Co-operative	22	1	14
7	Self dependence	20	4	13
8	Knowledgeable	20	4	13
9	Team Spirit	29	3	5

Sl	Item	Schools Opined in Favour of		
		Boarders	Day-scholars	Both
(1)	(2)	(3)	(4)	(5)
10	Sportive	25	2	10

Information gathered from 37 sample schools reveals that there is some difference in possession of selected qualities by boarders as compared to over day-scholars. In regard to obedience, self dependence and knowledge there is no marked difference among them as in case of other qualities. However, better possession of such qualities by boarders as compared to day-scholars is mainly due to regulated and group life of boarders in hostels.

5.11 Involvement of PRI Members::

Involvement of PRI members in the operation and management of schools and hostels is essentially required for ensuring effective coordination with parents, as also different agencies proding support services for schools and hostels. It was good to observe that as many as 88 (99%) out of 89 PRI members contacted had visited schools and hostels in various connections like meetings of school management committee, school parent-teachers meet, monthly meetings, annual sports, annual functions, welcome meeting, prise distribution, festive occasions national day celebrations etc. As many as 86 (98%) of them had visited inside the schools and hostels in connection with checking MDM, interaction with boarders, and teachers etc. Most of the PRIs had expressed good opinion about the school and hostel management as well as the responsibly discharged by teachers.

5.12 Views and Opinions:

In course of the field study, views and opinion of the school teachers, parents, PRI members as well as programme officers associated with the operation and management of schools and hostels were sought for and they have indicated certain persisting problems and given some valuable suggestions based on their past experience. Many of the persisting problems of schools and hostels like inadequate infrastructure, lack of facilities and amenities have already been established through this study by way of field observations. However, some pertinent aspects highlighted by them over and above what has been established are presented here.

5.12.1 Persisting Problems:

- Majority of the teachers are not staying within school premises or within 3 km from schools.
- Some teachers are not dedicated to their duties.
- There is lack of co-ordination among officials of RWSS, Electricity and school authorities for ensuring proper maintenance of the school and hostel infrastructure, facilities and amenities.

5.12.2 Suggestions:

- Latrine should be provided in hostels in the 1:10 ratio.
- Separate boundary wall should be there for Boys' and Girls' hostels functioning in one complex.
- All schools / hostels should be electrified and Generators and solar lanterns need be supplied to all hostels.
- All schools and hostels should be provided with approach roads.
- Monitoring committee at the district and State levels should be formed for regular monitoring.
- Special incentives should be given to teachers in charge of hostel.
- Bore wells need be constructed in all hostels.

- Security arrangement should be there in each hostel.
- Hostel boundary walls need be raised to 10 feet height
- Text book for students should be made available timely.
- Bench and desk for students should be provided in all schools.
- Education on vocational trades should be introduced in schools.
- There should be evolved and introduced course curriculum of tribal art and culture
- Existing rules for engagement of CCAs be revised and they need be transferable.
- There should be district transfer of local teachers.
- PSHs functioning under SME Department should be under the administrative control of SSD Department.
- Medical facility need be provided in line with Navodaya sBidayalaya.
- Subsidized ration should be supplied centrally by opening an exclusive fair price shop.
- There should be posted a clerk to see to the matters relating to hostels.
- .All construction and maintenance estimates need be provided to the HM / SMC before taking up works.
- A hostel warden in each hostel may be posted exclusively to look after hostel management.
- Hostel management may be separated from teaching staff.
- Grants for all ST girls' hostels under SSD Department as well as SME Department should be placed at the disposal of DWO.
- Appropriate training should be given on hostel management to teachers in charge.
- Separate library-cum- reading room and a game-cum-sports room facility should be there in hostels..
- The rate of scholarship for ST/ SC boarders in all schools under the Government should be equal.
- Existing disparity and anomaly in the structure of payment salary to Cook, Peon, and CCA need be removed.

5.12.3 Recommendation:

Keeping in view the persistent problems indicated and the suggestions given above the following steps could be taken by Government.

- In regard to teachers not staying at headquarters and not devoted to their duties, their supervisory officers should keep vigilance over their activities and take exemplary action against them for defaults on their part so that it will have good effect on others.
- Regarding lack co-ordination among officials of RWSS, Electricity and school authorities for ensuring proper maintenance of the school and hostel infrastructure, facilities and amenities coordination problems if any can be sorted out in monthly review meetings at block and district levels..
- All suggestions for development of schools and hostels are very good and Government may consider fulfilling the same in a phased manner. However due care be taken to see that the expenditure incurred is judicious and meaningful. As an example generator should be supplied to places electrified to meet the need during electrical failure or else to run

TV if a set is there. However, introduction of vocational training and course curriculum on tribal art and culture will be quite useful.

- All other suggestions appear to be good. However, all these are of administrative nature. As such, decisions are to be taken by administrative authorities keeping in view the existing provisions and the justification behind that, the reasonability and justifications behind the proposed suggestions as well as the feasibility for making any changed in the existing provisions etc.

5.13 SWOT Analysis:

Each system is associated with certain strengths, weaknesses, opportunities and threats (SWOT) that regulates the path of the system as also its growth process. SWOT analysis of the system helps the managers to adopt appropriate strategy to for taking best advantage of the strengths and opportunities as well as to overcome the associated weaknesses and the threats. The associated strengths, weaknesses, opportunities and threats (SWOT) of the system of establishment of ST girls' hostels in Odisha as it revealed through the field survey are presented below for reference and guidance of programme managers..

a) Strengths:

- Adequate ST students both boys and girls are available for enrollment in schools and and their stay in hostels in the TSP areas.
- Government is keen for the development of STs particularly in the field of their education.
- Funds are available from different sources for the development of TSP areas as also the tribal community.
- Minimum infrastructure is available for education of ST children in and their stay in hostels where home distance is more..

b) Weaknesses:

- ST people are developing dependency syndrome.
- Lack of awareness among ST community regarding the value of education in building a modern society.
- Traditional culture of tribal community sometimes hinders development process.
- Steps taken for motivating members of ST community is not adequate..

c) Opportunities:

- The innovative Educational Complexes run by Government as well as the NGOs provides educational opportunities for children of the primitive tribal groups at the door step.
- ST boys and girls can avail higher educational opportunities in EMRS exclusively open for them.
- Various provisions have been made and opportunities created for the members of the ST community and particularly the women for their participation in the main stream of development process and women empowerment.
- Adequate opportunities have been created for reducing the existing gap in total literacy and the ST literacy and more particularly the ST women literacy.

d) Threat:

- Due to lack of adequate awareness there is lack of adequate appreciation among the tribal community about the resultant effect of the development process in the long run..

- Due to poverty and illiteracy, there is possibility of exploitation among tribals and they being misguided.
- There is usually poor response from parents for providing education to ST students, and particularly their daughters.

CHAPTER – VI

CONCLUSIONS AND RECOMMENDATIONS

Based on field observations as well as feedbacks received from school and hostel authorities, boarders, day-scholars, parents, and interaction with PRI members, and the programme officers associated in the process of establishment and operation of ST girls' hostels in Odisha, certain conclusions have been drawn on the system of operation of the programme ST girls' hostel in the State and appropriate recommendations have been given below which may help taking policy initiatives for streamlining the system of establishment of hostels for ST girls in the State and bringing in improvements in the same.

6.1 Summary Conclusions:

- By end of March 2011 as many as 3961 ST girls' hostels were operating in the State under different schools of SSD and SME Departments of which 1942 were 40 seated and 2019 were 100 seated each. Apart from hostels under Government Departments, there were as many as 11 ST girls' hostels under EMRS, 19 under Government managed Educational Complexes, and 16 under NGO managed Educational Complexes.
- For the purpose of the present study, a sample of 44 ST girls' hostels operating under 43 schools spread over the entire State was taken. The sample included 36 Government managed hostels of which 19 were 40 seated and 100 seated each, 2 hostels under EMRS, 2 under Government managed Educational Complexes and the remaining 2 were hostels under NGO managed Educational Complexes located in 16 districts in Odisha.
- In course of field visit information was collected from as many as 43 sample schools, 44 sample hostels, 409 sample boarders, 165 sample day- scholars, and 422 sample parents. Besides, views and opinion of local PRI members and the programme officers associated with establishment, operation and management of ST girls' hostels in the district was also obtained (2.8).
- The total sanctioned seats in the sample hostels were 3980 against which the total occupancy was 4098 during 2011-12 registering an overall occupancy rate of 103%. Even then, there is demand for seats in ST girls' hostels from day-scholars (4.4).
- Even though there are Government orders to keep both boys and girls prosecuting primary education in 40 seated hostels, it was factually observed that out of 19 sample 40 seated hostels 8 were occupied by girls only, 8 by both boys and girls and the remaining 3 by boys only. There are ST girl day-scholars desirous staying in hostel where hostels have been occupied by boys only (4.1).
- In case of 12 sample schools accommodation was adequate and it was considered inadequate in case of 31 schools (4.3).
- Only 11 out of 43 sample schools are having play grounds and the remaining 32 do not have (4.3).
- In case of 10 co-educational schools, there is no separate toilet or urinal for girls (4.3).
- Staff quarters are there in case of 18 sample schools and the remaining 25 (58%) sample schools are going without staff quarters (4.4).
- Living rooms were observed to be inadequate in a number of cases. However, hostel accommodation was reported to be inadequate in case of 12 hostels (3.5.1).
- Out of 44 sample hostels, as many as 35 have compound walls of which 33 are pucca and the remaining are barbed wire fencing. Of the 35 compound walls 13 are in damaged condition which need early repair (4.5.2).

- The campus of 10 (29%) out of 35 sample hostels having compound walls are separate from the school campus (4.5.2).
- Common room facility for boarders for news reading, viewing TV etc is available in case of 5 hostels only. An office room facility is available in case of 8 hostels. Both office room and reading room facility was not available in any one of the sample hostels (4.5.3).
- Store room for keeping of cooking materials was available in case of 29 sample hostels only. Provision of cooking space was there in case of 23 hostels. Dining space was available in case of 15 hostels only. All 5 facilities like an office room, a reading room, store room, kitchen and a dining hall are not available in any one of the sample hostels (4.5.4).
- Due to damaged or poor condition of toilets, the boarders face difficulties and prefer to go for open air defecation (4.5.5).
- In certain cases toilets are located away from the main residential complex use of which invites problem of safety, security and risk for boarders during night time. No bath room facility is there in case of 14 hostels (4.5.5).
- As many as 42 hostels are having one or more water sources whereas two hostels do not have any water supply source at all for which boarders are using the nearby stream as their water source (4.6).
- The distance of soak pits from dug wells is less than 30 feet in all the cases of hostels (4.6).
- There are over head tanks in case of 21 hostels 18 of which are cleaned at recommended interval of 3 months and only 4 (four) out of 44 sample hostels have the provision of water purifiers (4.6).
- In case of 12 hostels, there is no electrical connection for which boarders in these hostels are using lantern and solar lantern in the night. Solar lanterns have not been supplied two sample hostels even if they have not been electrified whereas the same has been supplied to a number of hostels which have been electrified (4.7).
- The amount of fuel component included in the pre-matric scholarship was reported to be adequate in case of 17 (39%) sample hostels and others are managing with some internal adjustment of the scholarship amount (4.7).
- Availability of cots is 47.56 per cent of the total sanctioned strength of boarders and 58.25 per cent of the sanctioned strength of boarders in hostels where cots are available. Cots are not available as per the sanctioned strength of boarders in all hostels where it is available (4.8.1).
- Cots are available as per the sanctioned strength of boarders only in 11 sample hostels and its provision is less than the sanctioned strength in case of 25 hostels (4.8.1).
- Apart from saving of space, use double décor cots is associated with many problems like obstruction of light and ventilation, difficulty in using ceiling fan, room congestion, problem of climbing and using personal effects, operational risk of the upper bed, difficulty in using mosquito net, problem of lifting and transportation etc (4.8.1).
- Mosquito nets are available for 85.18 per cent of the total sanctioned strength of boarders and 94.43 per cent of sanctioned strength of boarders where nets are available (4.8.1).
- Steel trays are available for 53.92 per cent of the total sanctioned strength of boarders and 81.29 per cent of sanctioned strength of boarders where steel trays are available (4.8.1).
- Other amenities like gadi, bed sheet, blanket, sataranji, towel, and glass etc which are not uniformly supplied to all hostels and limited hostels are supplied with these amenities (4.8.1).

- Honda or kadei and other cooking appliances are available in 42 (95.45%) sample hostels (4.8.2).
- The study revealed that buckets are available in as many as 29 sample hostels in 441 numbers and lotas in 14 sample hostels in 904 numbers (4.8.2).
- Minimum office furniture is not available in majority of the hostels for hostel administration and for safe keep of records (4.8.2).
- There has been some improvement in the overall dropout rate and substantial improvement in the dropout rate of the ST girls over the five year period (5.2.1).
- Dropout among the girls is more which mostly on account of their family problems, followed by rendering domestic work, their homesickness and early marriage (5.2.2).
- There are as many as 11 classes in sample schools where the number of students are less than 10 and 68 classes have enrolment less than 20. Enrolment in a feeder class is vitally important rather than enrolment in other classes (5.2.3).
- Even though the average enrolment in Class-I was 37 in sample schools, the enrolment in as many as 11 (31.4%) of these schools was less than 20 in the said class that matters (5.2.3).
- Some parents have some gender bias in sending their children to schools which they do not like to reveal publicly (5.2.4).
- Approximately 1.74 per cent of enrolments are from among the out of school children among whom girls are more than the boys (5.2.5).
- The reasons of out of school children are mainly attributed to lack of consciousness of parents regarding the benefit of education, family problem, role of children to render domestic help etc (5.2.5).
- The percentage of attendance in school during 2010-11 was 60 in case of 1 (one) out of 43 sample schools, 24 had attendance in between 60% to 80% and the remaining 18 had their attendance above 80%. This gives a good indication of the impact of ST girls' hostels on the percentage of attendance in schools (5.2.5).
- The average home distance of boarders is 7.9 Km whereas that of day-scholars is 2.3 Km. It implies that hostel facility helps avoiding travelling by boarders from distant places (5.2.7).
- Out of 574 students interviewed 550 were reading in Odia medium schools of them 185 (33.64%) speak in Odia in their families and from among the remaining 365 students as many 228 (55.89%) expressed to have faced some language problem in schools. However, in majority of the cases teachers try to explain them in local language (5.2.8).
- Information gathered from parents reveals that the rise in the total literacy of schedule tribes sending their children to schools had been to the extent of 21.73% over the past ten years against which that among males was 16.14% and that among females was 26.71% that gives to believe that establishment of ST girls' hostels has positive impact on literacy (5.3).
- It emerges that families having some educational background usually avail educational opportunity in more number than others (5.3).
- Scholarship for ST girls has a greater impact on their education (5.3.1).
- Deviations to admission procedures have been observed in case of EMRS as far as admission to Classes-VI, VII & VIII are concerned (5.5.1).

- As many as 31 (83.78%) sample schools have displayed enrolment and attendance figures, 12 (32.43%) hostel accommodation and occupancy figures which are mandatory for them (5.5.2).
- Wall magazines have been displayed in case of only 15 (34.88%) sample schools (5.5.2).
- Most of Head Masters and Hostel Superintendents have arranged their accommodations on rent where quarters are not available. However, as many as 5 Head Masters and 6 Hostel Superintendents are staying in class rooms or in hostels (5.5.3).
- A good thing emerges that as against 377 numbers of sanctioned posts in the sample schools, the number in position is 362 (96%) (5.5.4).
- Head Master in majority of the schools is a male person and among the teaching staff other than the Head Master, the representation of females is only 94 (39%) out of 239 teachers some of whom are Sikshya Sahayaks or Gana Sikshya Sahayaks (5.5.4).
- All hostels are maintaining the cash book as well as the stock of expenditure of food articles where as the rest of the registers are not maintained by one and all hostels (5.5.5).
- As many as 19 (43.18%) sample hostels are not maintaining gate book and 13 (29.55%) hostels are allowing male members and male authorities to visit hostels alone. This is also corroborated by the fact that as many as 118 (28.85%) of the sample boarders have revealed that male visitors as well as male authorities are visiting hostels alone (5.5.6).
- As many as 189 ((46%) of sample boarders express that they need extra classes for them and 40 (21%) of them expressed that extra classes were arranged for them free of cost and they have availed the benefit (5.5.7).
- It emerged that as many as 20 (11%) out of 189 boarders have availed extra coaching from teachers on payment of tuition fee which is highly irregular in the face of provision for free extra coaching for slow learning boarders (5.5.7).
- 41 sample schools have displayed one map or other in conspicuous places. While 17 schools have displayed world map, 31 displayed India map, 41 displayed Odisha map and only 12 schools have displayed respective district map (5.6.1).
- Sample schools do not have provision to train students in any vocational trades (5.6.1).
- Play ground is there only in case of 11 schools which is likely to be a constraint for students in most of the schools to practise games and sports as well as taking up physical exercises (5.6.2).
- As many as 19 schools are there where facility for computer education is there (5.6.2).
- During 2011-12 funds have been provided to each school to conduct career counselling for students. By the time of field survey as many as 6 schools had received funds and 5 schools had conducted career counselling programmes (5.6.2).
- Existing staff quarters are not sufficient for teachers (5.7.1).
- The water supply facilities and civic amenities provided in the hostel is not adequate (5.7.3).
- Hostel amenities provided to boarders for their personal use are not all adequate (5.7.4).
- As many as 14 (44%) such hostels expressed that the electricity component provided in the scholarship is sufficient and it is not sufficient in case of remaining 18 (56%) sample hostels (5.7.5).

- Fuel component provided in the scholarship is sufficient in case of 17 (39%) sample hostels and not sufficient in case of remaining 27 (61%) sample hostels (5.7.5).
- Food component provided in the scholarship is sufficient in case of 16 (36%) hostels and not sufficient in case of remaining 28 (64%) sample hostels (5.7.5).
- As many as 28 hostels raise kitchen garden from which they get vegetables that supplement the food component to certain extent (5.7.5).
- Hostel authorities, programme managers and the PRI members have suggested for enhancement of the scholarship amount for boarders in Government hostels so that there is not constraint of funds in management of hostels (5.7.5).
- First aid facility is available in case of 41 (93%) sample hostels and not available in case of rest 3 sample hostels under the School and Mass Education Department. Only at 8 (19.51%) places teachers in charge of first aid facility have received training (5.8.1).
- During the past, as many as 152 (37.16%) out of 409 sample boarders had suffered from prolonged illness and as many as 48 (32%) of them reported that they were sent home for cure (5.8.1).
- As many as 326 (57%) of the sample boarders and day-scholars interviewed expressed that they have been issued with health cards (5.8.2).
- There being no sweeper in all hostels, the boarders and in some cases, CCAs are cleaning the civic amenities and the hostel campus on rotation (5.8.3).
- While a exclusive set of utensils is provided to each boarder in as many as 28 hostels, no such exclusive set is given in case of remaining 16 hostels (5.8.3)
- Appropriate drainage system was there in case of 11 hostels only and waste water disposal was a problem in case of other (5.8.3).
- As many as 128 (64%) sample hostels are bringing news papers and magazines to hostels. for boarders and there is news reading system in as many as 24 (55%) hostels. All sample EMRSs and Educational Complexes are bringing news papers and magazines and adopting news reading system (5.9.1).
- None of the sample hostels have prescribed a code of conduct for their boarders (5.9.1).
- Scholarship for ST girls plays the role of a prime mover in the enrolment of ST and SC girls in schools and their stay in hostels. Majority of the sample boarders have admitted this by expressing that they would not have attended schools and stayed in hostels had there been no provision of scholarship for them. (5.7.5)
- The rate of scholarship prescribed for boarders in hostels under different category of schools like Government schools, EMRSs, Government managed complexes, and NGO managed complexes differ. . (5.7.5)
- In all 32 (73%) out of 44 sample hostels are electrified at present. Authorities in as many as 14 (44%) such hostels expressed that the electricity component provided in the scholarship is sufficient and it is not sufficient in case of remaining 18 (56%) sample hostels. . (5.7.5)
- As regards fuel, the amount provide in the scholarship is sufficient in case of 17 (39%) of the sample hostels and not sufficient in case of remaining 27 (61%) sample hostels. . (5.7.5)

- As regards the food component, as many as 16 (36%) hostels have expressed that the amount provided in the scholarship is sufficient and it was not sufficient in case of remaining 28 (64%) of the sample hostels. . (5.7.5)
- Hostel authorities, programme managers and the PRI members have suggested for enhancement of the scholarship amount for boarders in Government hostels. . (5.7.5)
- As many as 128(64%) sample hostels are bringing news papers and magazines to hostels. for boarders and there is news reading system in as many as 24 (55%) hostels. (5.9.1)
- In none of the sample hostels a code of conduct for the boarders has been prescribed. (5.9.1)
- In case of 9 (20%) hostels teachers are holding position of Assistant Superintendent by rotation and the reasons assigned is that others are not interested. (5.9.2)
- Male teachers are holding the position of Assistant Superintendent in case 27 (61%) hostels and the reasons assigned are inadequacy of teachers; others are not interested; no female teachers etc. (5.9.2)
- Block level special meetings of GPs need be convened to discuss matters relating to ST hostels at intervals. Such meeting were convened in case of two blocks namely Udala block in Mayurbhanj district and Papadahandi block in Nabarangapur district.(5.9.3)
- Parent-teachers meet is an important forum where school and hostel matters are discussed at length and the parents are briefed about school and hostel matters as well as problems of the students in schools and boarders in hostels so that they can do their best as far as their children are concerned. It is good to observe that such meetings are held in case of 40 (91%) of the hostels. .(5.9.3)
- As many as 244 (58%) parents reported to have attended parent-teachers' meeting and 178 (42%) have not attended. .(5.9.3)
- Field study revealed that during 2010-11 as many as 24 (55%) out of 44 sample hostels were inspected and during 2011-12 as many as 30 (68%) were inspected by different higher supervising authorities.(5.9.4)
- As many as 13 hostels were not inspected at all during both these years. .(5.9.4)
- It further reveals that of the 44 sample hostels 23 (52%) were inspected twice during two years, 8 (18%) once and 13 (30%) not at all. .(5.9.4)
- As many as 85 (20%) parents reported not to be satisfied with the safety and security of their children in hostels and 74 (18%) reported not be satisfied with the hostel life of their children and the reasons of their dissatisfaction are of the nature of lack of boundary wall, inadequate amenities, no female teachers, girls are not allowed home visit when needed etc. .(5.9.5)
- As many as 421 (99.76%) of the parents expressed that educated girls of their community are sparing time and extending their cooperation and assistance to illiterate persons of the society in reading and writing letters, news papers, as well as assist those interested in reading and writing as also explain things happening around etc.(5.10.1)
- As many as 387 (91.71%) parents expressed that educated girls of their community are sparing time and extending their cooperation to assist illiterate persons not capable of counting and keeping their day to day accounts in settling their problem when so arises. .(5.10.1)
- Among the tribal community there are some age old practices that hinder enjoying good quality life such as consumption of alcohol, performing child marriage, open defecation, blind beliefs and the many.

- Majority of the parents opine that families with educated women members to prefer adopt selected practices that have positive impact on the qualities as compared to other families. This gives an indication that education of ST girls has a positive impact on the qualities of life enjoyed by their family.
- Families with educated women members prefer to exercise their rights in the society in different walks of life .This gives an indication that education of ST girls has a positive impact on the empowerment of women in the society. (5.10.3)
- Information gathered from 37 sample schools reveals that the boarders are in possession of some selected qualities like punctuality, discipline, well organised, self dependence, team-spirit, cleanness etc. better than the day-scholars. (5.10.4).
- Better possession of such qualities by boarders as compared to day-scholars is mainly due to regulated and group life of boarders in hostels. (5.10.4).
- It was good to observe that as many as 88 (99%) out of 89 PRI members contacted had visited schools and hostels and as many as 86 (98%) of them had visited inside the schools and hostels in connection with checking MDM, interaction with boarders, and teachers etc. .

6.2 Recommendations

- ST and SC Development Department to see that ST girls are not deprived of their opportunity to stay in hostels specifically established for them and occupied boy boys as in case of 3 sample hostels (4.1).
- Separate toilets for girls should be constructed in co-educational schools on priority basis where it is not there and damaged toilets meant for girls should be repaired soon (4.3).
- Government may consider providing staff quarters for the Head Master, the Assistant Superintendent and the Night Watcher for each of the schools in the first instance (4.4).
- Compound wall for hostels not having the same need be constructed soon and while taking up further construction of compound walls for the ST girls' hostels care should be taken to separate hostels from the school campus as far as possible (4.5.2).
- An office room, a reading room, store room, kitchen and a dining hall in a hostel is essential for boarders. Though these 5 facilities are essential for the boarders, there may be constraints of space, funds etc. Government may consider constructing a complex in each hostel with these 5 facilities in a phased manner. If there be resource and space constraints, a single hall can be used for reading as well as for dining purposes (4.5.4).
- Government should ensure provision of toilets and bath rooms in one and all ST girls' hostel and their up-keep and at the same time hostel authorities should create adequate awareness among boarders on the use and benefit of using civic amenities and motivate them for using the same regularly (4.5.5).
- Construction of soak pits should be as per the advice of the public health engineers and preferably beyond a distance of 30 to 35 feet from dug wells (4.6).
- Hostel Superintendents should see that all overhead tanks are cleaned and disinfected at a minimum interval 3 months and dug wells should also be disinfected at intervals (4.6).
- Government may consider supplying water purifiers to all hostels or else hostels can purchase the same out of savings from the scholarship amount. In any case water sources should be disinfected regular intervals of 3 months and boarders should be advised to drink boiled water (4.6).

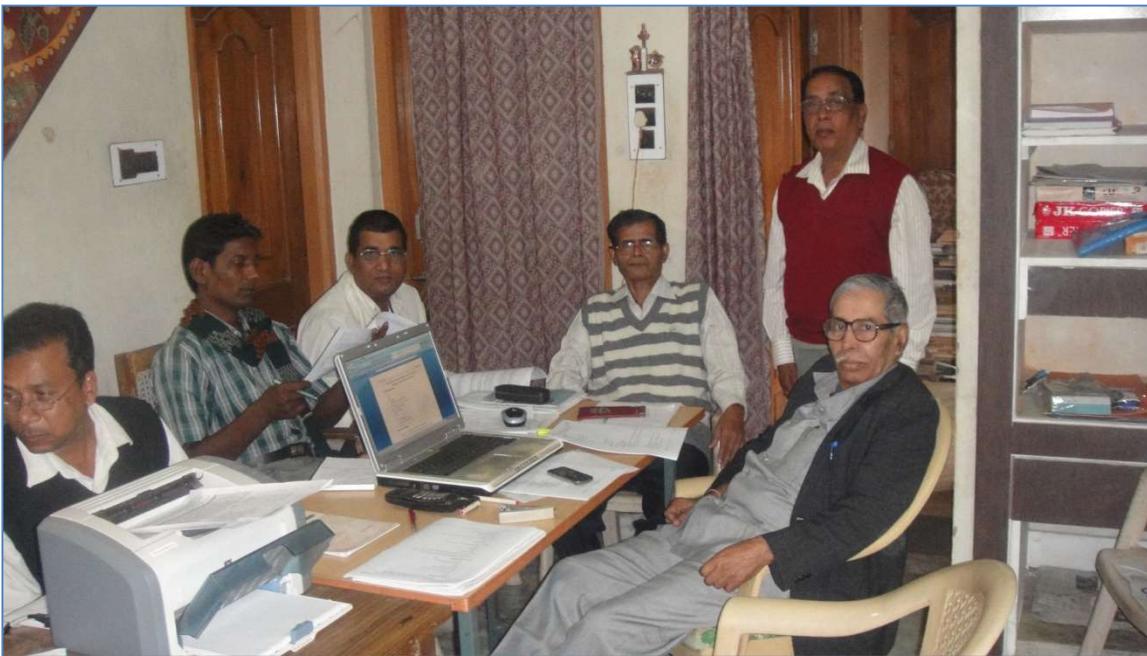
- Administrative authorities should ensure supply of solar lanterns to hostels not electrified on priority basis (4.7).
- For ensuring uniform treatment of all boarders, cots should be provided in full to a hostel in one instalment and existing short-fall should be made good at the first instance (4.8.1).
- If there be no problem of space, provision of single décor cots should be preferred. Besides, one hostel should be provided with exclusively single or double décor cots only. If there be both categories of cots in one hostel both categories of cots should not be used in one room (4.8.1).
- Care should be taken to see that nets are supplied to make good the short fall in a hostel at the first instance (4.8.1).
- Short fall in supply of steel tray should be made good at the first instance (4.8.1).
- One of the alternate approach to provide all hostel amenities to all boarders at less cost is to finalise a list of amenities, ask the boarders to bring the same and the average annual replacement cost be provided to them (4.8.1)..
- Cooking utensils and appliances as per requirement need be supplied early to all hostels where these items have not been supplied (4.8.2).
- Bathing pots as per requirement need be supplied early to all hostels where such items have not been supplied (4.8.2).
- Minimum office furniture may be supplied to hostels not already supplied with the same (4.8.2).
- Government may prescribe a threshold level of enrolment to a feeder class and all possible attempts should be made to enhance enrolment in absence of which running of schools in question may not be viable. Some possible strategies for increasing enrolment may be (a) to include the item in the agenda of parent-teaches' meet, (b) the PRI Members, local ANM, ASHA Worker and the AWW having their wider public contact can utilise their good offices for motivating parents, and (c) above all, an "Admission Mella" could be organised to mobilise higher enrolment in feeder classes (5.2.3).
- It is necessary to intensify with much vigour the drive to bring out of school children to schools (5.2.5).
- To overcome language difficulty in tribal schools, a play school could be there prior to regular admission in schools (5.2.8).
- There should be a drive to enrol more number of students be it a boy or girl from less educated families (5.3).
- Supervising officers should ensure display of notice board with relevant details as also the wall magazine in schools (5.5.2).
- Care should be taken to see that teachers should avoid staying in hostels and class rooms (5.5.3).
- There is need for construction of staff quarters particularly for teachers in more numbers (5.5.3).
- Appointing authorities may keep in mind to appoint more number of lady teachers to schools having girls' hostels so that a lady teacher can be available for the purpose remaining in charge of Assistant Superintendent conveniently (5.5.4).
- Supervising officers should, therefore, enforce regular maintenance of all the prescribed registers hostels (5.5.5).
- Maintenance of gate book and visit of male members to hostels accompanied by female staff should be strictly ensured with a view to avoiding any unto do situation in future (5.5.6).
- Higher authorities should enforce free extra coaching for slow learning boarders and exercise ban of extra coaching to boarders on payment (5.5.7).

- Schools should also display district, Odisha, India and world maps in conspicuous places in order of priority for benefit of students and district authorities may arrange to supply district map to all schools (5.6.1).
- All schools should try to participate in formation of voluntary groups like scouts, guide etc as far as possible (5.6.2).
- Scholl authorities should increase the number of awareness programmes for students (5.6.2).
- Availability of quarters for teachers being less in number more quarters for teachers should be constructed (5.7.1).
- Hostel amenities for all boarders should be supplied within a reasonable time frame and supply of mosquito net to all boarders should be the first priority and particularly children reading in lower classes should deserve priority (5.7.4).
- Use of amenities of the nature of personal effects like bed, net, bed sheets, gadi, and blankets on sharing basis is not at all healthy practices which need be discouraged in hostels as these are means of spreading communicable diseases (5.7.4).
- The question of enhancing scholarship boarders may be taken up separately by an expert committee (5.7.5).
- Supervising officers should arrange first aid training for the teachers in charge and boarder suffering from prolonged illness shall not be sent home for cure (5.8.1).
- Supervising officers should ensure regular health check-up of students and issue health cards and the hostel authorities should keep detailed address and contact number of the local ANM and ASHA worker (5.8.2).
- Hostels should adopt the practice of providing exclusive set of utensils to boarders (5.8.3).
- One sweeper may be engaged on part-time basis who can clean civic amenities and the campus of the school and hostels (5.8.3).
- Hostels should bring news papers and magazines and adopt news reading system (5.9.1).
- Hostel authorities should prescribe a code of conduct for boarders (5.9.1).
- The rate of scholarship for ST and SC boarders under Government schools has been revised with effect from 01.05.2011 and that under EMRS from 01.12.2011. The question of enhancement of scholarship involves a detailed exercise with special reference to price of commodities and the prevailing price index to arrive at a definite conclusion. In view of this it is suggested that the question of enhancing scholarship boarders may be taken up separately by an expert committee. (5.7.5)
- All hostels should bring news papers and magazines and adopt news reading system in their hostels.(5.9.1)
- The hostel authorities should prescribe a code of conduct for their boarders. (5.9.1)
- Government should ensure posting of at least two female teachers in the interest of administrative conveniences in all Government schools and prevail upon all EMRSs, Government managed Educational Complexes as well as NGO managed Educational Complexes to appoint requisite number of female teachers. At the same time supervisory authorities should ensure keeping of female teachers in charge of Assistant Superintendent. (5.9.2)
- Supervising officers and more particularly the WEOs should take care to convene special meeting of the GPs at block levels at regular intervals to discuss matters relating to ST hostels.(5.9.3)

- Supervising officers should ensure holding of parent-teacher meet in the schools during their school supervision. .(5.9.3)
- The administrative Department should monitor supervision of schools and hostels at regular intervals in regard to adherence of inspections to prescribed procedures and the norms. .(5.9.4)



Picture-01: Discussions on Study Modalities in SCSTRTI, Bhubaneswar.



Picture-02: Study Team Receiving Training from SAHAYEEKA, Bhubaneswar.



Picture-03: Director, SCSTRTI, Briefing the Study Team Before Field Visit.



Picture-04: Solar Lanterns are being Recharged in Educational Complex, Gonasika.



Picture-05: Flower Garden Raised in GHS, Suakati.



Picture-06: Mango Orchard Raised in EMRS, Danagadi.



Picture-07: Spacing of Double Décor Cots in STGH, GHS Trilochanpur.



Picture-08: Boarders Taking Meals on Varendra due to lack of Dining Hall, GHS, Trilochanpur.



Picture-09: Boarders Sleeping and Reading on Floors in STGH, PS GHS, Sukruli.



Picture-10: Boarders Drying Cloth on Strings in STGH, PS GHS, Sukruli.

ANNEXURES

Annexure-I**District-wise Population and Literacy among all Groups and the Scheduled Tribes in Odisha: 2001**

Sl	Sistrict	Population All Groups		Scheduled Tribe Population			Literacy All Groups			Scheduled Tribe Literacy		
		Total	Sex Ratio	Total	ST %	Sex Ratio	Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1	Angul	1140003	941	132994	11.67	974	68.79	81.43	55.37	45.35	60.25	30.05
2	Balasore	2024508	953	228454	11.28	966	70.56	81.69	58.9	31.88	45.63	17.69
3	Bargarh	1346336	976	260691	19.36	988	63.99	77.41	50.26	50.2	65.87	34.44
4	Bhadrak	1333749	974	25141	1.88	958	73.86	84.65	62.85	27.44	38	16.43
5	Bolangir	1337194	984	275822	20.63	1007	55.71	71.67	39.51	43.64	61.96	25.52
6	Boudh	373372	984	46557	12.47	1000	57.73	76.23	39.02	46.65	68.29	25.81
7	Cuttack	2341094	938	83591	3.57	953	76.66	85.82	66.9	35.75	50.49	20.14
8	Deogarh	274108	980	92103	33.6	1004	60.36	73.33	47.18	45.26	59.41	31.23
9	Dhenkanal	1066878	961	136501	12.79	968	69.42	80.57	57.89	39.41	53.69	24.66
10	Gajapati	518837	1031	263476	50.78	1048	41.26	54.71	28.42	27.77	41.6	14.83
11	Ganjam	3160635	998	90919	2.88	983	60.77	75.22	46.44	35.54	50.22	20.65
12	Jagatsinghpur	1057629	963	8640	0.82	876	79.08	88.55	69.28	48.62	59.87	35.91
13	Jajpur	1624341	972	125989	7.76	963	71.44	81.89	60.76	31.41	45.48	16.93
14	Jharsuguda	509716	946	159757	31.34	978	70.65	82.16	58.48	57.23	71.86	42.27
15	Kalahandi	1335494	1001	382573	28.65	1028	45.94	62.66	29.28	34.17	51.7	17.15
16	Kandhamal	648201	1008	336809	51.96	1026	52.68	69.79	35.86	44.47	62.72	26.87
17	Kendrapara	1302005	1014	6822	0.52	922	76.81	87.11	66.76	40.07	53.52	25.21
18	Keonjhar	1561990	977	695141	44.5	994	59.24	71.99	46.22	40.3	54.63	25.97
19	Khurda	1877395	902	97186	5.18	927	79.59	87.9	70.36	49.91	65.43	33.07
20	Koraput	1180637	999	585830	49.62	1018	35.72	47.2	24.26	18.68	29.25	8.38
21	Malkangiri	504198	997	289538	57.43	1018	30.53	40.14	20.91	14.69	22.05	7.5
22	Mayurbhanja	2223456	980	1258459	56.6	994	51.91	65.76	37.84	38.8	54.11	23.51
23	Nuapada	530690	1007	184221	34.71	1027	42	58.46	25.79	33.12	50.69	16.18
24	Nabarangapur	1025766	991	564480	55.03	998	33.93	47.04	20.67	24	36.86	11.12
25	Nayagarh	864516	938	50836	5.88	972	70.52	82.66	57.64	47.09	64.81	28.83

Annexure-I**District-wise Population and Literacy among all Groups and the Scheduled Tribes in Odisha: 2001**

Sl	Sistrict	Population All Groups		Scheduled Tribe Population			Literacy All Groups			Scheduled Tribe Literacy		
		Total	Sex Ratio	Total	ST %	Sex Ratio	Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
26	Puri	1502682	968	4482	0.29	903	77.96	88.08	67.57	58.72	73.37	42.11
27	Rayagada	831109	1028	463418	55.76	1060	36.15	48.18	24.56	20.23	31.16	10.07
28	Sambalpur	935613	969	322770	34.5	995	67.25	78.99	55.16	52.67	66.92	38.4
29	Subarnapur	541835	966	52978	9.78	978	62.84	76.94	46.17	52.16	69.53	34.29
30	Sundargarh	1830673	957	918903	50.19	1003	64.86	75.34	53.38	52.75	64.66	40.9
	Total	36804660	972	8145081	22.13	1003	63.08	75.35	50.61	37.37	51.48	23.37

Annexure-II**Distict Wise Number of Educational Institutions of ST & SC Development Department**

Sl	District	High Schools			As	RS	SS	PSH	KBK Hostels	EMRS Hostels	HSS	Trg Schoo Hostels	Old 100 Seated	Govt Edu Complex	New 100 Seated
		Total	Boys	Girls											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
1	Cuttack	2	1	1	2	6	14	0					16		12
2	Jagatsinghpur	1	0	1	0	1	1	0					2		
3	Jajpur	5	3	2	1	8	12	0		1			16		18
4	Kendrapara	0	0	0	2	3	4	0					5		1
5	Balasore	3	2	1	2	4	31	22					24		23
6	Bharak	1	1	0	0	1	7	0					2		6
7	Puri	1	1	0	1	1	5	0					4		
8	Nayagarh	4	3	1	1	6	20	0					18		6
9	Khurda	2	2	0	3	2	12	0					16		
10	Mayurbhanja	38	11	27	8	8	89	316		1			130	2	80
11	Sundargarh	32	14	18	10	6	73	170		3		1	92	1	87
12	Sambalpur	10	5	5	5	3	34	51					19		32
13	Bargarh	4	3	1	5	1	76	0					31		60
14	Deogarh	1	1	0	1	0	5	0					6	1	1
15	Jharsuguda	3	3	0	2	0	31	0					29		21
16	Bolangir	6	4	2	5	2	21	0	25		1		16		10
17	Sonepur	0	0	0	0	2	8	0	8		1		7		2
18	Keonjhar	23	12	11	12	14	32	185		1			64	2	67
19	Dhenkanal	4	3	1	2	3	29	0					28		15
20	Angul	4	3	1	3	1	37	0					17	1	12
21	Ganjam	1	1	0	3	3	34	0					17	1	21
22	Gajapati	13	7	6	3	3	46	74		1			35	2	49
23	Kalahandi	16	9	7	6	5	14	24	25	0	1		28	1	53
24	Nuapada	4	3	1	5	5	30	0	36	0	1		39	1	49

Annexure-II

Distict Wise Number of Educational Institutions of ST & SC Development Department

Sl	District	High Schools			As	RS	SS	PSH	KBK Hostels	EMRS Hostels	HSS	Trg Schoo Hostels	Old 100 Seated	Govt Edu Complex	New 100 Seated
		Total	Boys	Girls											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
25	Koraput	30	16	14	9	10	100	198	105	1	1		100		58
26	Rayagada	26	14	12	9	16	75	140	92	1	1		46	3	60
27	Malkangiri	14	7	7	1	6	45	77	53	0	1		60	3	41
28	Nawarangapur	24	13	11	2	12	43	147	56	1	1		76		83
29	Kandhamal	23	11	12	6	9	88	144		1		1	53	1	127
30	Boudh	3	2	1	0	1	10	0					8		22
	State Total	298	155	143	109	142	1026	1548	400	11	8	2	1004	19	1039
	SSD Deptt	298	155	143	109	142	1026	465	400	11	8	2	937	19	579
	SME Deptt		Hostels as Supplied					1077					66		437
	Total	298	155	143	109	142	1026	1542	400	11	8	2	1003	19	1016
	Opening	64-09			70-99	59-99		1960s	95-02	00-08	68-10		07-08	07-09	09-10

N.B:-Out of 306 High Schools, 8 High Schools have been upgraded as Higher Secondary Schools

(+2 College both Science & Commerce stream.) in O.O. Edu. I (C) 47/05 No. 4637 dt. 30.1.06 & O.O. Edu I (C) 47/05 No. 6169 dt. 31.1.06

36 Kanyashrams have been upgraded to Girls High Schools in this Deptt Office Order No. /Edu.I (C) 35/05 27888 dated 15.7.06

52 newly opened Residential High Schools in Scheduled Areas blocks during 2008-09 in O.O. No. 17441/dt28.4.08

N.B. High Schools => Upto Class X, Ashram Schools => Upto Class VII, Residential Sevashrams (R.S.) , Sevashrams (S.S.) Upto Class V and

Primary School Hostels : PSH