

Educational Schemes for Tribal Students of Tripura

EKLAVYA MODEL RESIDENTIAL SCHOOL

**Dr. Jayanta Choudhury
Reshmi Ghosh**



**Tribal Research and Cultural Institute
Government of Tripura, Agartala**

Evaluation Series : 5

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Eklavya Model Residential School

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MESSAGE

For the development of a society there is a need of equitable and balanced progress of all the sections of human communities and for this perspective, it is very important to bring the weaker, deprived and discriminated sections such as Scheduled Tribes to the front position of mainstream of socio-economic system and national development. To development tribal community, role of education is vital and educational development is more important. Education among tribal people is given priority for the betterment of tribal community. Education is the key to all round human development. To improve the education among the tribal people, various schemes have launched and the scheme name is Free Text Book Distribution. The aim of the scheme is to provide financial assistance to the tribal student for purchasing the text books. One of the major causes for higher rate of drop-out among the tribal boys and girls is their inability to purchase books required for various classes. To overcome from this situation, Free Text Book distribution scheme is playing a vital role.

I feel happy that Tribal Research & Culture Institute is publishing an Evaluation Series for the first time ever in Tripura based on the evaluation study on various ongoing Tribal Development schemes conducted by various researchers and funded by Tribal Research & Culture Institute.

Present volume is part of the evaluation series is based on empirical research conducted by Dr. Jayanta Choudhury and Reshmi Ghosh in eight sub-divisions covered all the districts of Tripura. This series has tried to find out overall status of tribal students those who avail the facilities.

I strongly believe that the findings and recommendations of the study will provide immense knowledge about the educational status of tribal students in Tripura.

(Sunil Debbarma)

Director

Place: Agartala

Date: 05/09/2017

*Tribal Research and Cultural Institute
Government of Tripura*

ACKNOWLEDGEMENT

Education is the backbone of a country. Not only it plays a vital role in the life of every human being but also occupies an important place in the development process of a country, its growth and welfare. Even it is considered as one of the most important indicators of development in a country according to quality-of-life approach. The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes. As educational development is a stepping-stone to economic and social development, and the most effective instrument for empowering the tribal, Ministry of Tribal Affairs, Government of India makes all efforts for the development of tribal people.

Government of Tripura also has accorded priority for promoting education among the tribal boys and girls in the state. A large number of incentives schemes have been implemented by the state government in order to achieve the objectives of the universal education in the state especially among the tribal boys and girls. The schemes are implemented by the Tribal Welfare Department and very helpful towards improvement of tribal education in Tripura.

This evaluation series is the outcome of concurrent evaluation study to assess the performance of the educational schemes and find out the impact of schemes among the tribal students. It also prescribes policy direction for possible consideration of the Government of Tripura for better implementation of these schemes.

Our sincere thanks go to the Sri S. Debbarma, Director, Tribal Research and Cultural Institute, Government of Tripura for considering publishing the evaluation series. We also thankful to Sri Bidyut Kanti Dhar, Research Assistant of TR & CI for his sincere effort in various stages to bring the manuscripts in series form. We are also thankful to Sri P.Reang, Deputy Director, Tribal Research and Cultural Institute, Government of Tripura and all the members of Research Advisory Committee and Manuscript Committee for their valuable suggestions during every step while conducting concurrent evaluation study and develop manuscript.

We acknowledge the sincere help of Miss Debasree Saha, student of Department of Rural Management & Development, Tripura University and various field investigators for involving during various stages of the evaluation study. We were enriched enormously by the discussions with various state Government officials and local level functionaries during the study.

However, we are responsible for any fault that may remains.

Date: 05/10/2017

Jayanta Choudhury

Place: Agartala, Tripura

Reshmi Ghosh

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RESEARCH HIGHLIGHTS

- The general performance of EMRS was found to be satisfactory. All the children were passed with good number.
- Students of South Tripura district EMRS achieved 2nd prize in National Level Balrang festival at Bhopal. Some students of EMRSs had been selected for technical courses through joint entrance examination.
- Approximately 30 percent teachers were from Schedule Tribe category in EMRS.
- In case of higher secondary, Girls enrolment (10%) was less as compare to boys (12%)
- Students were mainly admitted in the residential school because of their poor family condition and looking for better education.
- Students were strongly agreed that teachers always encouraged them to ask questions about their problems and they were very much helpful.
- Students were also satisfied with school environment, teacher's behavior and staffs behavior with them.
- Students were less satisfied with food and accommodation sector.
- Bathrooms and toilets were inadequate and windowpanes were not clean. Supply of water was irregular.

INTRODUCTION

Education is the key to all round of human development. It's a part of indicator for the development of tribal people. To improve the education among the tribal people, another scheme has launched for the betterment of tribal community and the scheme name is **Ekalavya Model Residential School (EMRS)** and it's objective is provide a qualitative education to the tribal students those who are resided in interior or remote area. To reach the high level of education among the tribal people of remote areas, this scheme has playing a significant role.

In the context of the trend of establishing quality residential schools for the promotion of education in all areas and habitations in the country, the Eklavya Model Residential Schools (EMRS) for ST students take their place among the Jawahar Navodaya Vidyalayas, the Kasturba Gandhi Balika Vidyalayas and the Kendriya Vidyalayas. EMRS are set up in States/UTs with grants under Article 275(1) of the Constitution of India. States/UTs are free to apportion funds out of their Article 275(1) grants to construct and run additional EMRS over the number sectioned by the Ministry. The Ministry's support to states and UTs for the EMRS programme and its expansion will be subject to the states/UTs ensuring high quality of management and running of the schools. (*MoTA, 2010*)

While formulating the 9th five year plan, Government of India realized that unless the quality of education is substantially improved in the tribal areas, some of the serious issue involved with employability and subsequent performance of tribal youths cannot be addressed. It was felt that as the tribal children suffer from various social disadvantages, they lack self confidence and exposure and this can only be resolved by providing the

Eklavya Model Residential School

best possible quality education. Keeping in view these objectives since 1997-98, the Ministry of Tribal Affairs has implemented the scheme of establishing Eklavya Model Residential Schools (EMRSs) in the country. Main aim is providing quality education to scheduled tribal areas; funds were used under Article 275(1) of the constitution of India to improve the education infrastructure and standard of education in tribal areas, these schools were modeled on the line of Navodaya Vidyalaya. Union Government on 16 September 2013 sanctioned a total of 158 EMRSs for tribal students out of grants under Article 275 (1) of the Constitution of India in 23 states. All the facilities for a proper study environment like adequate number of class rooms, computer and science laboratory, library, recreation room, hostels for students and housing facilities for the teaching and other supporting staff are made available in the EMRSs.

The Eklavya Model Residential School (EMRS) scheme supports the establishment and running of quality residential school for ST students. Education in EMRSs is entirely free, as in the Navodaya Vidyalayas. Ministry of Tribal Affairs (MoTA) supports states/ UTs for setting up these residential schools provided that they can ensure smooth management and efficient running of the schools including timely fund flows, recruitment of teachers in required numbers, medical facilities for students and staff, nutritious and hygienic food and generally a happy, healthy environment. Sufficient land for constructing an EMRS is made available by the concerned states/ Uts free of cost.

Eklavya Model Residential Schools (EMRS) had been established by the Tribal Welfare Department which are run and managed by the Tripura Tribal Welfare Residential Educational Institutions Society. All the Eklavya Model Residential Schools are co-educational English Medium Schools.

All Eklavya Model Residential Schools are affiliated to CBSE Board, the schools are situated in -

- I) 420 seated EMR School, Khumulwng, West Tripura
- II) 420 seated EMR School, Birchandra Nagar, South Tripura
- III) 420 seated EMR School, Kumarghat, Unakoti
- IV) 480 seated EMR School, Rajnagar, Khowai

EMR Schools and Residential School have equal number of boys and girls students in the classes from VI to XII. At present approximately 1383 nos. of ST students (Boys & Girls) are studying in those 8 eight nos. schools.

The primary objective of the EMR Schools are to impart quality education to ST boys and girls students and also prepare them for various entrance/ competitive examinations.

1.1.1. Objective of EMRS

The objective of EMRS is to provide quality middle and high level education to Scheduled Tribe (ST) students in remote areas, not only to enable them to avail of reservation in high and professional educational courses and as jobs in government, public and private sectors but also to have access to the best opportunities in education at par with the non-ST population.

i) Comprehensive physical, mental and socially relevant development of all students enrolled in each and every EMRS. Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a larger context.

ii) Support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities.

iii) Support the construction of infrastructure that provides education, physical, environmental and cultural needs of student life.

Eklavya Model Residential School

This would be achieved by:

- i) Comprehensive physical, mental and socially relevant development of all students enrolled in each and every EMRS.
- ii) Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a larger context.
- iii) Focus differentially on the educational support to be made available to those in standards VI to X, so that their distinctive needs can be met.
- iv) Support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities.
- v) Support the construction of infrastructure that provides education, physical, environment and cultural needs of student life.

1.1.2. Structure of EMRSs

- i) Admission to these schools will be through selection/competition with suitable provision for preference to children belonging to Primitive Tribal Groups, first generation students etc.
- ii) Sufficient land would be given by the State Government for the school, play grounds, hostels, residential quarters for free of cost.
- iii) The numbers of seats for boys and girls will be equal.
- iv) In these schools education will be free.
- v) Every class can have maximum 60 students preferably in 2 sections of 30 students each and the total sanctioned strength of the school will be 480 students.
- vi) At the higher secondary level (class XI & XII) there will be three sections per class for the three streams in science, commerce & humanities. The maximum sanctioned strength of the each section may be 30 students.

1.1.3. Features of EMRS

- i) Each school will have ST students from 6th to 12th standard.
- ii) Every class will have 60 students (30 boys and 30 girls) and the total strength of the school will be 480 students
- iii) The land allocation for each school should be 15 to 20 acres.
- iv) The tasks of school, admission, appointment of teachers, appointment of staff, personnel matters and day to day running of the school would be handled entirely by the society chosen by the State Government/ UT administration and in the manner deemed most suitable.

1.1.4. Costs & Budget

- i) Capital Cost (non recurring)

The capital cost for the school complex, including hostels and staff quarters will now be Rs.12.00 crore with a provision to go up to Rs. 16.00 crore in hill areas, deserts and islands. Any escalation will have to be met by State Government/UT.

- ii) Recurring cost during the first year for schools would be Rs. 42000/- per child. This may be raised by 10 percent every second year to compensate for inflation etc.

- iii) The amount under recurring cost, due to each functioning EMRS, would be released by the State/UT government to the bank account of the EMRS. The bank account of each EMRS for this purpose may be opened jointly in the name of the Principals of the EMRS and any member of management committee who is also a government official.

1.1.5. Review and Monitoring

The progress of implementation of the scheme will be reviewed by the

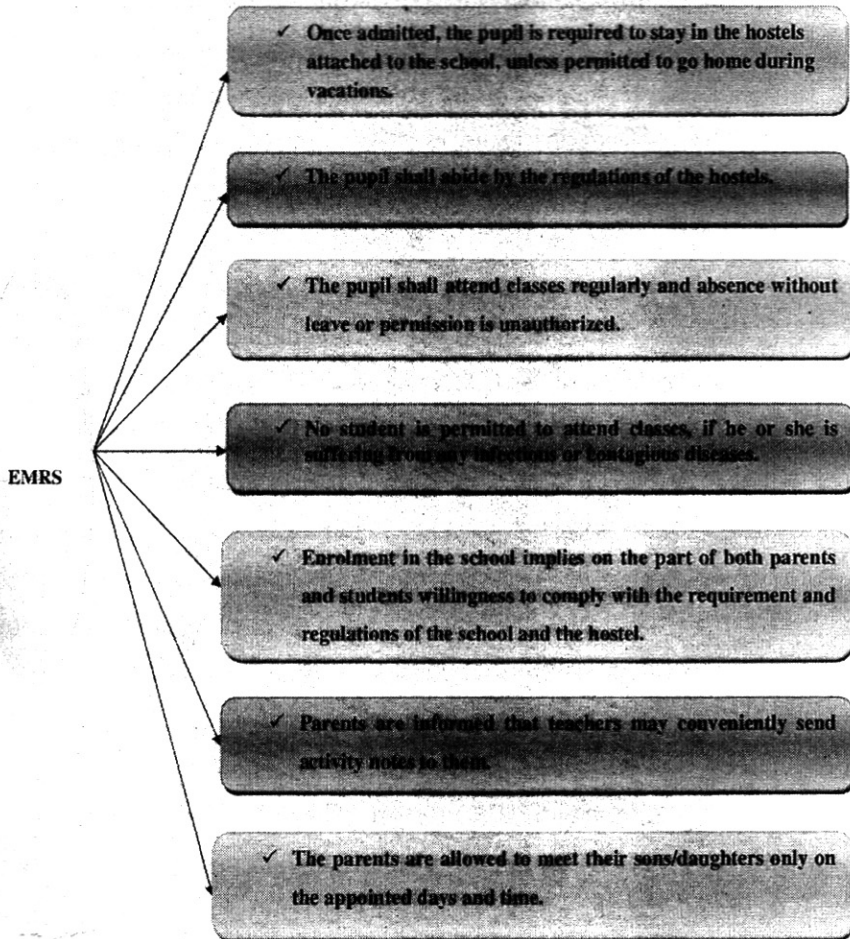
Eklavya Model Residential School

Union Ministry of Tribal Affairs through periodic reports from the state government/ implementing agencies. The Ministry of Tribal Affairs will conduct review meetings during which States/UTs would be required to make presentations on the progress of their EMRSs. A centralized mechanism for the online monitoring of the EMRSs would be developed. Meanwhile States/UTs may strength their own system/methods.

1.1.6. Salient features about Eklavya Model Residential Schools in Tripura

- Schools are fully residential and will have residential quarters for the teaching staff and also for some of the non teaching staff, as considered necessary.
- Both the categories of schools are co-educational English Medium Schools having primary sections (Ashram Schools) and secondary and senior secondary sections (EMR Schools).
- Admission to the schools follows selection based on admission test. Admission test normally held in 1st week of March.
- Applications are invited through news paper advertisement in the month of February for wide application.
- School timings will be 8.30 am. to 1.30 pm. All the students live in the hostels.
- All the students are given boarding house stipend by Tribal Welfare Department at the rate of State Government rate. The existing rate is Rs. 41/- per student per day.
- School Uniform, shoes and socks, books and note books, pen and pencils are provided free of cost by the society.
- Cosmetics and tooth paste etc. and dresses will be provided by the parents.
- Set of winter uniform will be provided by the society free if cost. Set of physical education and games uniform will be provided by the society free of cost.
- Bed materials, bucket, dish etc will be provided by the society free of cost.

1.1.7. General Rules



1.1.8. Process of Internal Assessment

Some marks will be kept allotted for internal assessment of the students and this will be assessed throughout the academic year. Assessment will be done on the following aspect:-

1. General attendance 80 percent and above. Attendance on special

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day e.g. Annual Sports Day, functions and on the days of observance etc.

2. Co-Curricular activities (Participation and presence)
3. Uniform and cleanliness.
4. Discipline, conduct and good behavior.
5. Use of English language while interacting with others in the school premises as well as in the hostels.

1.1.9. Syllabus for study

Syllabus for study will be fixed by the authority and the books for the each class from Class-VI to Class-XII will be supplied by the Tripura Tribal Welfare Residential Educational Institutions Society's Authority in time before starting the academic session. Books will be served by the Principal/ Principal-In-Charge of respective schools by collecting from the member-secretary's office of the Tripura Tribal Welfare Residential Educational Institutions society.

The Principal/Principal-In-Charge will be responsible for complete the syllabus earmarked for the respective classes.

1.1.10. Examination Pattern

1. Four unit tests will be done during the whole academic year.
 - a. 1st and 2nd unit test will be setup before half yearly examination.
 - b. 3rd and 4th unit test will be set up after half yearly examination.
2. Following marks is to be taken for consideration of promotion of the students.
 - a. 40 percent marks will be taken from FA-I to FA-IV examination.
 - b. 30 percent marks will be taken from SA-I examination.

c. 30 percent marks will be taken from SA-II examination to be calculated for promotion in next higher classes of each student.

Minimum marks for promotion to be higher class are 33 percent in aggregate. This should be strictly followed by all Eklavya Model Residential School without fail.

1.1.11. Management

The Eklavya Model Residential Schools are maintained, controlled and managed by Tripura Welfare Department, Government of Tripura through a society called Tripura Tribal Welfare Residential Educational Institutions Society.

The management of society is vested to the Board of Governors consisting of nine Ex Officio members and twelve nominated members with the commissioner and secretary of Tribal Welfare Department, Government of Tripura as the chairman.

RESEARCH METHODOLOGY

2.1. Objectives

- To study the infrastructural facilities and management of EMRS in Tripura
- To study the socio economic background of tribal students.
- To study the impact of EMRS on tribal education.

2.2. Methodology

The present study was empirical in nature and based on mainly primary data. Besides, the study was analytical in its approach as it envisages reviewing critically the pertinent literature on the Eklavya Model Residential School of tribal students. In order to analyze the data, descriptive data analysis method was adopted.

School	Year of Establishment	Sub-division / District	Intact Capacity	Present Strength		
				Boys	Girls	Total
EMR School at Khumulwng, Jirania	19.7.2002	Sadar Sub-Division, West Tripura District	420 seated	201	214	415
EMR School at B.C. Nagar	06.8.2003	Santibazar Sub-Division, South Tripura District	420 seated	200	209	409
EMR School at Kumarghat	14.9.2005	Unakoti, Sub-Division, North Tripura District	420 seated	202	206	408
EMR School at Rajnagar	19.3.2010	Rajnagar, Tutasikhar, Khowai Tripura	480 seated	113	119	232

2.3. Sampling

The study was confined to the four districts of Tripura namely West, South, North and Khowai. In order to conduct the study, purposive sampling procedure was adopted for the selection of EMRS students out of four Eklavya Model Residential Schools. The districts have been selected based on the location of the schools for tribal students. From each school, 50 students were randomly selected for the field survey. Thus, overall 200 students were covered for this study.

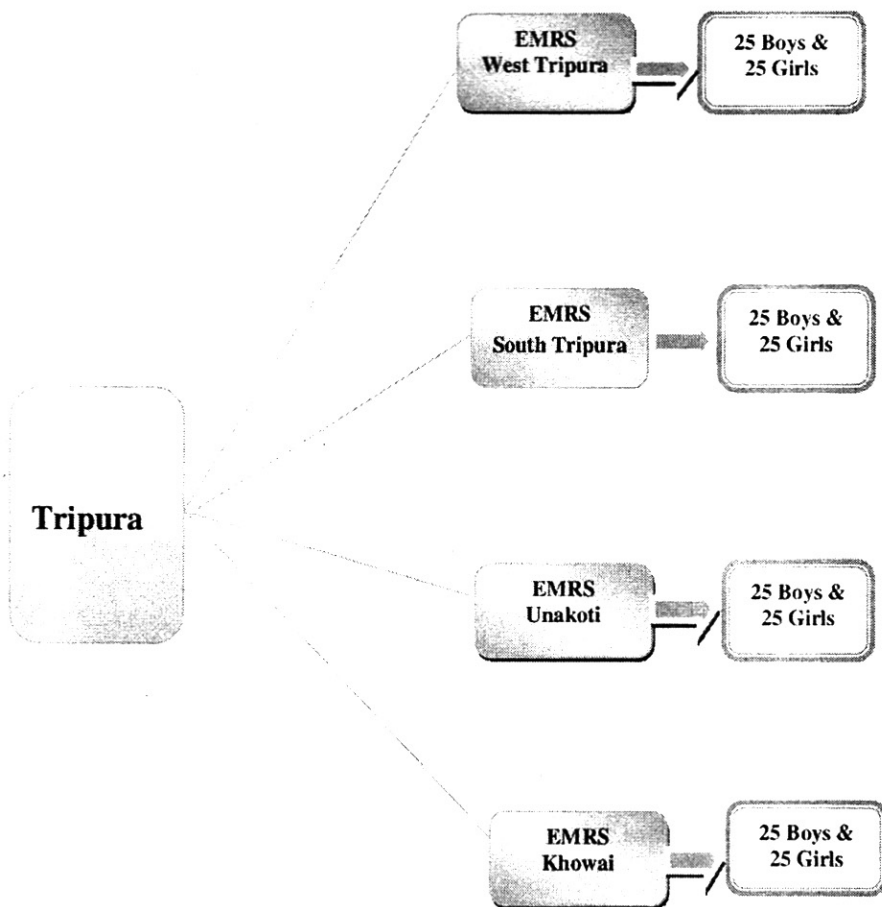
2.4. Data Collection

The primary data was collected through communicated with the teachers, principal and students from different Eklavya Model Residential Schools. The field survey was conducted with the help of structured interview schedules and group discussion. Interview schedule was pertaining the relevant to the objectives of the study.

2.5. Data Analysis

The filled interview schedule was thoroughly checked and processed. Relevant statistical tool was applied for drawing out result, conclusions and data analysis. Data were interpreted, discussed and analyzed besides critical appreciation of pertinent literature.

2.6. Sample Design



RESULT & DISCUSSION

Part A - School Administration

3.1.1. Infrastructure :

Good infrastructure is very essential for any educational institution. It enables the learning environment. The following table is a glimpse of different types of infrastructure available in the studied schools.

Table 1 : Infrastructure available in different schools of various district

Infrastructure	EMR School West Tripura	EMR School South Tripura	EMR School Unakoti	EMR School, Khowai
Land Amount	18.37 acre	25.78 acre	24.66 acre	36.8 acre
Play Ground	Yes	Yes but not suitable for practice	Yes	Yes
Garden	Yes	Yes	Yes	Yes
Building type	Pukka	Pukka	Pukka	Pukka
Boundary wall	Yes	No	No	Yes
No. of class room	22 class rooms	12 Class rooms	25 Class rooms	14 class rooms and 10 under construction
Boys Hostel	Yes	Yes	Yes	No
Girls Hostel	Yes	Yes	Yes	Yes
No. of hostel rooms	Total- 108 rooms, Boys hostel rooms-54 and Girls hostel rooms-54.	Total- 106 rooms, Boys hostel rooms-53 and Girls hostel rooms-53.	Total- 16 rooms, Boys hostel rooms-8 and Girls hostel rooms-8.	Total- 28 rooms, Boys hostel rooms-0 and Girls hostel rooms-28.
Teachers quarter	Yes	Yes	No, teachers are stay in class rooms.	Yes

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Electricity type	Own	Own	Own	Own, Generator, solar
Drinking water type	Bore well	Bore well	Bore well	Deep tube well
Sanitation type	Pukka	Pukka	Pukka	Pukka
Medical facilities	First aid kit	First aid kit	First aid kit	First aid kit

Source : Field Survey, 2016

The major findings from the table are as follows -

- The land areas of the EMRS were approximately 26.4 acres and the campus having a building of schools, hostels, dormitories and residential quarters.
- All schools had playground but it was not suitable for practice in South Tripura EMRS and the size was also small. Playing materials like football, cricket ball, bats etc were not available in all the hostels.
- Number of class rooms were sufficient in EMRS.
- It was also observed that South Tripura EMRS & Unakoti EMRS didn't have any boundary wall for security purpose.
- All the schools had separate hostel for boys and girls except Khowai EMRS. Hostels need to renovate with sufficient furniture ,equipment, well ventilated rooms and wash room.
- Teacher's quarters were not sufficient because of this, Unakoti district EMRS and North Tripura district EMRS teachers and other staffs were accommodated in classrooms.
- All the EMRS was using their own electricity, but power cut and insufficient electric equipments were the main problem.
- Bathrooms, toilets were inadequate and including windowpanes were also not clean.

- Supply of water was irregular. Supply of utility water was also insufficient for cleaning, washing, bathing and other purpose.
- In case of medical facility, all the schools have only first aid kit box.

Table 2: Student Enrolment and Performance

COMPONENTS		West Tripura		South Tripura		Unakoti		Khowai	
Enrolled		M	F	M	F	M	F	M	F
	2014-2015	34	42	200	197	51	51	34	37
	2013-2014	48	25	205	209	33	33	32	35
	2012-2013	56	80	196	206	32	37	33	32
Passed	2014-2015	34	42	184	191	51	51	34	37
	2013-2014	48	25	197	197	33	33	32	35
	2012-2013	56	80	180	199	32	37	33	32
Percentage of pass	2014-2015	100	100	92	96.9	100	100	100	100
	2013-2014	100	100	96.1	95.6	100	100	100	100
	2012-2013	100	100	91.8	96.6	100	100	100	100

Source- Field Survey, 2016

- From this table it was observed that year after year enrollment of students had increased in all the schools except West Tripura and South Tripura EMRS. In case of girl students enrollment was less in compare to boys.
- The general performance of EMRS was found to be satisfactory. All the children were passed with good number. Whereas South Tripura EMRS classes needs some improvement.
- It has been found that, in every year number of passed student is less than the number of enrolled students in EMRS of South Tripura.
- For admission school authority was collected several documents

like B.P.L Card , Caste certificate, Last year mark sheet etc.

➤ All the EMRS celebrate 26th January, Independence Day, Sports day, Teachers day, Children day, Saraswati puja etc. It gives a chance to all the students to come together and enjoy social programme. This also allows management and staffs personal to talk with the parents regarding their childrens. Teachers were encouraged all the students to participate.

Table 3: Social and Gender Composition of the Teachers

Sl. No.	Name of School	ST		SC		OBC		GENERAL		Total		Total
		M	F	M	F	M	F	M	F	M	F	
1	EMR School West Tripura	3	6	4	5	2	2	0	4	9	17	26
2	EMR School South Tripura	1	7	1	5	2	1	4	2	8	15	23
3	EMR School Unakoti	1	2	2	1	5	3	5	3	13	9	22
4	EMR School, Khowai	3	5	1	0	3	1	5	1	12	7	19

Source : Field Survey, 2016

➤ Table 3 shows the number of teachers in all EMRS and it had been found that 30 percent teachers were from Schedule Tribe category.

➤ Selections of teachers were under structured interview method. Preference should be given those teachers who have completed B.Ed and belonged from English medium background. Maximum schools had more

female teachers compare to male teachers.

➤ Teacher's workload was moderately heavy. As all the schools were residential schools, most of the teachers were involved in meeting management, academic decision. Remuneration of teachers was based on the government rules. Teachers were praised and rewarded for their achievements. Continuous Comprehensive Evaluation training programme was conducted for the teachers.

Table 4 : Teacher student ratio

Sl. No.	Name of Schools	Teacher student ratio
1	EMR School, West Tripura	1 : 16
2	EMR School, South Tripura	1 : 18
3	EMR School, Unakoti	1 : 18
4	EMR School, Khowai	1 : 12

Source : Field Survey, 2016

Above table mentioned that, each and every school having a good ratio of teachers. Whereas in Khowai EMRS, the number of teachers is little bit less than other EMRS.

3.1.2. Monitoring Process

- All the Eklavya Model Residential Schools are monitored by the Tripura Tribal Welfare Residential Educational Institutions Society.
- Regularly schools were monitored by the teachers and staffs under supervision of Principle-in-Charge.
- Girls Hostels were supervised by girls superintendent and boys hostel

were supervised by boys superintendent.

3.1.3. Achievement :

- Students of South Tripura district EMRS achieved 2nd prize in the National Level Balrang festival in Bhopal.
- Students of West Tripura district EMRS won District Championship title in football.
- Students of Khowai district EMRS got a chance in a kabbadi state mate.
- Some students of EMRS have been selected for technical course and medical courses through joint entrance examination (JEE) after higher secondary education.

Part B : Impact on Tribal Education

Table 5 : Gender Composition of respondents

Sl. No	Gender	No of respondent	Percentage
1	Boys	100	50
2	Girls	100	50
Total		200	100

Source : Field Survey, 2016

Gender wise percentage of student distribution is shown in Table 5. The percentage of boys and girls were equally distributed i.e. 50 percent for each category.

Table 6 : Economic Category of the Student's Family

Sl. No	Categories	Boys	Girls	Total
1	BPL	94 (94.0)	90 (90.0)	184 (92.0)
2	APL	6 (6.0)	10 (10.0)	16 (8.0)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ After the review of economic category it shows that, total 184 families, i.e. 92 percent were BPL card holders and only 16 students were from APL category.

➤ Among them, 94 percent boys and 90 percent girls respectively were belonged to BPL category.

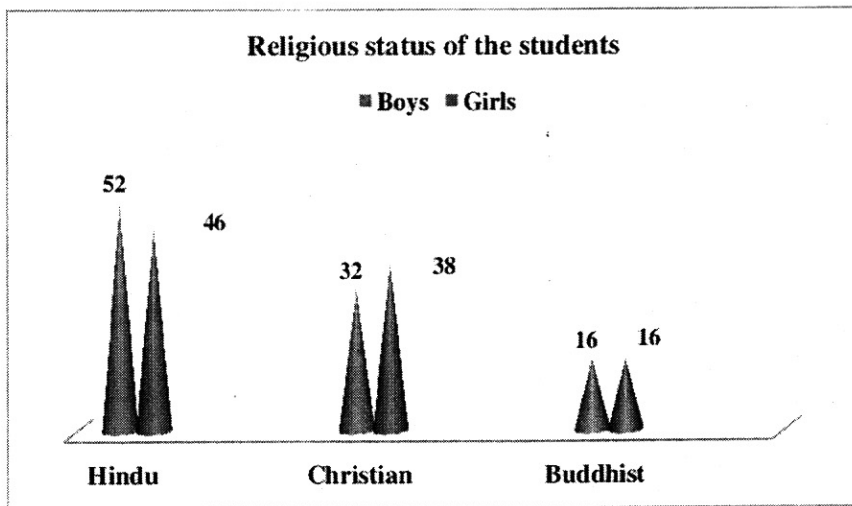


Figure : 1

Considering the Religious status among the total respondents, 49 percent

students were Hindu, Christians were 35percent and rest 16 percent were the followers of the Buddhist community.

Table 7 : Age wise gender distribution

Sl. No.	Age Group (in years)	Boys	Girls	Total
1	6-10	2 (2.0)	1 (1.0)	3 (1.5)
2	11-15	62 (62.0)	67 (67.0)	129 (64.5)
3	16-20	36 (36.0)	32 (32.0)	68 (34.0)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ Table 7 indicates that only 1.5 percent students were studied in EMRS under the age group of 6-10 years. Whereas 64.5 percent were under the age group of 11-15 years and rests 34 percent were under 16-20 years of age group.

➤ Percentage Girls student's (32%) were low in comparable to boys students (36%) those were studied in EMRS under the age group of 16 to 20 years.

Table 8 : Type of Family

Sl. No.	Category	No of Respondents	Percentage
1	Nuclear	87	43.5
2	Joint	113	56.5
Total		200	100

Source : Field Survey, 2016

Table 8 describes about the family type and it has been found that 43.5 percent respondents belonged to small sized families consisting of two to four members that is nuclear family and rest 56.5 percent respondents belonged to joint family consisting of five to eight members.

Table 9 : Occupation of the Main Guardian

Sl. No.	Occupation	No of respondents	Percentage
1	Farmer	103	51.5
2	Agri Labor	19	9.5
3	Service	35	17.5
4	Small Business	37	18.5
5	Driver	1	0.5
6	Other	5	2.5
Total		200	100

Source : Field Survey, 2016

➤ Table 9 reveals about the occupation of the parents, which indicates that 51.5 percent parents were farmers and only 9.5 percent parents were engaged as Agriculture labour work.

➤ There were 18.5 percent parents doing small business, whereas 17.5 percent parents were government employees.

➤ 2.5 percent were engaged with other occupation and less than one percent (0.5 %) parents were working as a driver in public car.

Table 10 : Gender wise Current education status of the respondents

Education Status	Boys	Girls	Total
Upper Primary	61 (61.0)	55 (55.0)	116 (58.0)
Secondary	16 (16.0)	24 (24.0)	40 (20.0)
Higher Secondary	23 (23.0)	21 (21.0)	44 (22.0)
Total	100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ Table 10 shows that the gender wise student distribution in different classes. In case of higher secondary education, Girl education (21%) was less as compared to boys (23%) because some girls got married after primary education and some girls dropped their schooling due to various reasons.

➤ In upper primary section, 61 percent boys and 55 percent girls students were studying. It clearly indicates that number of girl students in the upper primary section was less than boys.

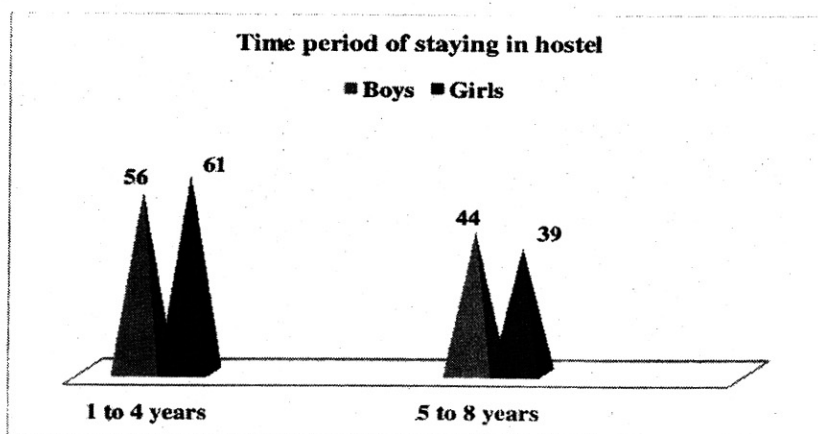


Figure : 2

Figure 2 reviews the time period of staying in a hostel by students. Maximum numbers of respondents were staying in the hostel since 4 years (and the approximate duration was 1 to 4 years).

Table 11 : Reason for admission

Sl. No.	Reason	Boys	Girls	Total
1	Better education	55 (55.0)	40 (40.0)	95 (47.5)
2	Poor family	28 (28.0)	50 (50.0)	78 (39.0)
3	Free education	17 (17.0)	10 (10.0)	27 (13.0)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ Table 11 reveals that, 55 percent boys respondents and 40 percent girls respondents admitted in EMRS for their better education. 13 percent student had taken admission due to the advantage of free education.

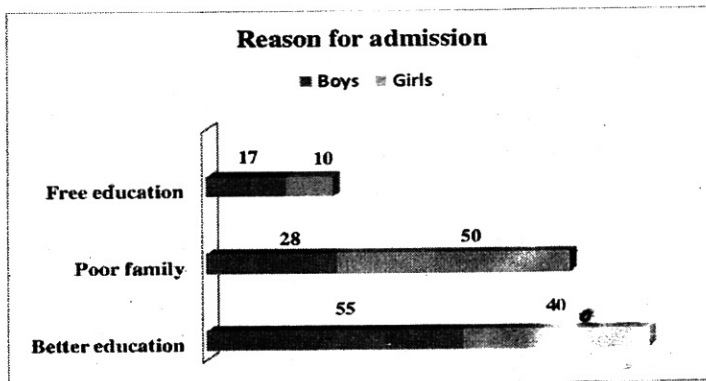


Figure : 3

➤ The poor family condition was the other reason for admission. Surprisingly girls percentage (28%) was high compare to boys (50%) for

taking admission in the residential school for the reasons of their poor family condition.

Table 12 : Sources of Information about the school

Sl.No.	Sources	Boys	Girls	Total
1	School	50 (50.0)	45 (45.0)	95 (47.5)
2	Friend	18 (18.0)	16 (16.0)	34 (17.0)
3	Local leader	21 (21.0)	21 (21.0)	42 (21.0)
5	Other	11 (11.0)	18 (18.0)	29 (14.5)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ From the above table, it was observed that students collected information from different sources regarding admission in school. Maximum number of respondents collected information from school i.e. 47.5 percent and 17 percent respondents were informed by their friends.

➤ 21 percent students were informed by local leaders and rest 14.5 percent students was informed by parents, relatives, neighbors etc.

Table13 : Benefit of Stipend

Stipend	Boys	Girls	Total
Yes	71 (71.0)	69 (69.0)	140 (70.0)
No	29 (29.0)	31 (31.0)	60 (30.0)
Total	100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

Table 13 shows that only 70 percent students were benefited by stipend and the rest of the students said that the stipend amount was not helpful because they were not getting any other financial support for their expenditure.

Table 14 : Vocational Courses

Sl.No.	Vocational Courses	Boys	Girls	Total
1	Yes	68 (68.0)	70 (70.0)	138 (69.0)
2	No	32 (32.0)	30 (30.0)	62 (31.0)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ Table 14 shows, 31 percent respondents had not received any vocational courses because those schools don't offer any vocational course.

➤ Only 69 percent students took these types of courses for their better future. Vocational courses basically consist practical courses through which one gains skills and experience directly linked to a career in the future. It helps students to be skilled and in turn offers better employment opportunities. Some schools had vocational courses like music, art & craft etc. and students were very much benefitted from these courses.

Table 15 : Teaching learning environment

Sl. No.	Teaching Learning Environment	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The illustration of the topics is descriptive	35	163	2	0
2	Teachers are clearly explain all the topics	38	151	12	0
3	Learning activities are managed effectively	22	165	13	0
4	Teaching delivery is easily understood	23	175	24	1
5	Teaching materials/ aids used in the learning process	47	58	83	12
6	Encouraged to ask questions/ to express opinion	49	140	9	2
7	Helpful	24	169	8	0

Source : Field Survey, 2016

➤ Among all the respondents it was found that maximum numbers of students were strongly agreed with some parameter like illustration of topics, teachers were always encouraged the candidate to ask questions about their problems and they are also very helpful. Students were also agreed that teachers were always explaining all the topics clearly.

➤ But in case of learning activities, few students were disagreed about this. Some students could not understand teaching delivery easily and maximum numbers of students were also disagreed that teaching material was not used in learning process for their better education. Apart from this schools doesn't have the provision of proper sized classroom, air circulation, lighting, fan etc. These was also adversely affect the teaching learning process.

Table 16 : Impact assessment of teaching learning environment

Teaching Learning Environment	Boys				Girls			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
The illustration of the topics is descriptive	19	80	2	0	16	83	1	0
Teachers are clearly explain all the topics	17	80	3	0	21	71	9	0
Learning activities are managed effectively	12	84	4	0	11	80	9	0
Teaching delivery is easily understood	9	79	12	0	14	73	12	0
Teaching materials/ aids used in the learning process	31	22	41	6	16	36	42	6
Encouraged to ask questions/ to express opinion	29	65	4	2	20	75	5	0
School was helpful	30	88	2	0	14	81	5	00

Source : Field Survey, 2016

➤ It has been found in the above table that, maximum numbers of students were agreed that the illustration of teachers encouraged them for their better education.

➤ In some cases, they said that teachers also encouraged them to express opinions about their study. But number of girl students were unhappy about teaching delivery and teaching material used in the classroom.

Table 17 : Previous year result

Sl. No.	Percentage of marks	Boys	Girls	Total
1	91-100	2 (2.0)	2 (2.0)	4 (2.0)
2	81-90	12 (12.0)	6 (6.0)	18 (9.0)
3	71-80	23 (23.0)	18 (18.0)	41 (20.5)
4	61-70	33 (33.0)	22 (22.0)	55 (27.5)
5	51-60	15 (15.0)	27 (27.0)	42 (21.0)
6	41-50	10 (10.0)	16 (16.0)	26 (13.0)
7	30-40	5 (5.0)	9 (9.0)	14 (7.0)
Total		100 (100)	100 (100)	200 (100)

Source : Field Survey, 2016

➤ The above table reveals about the previous year result of the students. 21 percent students got 51-60 percent marks and 27.5 percent students got 61-70 marks.

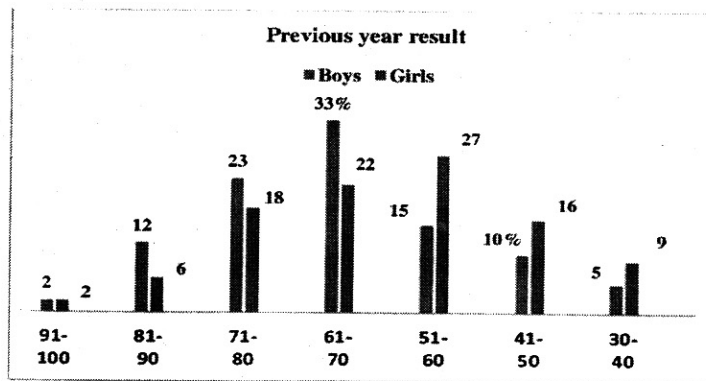


Figure : 4

➤ But in 81-90 marks category boys percentage (12%) was higher in compare to the girls percentage (9%). Only 2 percent students achieved

FIGURES

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Figure 2	Time period of staying in hostel	22
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➤ It also shows that the percentage of girls (6%) in less significant category much higher in comparison to boys (2%). Similarly, significant in somewhat category, girls percentage comparatively high compare to boys percentage.

➤ So it has been observed that, maximum students opined that there improvement was significant.

Table 19 : Rank of Level of Satisfaction

Sl. No.	Indicator	Highly Satisfied X 5	Satisfied X 4	Satisfied Somewhat x 3	Less Satisfied x 2	Not Satisfied x 1	Total	Rank
1	School environment	29	139	10	18	4	771	4
2	Fellow friends	57	128	12	3		839	1
3	Food	4	92	32	26	46	582	7
4	Accommodation	3	122	19	32	24	648	6
5	Sanitation facility	2	108	17	62	67	684	5
6	Drinking water	2	50	8	67	73	441	8
7	Behaviorism of teachers	47	133	9	9	2	814	2
8	Behaviorism of staffs	34	143	15	7	1	802	3

Source : Field Survey, 2016

➤ For getting a specific picture of the student's satisfaction it is necessary to know their level of satisfaction through various satisfaction indicators. From table 19 it has been found that students stayed in the hostel without their family and due to this they were dependent and follower of their friends stayed in the same hostel. It seems that they were highly satisfied with their fellow friends. When they suffers from ill health, they used to take care each

other. Maximum numbers of students were also satisfied from the school environment, teacher's behavior and staff's behavior with them.

➤ Students were less satisfied with food and accommodation related issues viz maximum rooms were not clean, more number of students accommodated in single room. Required numbers of light, fans were also not available in rooms. Students also said that food was not good and they had to eat the same type of food everyday.

➤ The quantity and quality of food is very much essential. Dining halls were also not fully furnished. Students were not satisfied in sanitation facilities and drinking water. Bathrooms and toilets were inadequate and windowpanes were not clean. Supply of water was irregular. Students also need fresh water for drinking.

Table 20 : Gender Wise Rank on Level of Satisfaction

Indicator	Boys					Total	Rank	Girls					Total	Rank
	Highly Satisfied x 5	Satisfied x 4	Satisfied Some what x 3	Less Satisfied x 2	Not Satisfied x 1			Highly Satisfied x 5	Satisfied x 4	Satisfied Some what x 3	Less Satisfied x 2	Not Satisfied x 1		
School environment	11	64	6	15	4	363	4	18	75	4	3	0	408	3
Fellow friends	30	58	9	3	0	415	1	27	70	3	0	0	427	1
Food	0	44	17	18	21	284	6	4	48	15	8	25	298	6
Accommodation	3	48	16	19	14	307	5	0	74	3	13	10	341	5
Sanitation facility	0	30	9	31	31	240	7	2	24	7	31	36	225	7
Drinking water	1	23	4	35	37	216	8	1	27	4	32	36	225	7
Behaviorism of teachers	25	63	6	5	1	406	2	22	70	3	4	1	411	2
Behaviorism of staff	13	79	5	2	1	401	3	21	64	10	5	0	401	4

Source : Field Survey, 2016

Eklavya Model Residential School

- From table 20 it has been found that because of residential schools students used to live without their family and as a result they were highly satisfied with their friends. They support each other and more if they were from the same village and used to take care during their ill-health.
 - Maximum numbers of students were also satisfied from the school environment, teacher's behavior and staff's behavior with them.
-

PROBLEM, RECOMMENDATION & CONCLUSION

1. Issues of Accommodation: Students used to stay in classrooms in EMRS of Khowai district. On the other side, teachers and staffs were accommodated in classrooms of Unakoti EMRS. Teacher's quarters were not sufficient. Various infrastructural problems were faced by the students such as leakage in water pipeline, ill furnished window, etc.

Recommendation:

- Management committee should take necessary steps to renovate the infrastructure.
- Maintenance grants should be increased and also need to recheck the full infrastructural equipment by monitoring committee time to time.
- Hostel needed to be more equipped with sufficient equipments, well ventilated rooms, washrooms etc.
- More quarters for teachers and staffs need to be constructed.
- Boundary wall should be constructed for safety and security of girl students particularly.

2. Issues of various facilities: Bathrooms and toilets were inadequate and windowpanes were not clean. Supply of water was irregular. Supply of utility water was insufficient for cleaning, washing, bathing and other purpose. Maximum numbers of schools were far away from a hospital. So at the time of emergency the students were facing several problems.

Recommendation:

- Adopt some methods like writing some important contact numbers on a notice board which can easily help the students in emergency as for example ambulance number, police helpline number, fire helpline number etc.
- Thermometer, cotton, Dettol, ointments and tablets should be included in first aid box.
- Doctors of nearby PHCs should visit in these schools on every month. Department of Tribal Welfare may jointly address this issue with the Department of Health and Family Welfare (under NHM)
- Number of toilets should be increased. One staff should be engaged to clean hostel rooms, toilets and bath rooms frequently.

3. Issues related to Lack of interesting things which can inspire the students : All schools have playground but it was not suitable for practice and small in size. Sports room, playground and other playing materials like football, cricket ball, bats etc. were not available in all the schools. Students were also not attached to with any kind of extra curriculum activities.

Recommendation:

- Playing equipment, television and computer are necessary in all the schools which can entertain and can keep them updated.
- Educational provision through vocational education is needed to be strengthened.
- Vocational craft oriented education must be imparted to the students. Tribal children are very brave and fearless. Physical exercise, physical training should be imparted regularly.

4. Issue related to Improvement of Teaching Methodology: The students were fully dependent on classroom lectures in school and sometimes which were not sufficient for them, but there was no coaching center attached with hostel and school. Most of the students belonged to a poor family, so they could not afford private tuition as well. Some students were not understood teaching delivery easily and maximum numbers of students were also agreed that teaching material was not used in learning process for their better learning.

Recommendation:

- Need coaching classes after school hours.
- Schools should recruit more tribal teachers for better understanding of the students.
- Teachers should take classes with the help of using learning aids like chart, models, through group discussion.
- Supplemental, remedial classes and special coaching classes for poor students, improvement of subject experts should be promoted.

5. Issues related to fooding: Students were not satisfied with the food. Dining halls were also not fully furnished. Department followed the Novodaya management pattern, but per day allotment of EMRS students was so less in comparison with Novodaya students.

Recommendation:

- The quantity and quality of food is very much essential for students. Fund allotment for fooding and lodging should be increased for serving healthy food.

CONCLUSION

Backwardness in education is an important cause for economic backwardness. Both the central government and the state government put greater importance to the economic progress of scheduled tribes. Government of India realized that, unless the quality of education is substantially improved in the tribal areas, some of the serious issues involved with employability and subsequent performance of tribal youths cannot be addressed. It was felt that tribal children suffer from various problems and social disadvantages. They lack self confidence and this can only be resolved by providing the best possible quality education. Keeping in view of these objectives, the ministry of tribal affairs has implemented the scheme of establishing EMRS. Tripura state has four Eklavya Model Residential School.

Over all Eklavya Model Residential Schools were doing very well for better future of tribal students in Tripura. Eklavya Model Residential School scheme supports the establishment and running of quality residential schools for scheduled tribes (STs) students with an objective to provide quality education to the tribal students. EMRS starts at class VI. Education in EMRSs is entirely free.

Large number of tribal parents withdraws their children from schools because of money problem. Other reasons include help of children in domestic work and for taking care of siblings has been reported as the main cause of school dropout and this was applicable more for girls than for boys.

After establishment of EMRS, it was found that the standard of education at the primary level was improved and also reduced the expenditure of parents on their children education. Different facilities like a school building,

playground, and free kitchen, teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education. All those schools are specially designed to suit children of tribal background to attain better education.

About the Tribal Research and Cultural Institute

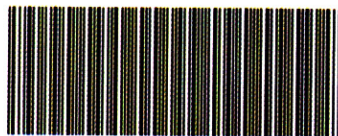
Tribal Research and Cultural Institute was established under Tribal Welfare Department in the year 1970 as per decision of Government of Tripura for launching studies on the socio-economic aspect of the Different Tribes of Tripura besides evaluation of all development schemes taken up for the benefits of the tribes. This institute deals in fundamental and applied research works on the socio-economic field, evaluation, documentation of Tribal Art and Culture, preservation of tribal heritage, publication of research studies. Tribal Research and Cultural Institute collects manuscripts on tribal history and tradition, development of languages of different tribes etc. In addition, this Institute is also engaged for organizing seminar, workshop on different aspects of tribal development of issues along with training programme for the field level officers

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