



A STUDY ON EKLAVYA MODEL RESIDENTIAL SCHOOLS (EMRS) IN TRIBAL EDUCATION

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Abstract

Eklavya Model Residential School (EMRS) 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 start at Class VI and admission to these schools is patterned on the Jawahar Navodaya Vidyalaya model. Education in EMRSs is entirely free. This paper intends to evaluate the Eklavya Model Residential School (EMRS) with the objective to find whether the design of programme is appropriate to meet the stated objectives, whether they constitute felt needs of the community, bottlenecks if any in proper implementation of the scheme, whether these schemes are augmenting the education among STs and support to increase the literacy rate of STs. Whether there is any impact of these schemes in decreasing the dropout rates of STs. The analysis of EMR school data reveals that the EMR School is not managed as per the guidelines. The arrangement of the black boards in the class rooms is appropriate but the maintenance of the boards is poor, the number of toilets is less considering the strength of the students and maintenance was found to be poor. The study suggests, the guidelines of EMRS should indicate the organizational structure, Manpower and Educational expertise for the Tribal welfare Residential educational institutions societies on par with Navodaya Vidyalaya Model pattern. EMRS should have separate budget plan for both infrastructure, recurring, non-recurring expenditure every year and it should be included in the annual work plan & budget.

Keywords: *Eklavya Model Residential School (EMRS) Tribal Education*

Swami Vivekananda said that "Education is the manifestation of the perfection already in man". Secondary education spreads sixth to tenth class, between eleven to fifteen years, Secondary education period is molding age of students. In this period students will know about their state, country, continent, world and space. Schultz has developed the idea that "expenditure on education was not primarily consumption but rather an investment in the increased capacity of labour to produce material goods. Hence, formal schooling was at least in part an investment in human capital, an investment with economic yield in terms of higher product per worker holding physical capital constant. (Financing Educational Development Proceedings of an International Seminar held in Mont Saints Marie, Canada 19-21 May 1982). Thus education is an investment in people to the extent that it improves their capabilities and there by increases the future earnings of people. The educational system was to cope with the changing economic and technological conditions (Rajana Srinivastava 1980). Alfred Marshall goes a step further and stresses the real importance of investing in human beings as "the most valuable of all capital", and points out that "skill is the base for the production and education is the ways and means of bringing economic development." (Goel, S. C 1975).

Tribes or indigenous people live in and around the forests or hilly tracts where development process reaches very late. The inaccessibility to the tribal habitations makes it very difficult for the administration to provide basic education to the tribal children as teachers either refuse to go there or adopt dubious means to avoid duties however they used to take salary (Janmejay Sahu, April 2013). The Constitution of India provides for a comprehensive framework for the socio-economic development of Scheduled Tribes and for preventing their exploitation by other social groups. Article 46 expresses the clear intent to promote with special care the educational and economic interests of Scheduled Tribes and

to protect them from social injustice and all forms of exploitation. Since the problems and needs of Scheduled Tribes are different from those in respect of other communities in the society, particularly due to isolation of tribal areas from rest of the parts in the country, a separate and focused approach was considered necessary in terms of solutions to those problems and needs in respect of Scheduled Tribes. Accordingly, a separate Ministry of Tribal Affairs was created out of the then existing Ministry of Welfare in the year 1999. Several new schemes have been taken up for educational upliftment of the Scheduled Tribes. Among the educational schemes for the upliftment of the STs, Eklavya Model Residential School (EMRS) is one of the schemes.

On this background the study is aimed at assessing the Eklavya Model Residential School (EMRS) scheme, its impact on tribal education.

Eklavya Model Residential School (EMRS)

The Eklavya Model Residential School (EMRS) scheme supports the establishment and running of quality residential schools for ST students. EMRS start at Class VI and admission to these schools is patterned on the Jawahar Navodaya Vidyalaya model, through selection/competition with suitable provision for PTGs, first generation school goers etc. 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 State/UT free of cost. The scheme provides for a holistic and generous building lay-out, which includes all the features



expected in a good quality school. EMRS funding is governed by liberal norms, both in terms of capital as well as recurring costs. In the last three years, the grants allocated to EMRS under Article 275(1) have seen a sharp increase, from about Rs 400 crore to over Rs 1000 crore. (Ministry of Tribal Affairs, Government of India)

With the objective of providing quality education to the tribal students, it was decided during 1997-98 to utilize a part of the grant under Article 275(1) of the Constitution of India for setting up of 100 Model Residential Schools from Class VI to Class XII. Till the end of X plan 100 schools were sanctioned to 22 States, of which 90 are reported to be functional. 37 new EMRS have been sanctioned in 11 States during 2010-11. The schools were required to be operated in each State through an autonomous society formed for this purpose. In order to provide a uniform pattern of education in those schools and enable their students to compete effectively for higher education programmes (medical, technical etc.). These schools have been named as Eklavya Model Residential Schools (EMRS) and envisaged on the lines of Navodaya Vidyalayas but with state-centred management.

The main features of EMRS are:

Each school will have ST Students from 6th to 12th standard. Every class will have 60 students (30 boys and 30 girls) and the total sanctioned strength of the school will be 480 students. The land allocation for each school should be 15 to 20 acres of which up to 3.5 acres may be used for the construction purposes. The remaining area must be maintained properly and a reasonable portion may be earmarked for the sports/ games. The tasks of school admission, appointment of teachers, appointment of staff, personnel matters and day to day running of the schools would be handled entirely by the society chosen by the State Government/ UT Administration and in the manner deemed most suitable.

The capital cost for the school complex, including hostels and staff quarters has been revised from Rs. 2.50 crores to Rs. 12.00 crores with a provision to go up to RS. 16.00 crores in hill areas deserts and island. Any escalation is to be borne by State Government. Recurring Cost has been fixed at Rs. 42000/- per student per annum. This may be raised by 10 percent every second year to compensate for inflation etc.

EMRSs may be affiliated either to the State or Central Boards of Secondary Education as deemed fit by the State Governments. Each State Government would be solely responsible for the management and effective functioning of the EMRS.

Objective of EMRS

The objective of EMRS is to provide quality middle and high school 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 and public and private sectors but

also to have access to the best opportunities in education at par with the non ST population. This would be achieved by: 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.

Focus differentially on the educational support to be made available to those in Standards XI and XII, and those in standards VI to X, so that their distinctive needs can be met.

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

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

(Source: Ministry of Tribal Affairs, Government of India)

Eklavya Model Residential Schools (EMRS) in Andhra Pradesh

The Scheduled Tribe population in the State is 50.24 lakhs as per 2001 census. They constitute 6.59 percent of the total population of the State. There are (35) Scheduled Tribes out of which (12) tribal groups are categorized as Particularly Vulnerable Tribal Groups (PTGs). Andhra Pradesh is covered under the provisions of Fifth Schedule of Constitution of India. In the State the Scheduled Areas extend over 31,485.34 Sq.Kms. in (9) districts of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, West Godavari, Khammam, Warangal, Adilabad and Mahabubnagar covering (5,948) villages.

Under Article 275 (i) of the Constitution of India, Government of India releases Grants-in-Aid to State Plan for development of Scheduled Tribes and the Scheduled Areas. These grants are utilized to bridge critical gaps in infrastructure by taking up infrastructure development facilities and administration of 12 Eklavya Model Residential Schools. Headed by Secretary a separate Society in the name of APTW Residential Educational Institutions Society (Gurukulam) was established in 1999 by bifurcating APREI Society, for managing tribal residential institutions. To impart quality education to ST students, Government is maintaining (284) residential institutions with a strength of (87,440) students - As per the G.O. Ms. No. 49 SW(TW Edn) Dept. dated 25-06-2005 (37) Upgraded Residential Jr. Colleges are bifurcated into Residential Schools and Residential Jr. Colleges in the year 2007-08. Out of (284) institutions, (77) Residential schools, (55) Residential Jr. Colleges, (03) Schools of Excellence, (06) Jr. Colleges of Excellence, (41) Mini Gurululams, (102) Kasturiba Gandhi Balikala Vidyalayas are functioning with a strength of (87,440). Government have sanctioned (3) Schools of Excellence and (6) Jr. Colleges of Excellence to provide intensive coaching for selected tribal students studying from 8th class onwards. Further, (10) Eklavya Model Residential Schools which were sanctioned by Ministry of Tribal Affairs, GOI are also managed by

Gurukulam. (2) new Ekalavya Model Residential Schools have been started at G.K. Veedhi, Visakhapatnam district and Dornala, Prakasam district in 2011-12. Details of EMRS are given below:

Ekalavya Model Residential Schools in Andhra Pradesh

| Sl. No | District | Mandal | Boys/Girls | Type of School |
|--------|---------------|---------------|------------|------------------------|
| 1 | Mahaboobnagar | Balanagar | B | APTWR School & College |
| 2 | Karimnagar | Yellareddypet | G | APTWR School & College |
| 3 | Nizamabad | Gandhari | B | APTWR School & College |
| 4 | East Godavari | Y.Ramavaram | G | APTWR School & College |
| 5 | Warangal | Kuravi, | G | APTWR School & College |
| 6 | Adilabad | Narnoo | B | APTWR Jr.College |
| 7 | Nellore | Kodavaluru | G | APTWR School & College |
| 8 | Karimnagar | Marimadla | B | APTWR School & College |
| 9 | Visakhapatnam | G K Veedhi | B | APTWR School |
| 10 | Prakasam | Dornala | G | APTWR School |

(Source: APTWREIS)

The Study

Objective of the Research Study: The objective of the research study is to find whether the design of programme is appropriate to meet the stated objectives, whether they constitute felt needs of the community, bottlenecks if any in proper implementation of the scheme, structure of the programmes etc, whether these schemes are augmenting the education among STs and support to increase the literacy rate of STs. Whether there is any impact of these schemes in decreasing the dropout rates of STs.

Methodology: Both primary and secondary data were gathered for analyzing the data. Eklavya Model Residential School (EMRS), located at Y.Ramavaram, ITDA, Rampachodavarm is purposively selected to conduct the study on "A Study on Eklavya Model Residential School (EMRS) in Tribal Education, Y.Ramavaram, ITDA, Rampachodavarm". Students from Sixth class to tenth class, parents, teachers and administration staff were contacted for collecting the data on school, hostel, campus, facilities, food, infrastructure, teaching materials, course work, sports, health, and etc. Group discussions with the students, and their parents were conducted. Interactions with administration staff and school principals were made. A brief questionnaire was prepared to collect various data from students, teachers, parents and the staff.

Results And Discussions

Grants under Article 275 (1): Grants for the Period 2007-2008 to 2011 - 2012 (Rs in Lakhs) in respect of (EMRS) For Girls at Y.Ramavaram, ITDA, Rampachodavarm of East Godavari District are given below table. It is observed from the table except for the year 2010-2011, for the remaining all the years the percentage of utilization is below and the average of utilization is coming to 97.31 percent.

Grants under Article 275 (1): Period 2007-2008 to 2011 - 2012 (Rs in Lakhs)

| S. No | Year | Amount Released | Amount Utilized | Percentage of Utilization |
|---------------------|-----------|--------------------------------|-------------------------------|---------------------------|
| | | Capital (Non Recurring) In Rs. | Capital (Non Recurring) In Rs | |
| 1 | 2007-2008 | 6546100 | 6207816 | 94.83 |
| 2 | 2008-2009 | 5446424 | 5389900 | 98.96 |
| 3 | 2009-2010 | 6157664 | 6086075 | 98.84 |
| 4 | 2010-2011 | 7323786 | 7323786 | 100.00 |
| 5 | 2011-2012 | 9650873 | 9172109 | 95.04 |
| Total Rupees | | 35124847 | 34179686 | 97.31 |

(Source: ITDA Rampachodavarm)

Students

Information on the students enrolled, class wise strength of girl students shows that out of 480 students in class V to 10th (80 students in each class), tribal students were 457 (95.21 percent) and non tribals are 26 (5.42 percent). Tribewise distribution shows showed that 340 students (70.83 percent) belongs to Konda Reddy followed by Koya, Konda Kamara, Valmiki, Bhagata, Konda Dora, and Porja Tribes. Non representation of other tribal communities residing in East Godavari District need to be looked into and remedial measurement to be thought about by the policy makers and the administrators.

Drop Out Students: Information on number of girl's students in the EMRS dropping out during 2007-08 to 2011-12 showed that of 30 cases. The number per year ranged between 4 to 9. There is high drop outs at Class VIII is because of early marriage as reported by Principal of the Institution.

Transfer Sought: Out of 513 students seeking transfer certificates from the school 471 (91.81 percent) were those who had completed Class X education. The remaining 42 students (8.18 percent) left the school at different levels due to their personal reasons. It is suggested that ITDA Staff should be deployed to meet the parents of their girls and persuade them to send back the girls to learning institutions.

Teaching Staff: Information on teaching staff revealed that out of 35 posts sanctioned in total, only 7 posts were occupied by regular staff and the remaining 28 posts were managed by staff engaged on contract basis. Even among the teaching staff the position was distressing as 7 out of 9 Post Graduate Teachers and 8 out of 9 Trained Graduate Teachers were temporarily engaged in contract basis.

School Campus

Particulars of Land: As on 1.08.2007, the land area of the EMRS was 14 acres, of which 10 acres were left open and buildings were constructed. The school campus has buildings for school, hostels, dormitories and residential quarters. Plinth area for school building measures 11,755 Sqft and that for hostel and dormitories about 13,251 Sqft .

Availability of Accommodations: Accommodation is available for school, hostel, kitchen and staff quarters, but additional space is required for (a) Toilets (b) Staff Quarters and



Dormitories for all categories and for (c) Laboratory, on priority basis. It is reiterated that this EMRS is for girls and it is no more proper to witness the adolescent girls attending the nature call in the fields and taking bath in the open. For want of space in the dining hall, they find the food in plates and eat it in open verandahs. During the visit to school, it was informed that buildings for Conference Hall / Auditorium, Recreation Hall, Computer Laboratory, Library, Science Laboratory, Sports room, and Sick room in the hostel are required and budget should be made available for this purpose.

Outdoor Facilities: The EMRS for girls lacks Eco friendly space for horticulture, vegetable garden and compound wall of 8ft height and separate toilets for male workers and male visitors. For Pump maintenance of the campus additional rooms are necessary to the following.

Electric Control Room; Underground tanks, Pump House; Sewage treatment plant; Security cabin/guard room; Sanitation; Health Care and First Aid

Games and Sports: Whereas open ground is available for playing Volleyball, Kabadi and badminton etc, games material is not provided to engage 480 girls. It was suggested that a track of 200mts for athletics and additional games material for girls, such as, skipping ropes, indoor games, badminton etc may be supported.

Co-Curricular Activities: Nine girls have earned laurels in Co-Curricular activities held at national and state level competitions, prominent among them being Mathematical Olympiad, Science exhibition, General Knowledge test, Essay writing etc, as may be seen from the Table given her under:

Students Participation in Co-Curricular Activities

| S. No | Name of Competition | Competition Type | No of Appreciation Won |
|-------|--|--|------------------------|
| 1 | A.B.H. All India Level General Knowledge and Talent Test | General Knowledge and Talent Test | 1 |
| 2 | Lead India 2020 | 2nd National Movement for Development "Aap Badho Desh Ko Badhao" (Training and Research Programme) | 1 |
| 3 | Election Commission Of India (Elocution Competition) | National Voters Day | 2 |
| 4 | 39th Mathematical Olympiad | | 1 |
| 5 | Election Commission Of India | Essay Writing | 2 |
| 6 | Reliance Dhirubhai Ambani | Quiz Competition | 1 |
| 7 | District Level Science Exhibition | Science Exhibition | 1 |

Health Upkeep of Students: The study team made an analysis of health record of students for the year 2011 kept by the A.N.M. posted in the school. It was found there from that fever and cold (67 percent) were main ailments with which

the children suffered. Other diseases common to the children were loose motion, *Diarrhea*, stomach and headache. A few of them were also treated for boils, wounds, mumps, chicken pox and jaundice.

Ambition of Tribal Girl Students: In response to a question about knowing their ambition for life and future career, out of 209 student respondents nearly 1/3rd desired to join medical profession either as doctors or staff nurses. Those who loved to be engineers were 14 percent and teachers 19 percent.

Students Observations On Certain Issues

Views solicited from 209 tribal girls students indicated that they very much looked for (a) Coaching in English (87 percent) and Mathematics (84 percent) (b) Student Identity card (77 percent) and (c) Stationary and Note Books (70 percent). Other demands that they put forward were for additional footwear (79.435), transport facilities for going to hospitals (74.16 percent), Sports Material (69 percent) and additional teachers (55 percent). Nearly half of them urged for telephone facility in the school for talking to parent and a little more pocket money to enjoy the company of friends. Detailed response are contained in as regards upkeep of hostels and facilities in the EMRS, all of them urged for (a) improved bathrooms (b) Sufficient water for washing clothes (c) Well ventilated hostel rooms (d) More space for playing, eating and reading.

Students Observation on certain issues

| Issues | | Percent |
|-------------------------|--|---------|
| House Rooms | Un Hygienic, No Ventilation, Less Electrical Equipments and accommodation is not spacious | 54 |
| School Surroundings | Poor Management of School Surroundings making presence of wild animals like Snakes, Lizards, Flies, Mosquitoes Etc. | 65.07 |
| Play Grounds | Play grounds are not suitable for practice | 53.59 |
| Water Leakages | Mentioned leakages from Walls of Class Rooms. | 22.49 |
| On class rooms | Agreed about Insufficient Class Rooms, and Less Class Room Equipments like charts, boards Etc | 69.38 |
| Dormitories | Insufficient Dormitories | 57.42 |
| Books | Text and Note Books are insufficient | 74.64 |
| Teaching Staff | Insufficient Teaching Staff (Ex: Physics and Zoology Subject Teachers and Vocational Courses) | 55.98 |
| Dining Hall | In sufficient Space, Poor Ventilation, Poor Electrification, Un Hygienic. | 86.12 |
| Laboratory Equipment | Availability of Laboratory equipments like Aprons, Glassware, R.B.C Meter, W.B.C Meter, Weighing Machine, Gloves, Mask, White Shoes, Black Leather Watches Nets, Pocket Articles like thermometer, Torch, Clinical Records | 23.92 |
| Library | Proper Maintenance of Library and Books | 80.86 |
| Bathrooms | Insufficient, Unhygienic, and un comfortable to Use | 100 |
| Service / utility Water | In sufficient supply of utility water for cleaning, bathing, washing and other purposes | 100 |

Parents Observations

Twenty seven parents were interviewed to know their responses about the school and the manner in which their



wards were at a place away from home. All the parents were satisfied with the supply of food, uniform, books and stationary but they urged that personal attention of teachers, which the children received at home is lacking in the school. They were delighted to hear their children speaking English an keeping good health. They suggested that the children should be kept engaged in watching T.V, movies, other entertainment programmes, and sports and games. As regards shortcomings in the school all of them requested in one voice for having a waiting hall with toilets (for Men and Women). A vast majority of them advocated for allowing their children to visit their parents on festivals and birthdays of the children and holding of parents meet regularly. They also urged for the maintenance of students toilets, bathrooms and students halls, EMRS authorities needed a little more attention of this.

Observations Made By School Staff

Members of school staff gave their views on a verity of subjects; some of which have been summarized in the following paragraphs.

Health Related Issues:

Sick Room: There is no separate sick room at present and therefore patients are treated in the residence of ANM.

Transport Vehicle: At present, sick students who are referred to the Hospitals are transported on RTC Bus and in some cases private Vehicles. Transportation on RTC Bus is not at all comfortable and Transportation on private vehicles is a costly, for which budget is not sufficient, hence a three or four wheeler multipurpose vehicle is needed.

There is no Refrigerator to store Injections, Blood Test Equipments and Solutions etc, which may be provided

First Aid Box is not available in the school.

Doctors Visit at least Twice a Month is necessary.

Mosquito NETS and Coils may be supplied

Hair Cleansers for treatment of Head Lice may be supplied.

R.O.Plant (Drinking Water): Owing to low capacity of the R.O.Plant it is often under repairs. At the time of evaluation we observed that R.O Plant got repaired and students suffered from non availability of drinking water for 3 days. Principal stated that because of increased strength of the EMRS the present capacity of the R.O Plant is not sufficient for drinking water supply.

School Infrastructure Accommodation: Required attention on maintenance of Conference Hall, Recreation Hall/ Auditorium, Computer Lab, Store Room, Sports Room, Sick Room, Toilets for Staff, Electric Supply for 24 hours

Regarding Staff Quarters: Additional Staff Quarters may be constructed so that lady teachers joined the EMRS.

Hostel: Hostels needed to be equipped with sufficient furniture, equipment, well ventilated rooms, warden rooms, washing room and mosquito nets for every students.

Sanitation: Number of toilets for 480 students is inadequate. Safaiwallas may be engaged to maintain cleanliness

Waiting Hall/Guest Room/Parents Room/ Visitors Room
Waiting hall with Toilet Facility for Men and Women may be constructed

The EMRS for girls should have a compound wall of right specifications., A good library may be developed in the School Library, Budget of Rs 10000/- for Sports per annum is not sufficient and it may be raised

Hostel: Except regular supply of drinking water, the hostellers required additional amenities and basic requirements to meet the demand of 480 girls. Rooms for warden, Sick Children and guests are urgently needed. Mosquito nets may be provided on priority. The following Table touches upon the requirements:

| S. No | Items | Notes (Adequate or otherwise) |
|-------|---|--|
| 1 | Well ventilated dormitories | Ventilated Dormitories required |
| 2 | Furniture and Equipments | Cots, Trunk Boxes, Steel Plates & Steel Glasses Etc., are required |
| 3 | Assured / reliable water Supply | Drinking water is sufficient Utility water is insufficient. |
| 4 | Electricity and Fans | Majority of fans not in working order |
| 5 | Office Room for hostel Warden / Watchman | It is required |
| 6 | Arrangements for washing And drying clothes | Only one spot is available - 4 spots required |
| 7 | Recreation / common room | Its only 40 students capacity, Required for 500 students capacity |
| 8 | Rainwater harvesting | Yes it is being followed |
| 9 | Reliable sewage system | Rs 2500/- received from NGC Programme for this purpose |
| 10 | Openable/cleanable nets on doors and windows to keep out mosquitoes /insects. | The mosquito nets are required at windows and doors. |
| 11 | Dinning /Kitchen | Dining hall has 38 cement tables. But 15 more tables required. There is no proper ventilation. Fans and Lamps are required. All Water Taps are not working |
| 12 | Solar water heating | It is Required. |
| 13 | Multipurpose area-covered Verandah attached to Kitchen | It is required |
| 14 | Entertainment Room, Hostel Library for Indoor Games, TV, Reading Room | No, there is no room available for entertainment and indoor games. It is required. |
| 15 | Bath Room and Latrines | Some are condemned. Additional 50 Toilets are required |
| 16 | Warden House | There is no warden room. Its required |
| 17 | Sick Room | It is required |
| 18 | Guest Room for Parents | It is required |
| 19 | Sports Ground | Only volley ball, Kho-Kho, Ball Badminton Courts have been provided There is no place for other track & field Games. It is required |



Staff Sanctioned

| S. No | Sanctioned Posts | Post Filled with Regular Staff | Post Vacant | Remarks |
|-------|--|--------------------------------|-------------|---------------------------------------|
| 1 | Principal | 01 | 0 | |
| 2 | Vice Principal | 01 | | Additional duties to |
| 3 | Head Master | 01 | | senior PGT |
| 3 | PGT's | 02 | 15 | 15 Post Guest Teachers |
| 4 | TGT's | 01 | 07 | 7 Post Guest Teachers |
| 5 | PTI | 01 | | Deputed to RJC, Y.Ramavaram |
| 6 | Sr. Asst | 0 | 01 | Working Contract basis |
| 7 | Jr. Asst. | 0 | 01 | Working Contract basis |
| 8 | ANM | 0 | 02 | Working Contract basis |
| 9 | Record Asst. | 01 | 0 | Working on Deputation |
| 10 | Attendees | 0 | 2 | Working Contract basis |
| 11 | Cooks | 0 | 7 | Working Contract basis |
| 12 | K.Helpers | 0 | 2 | Working Contract basis |
| 13 | MPW's | 1 | 2 | Working Contract basis |
| 14 | Ayah | 0 | 2 | Working Contract basis |
| 15 | Watchman | 0 | 02 | Working contract basis |
| 16 | Whether salary of EMRS staff is higher than State Government | | | They got only State Government salary |

Housing for Staff

| | | |
|---|---|---|
| 1 | Number of staff quarters constructed (teaching/ Non-teaching) | Quarters available for 20 teachers and 2 non teaching staff |
| 2 | Number of quarters occupied | All quarters are occupied by teachers |
| 3 | Number of staff quarters still required | Four quarters required for teachers and Quarters required for 16 non-teaching staff |

Review of Exam Result for 2011-12 Sessions

Data on the results shows for the year 2011-12, 2 percent of failure was recorded in the 10th class. This was because of student's poor performance in science subjects.

1. Class VI : 100 percent
2. Class VII : 100 percent
3. Class VIII : 100 percent
4. Class IX : 100 percent
5. Class X : 98 percent

Periodical Review (last held)

By State Government (quarterly Review is contemplated) : No

By Ministry of Tribal affairs (Quarterly Review is contemplated) : No

Has Monitoring been done out of Article 275(1) : No

Findings

Teachers Recruitment and Training: Teachers appointed in EMRS should be given regular in-service training for upgradation of their knowledge and skills. It is observed that occasionally some teachers were sent to 3 to 4 days training at the local level. As per the guidelines of EMRS, in each EMRS maximum number of trained women teachers are to be appointed. But it is observed that this norm violated in Andhra Pradesh as male teachers are working in girls school. It having number of teachers' vacancies. The

Principals are finding it very difficult to manage the schools without required number of subject teachers. In Andhra Pradesh, the Principal post is and vacant this is hampering the entire educational administration of the Ekalavya Model Residential Schools.

Teaching Learning Process: Teaching learning process in EMRS, is found to be of conventional type. In Gujarat it is noticed that technology enabled class room teaching is practiced with EDUCAM and Digital class rooms. This type of modern facility should be arranged. Further it is noticed that teachers are not having proper understanding about the continuous comprehensive evaluation concept and practice. This is very much the need of the day when we are following the National Curriculum Framework 2005.

For effective Teaching Learning Process, procurement of teaching learning material (TLM) is very much required. It is observed that the TLM is found to be inadequate.

Library facility is one of the important aspects for ensuring quality teaching and learning but it has not been given due importance by any school.

Infrastructure Facilities: Infrastructure is provided either in Old Buildings or New Buildings but the facilities are inadequate and there is no requisite budgetary provision for regular and immediate maintenance. Poor maintenance is observed in buildings, toilets, Hostel kitchen, dormitories, and rooms of the hostels.

Boarding Facilities: The quantity and quality of food is very much essential and need to be ensured for residential schools children. The quality of food supplied to the students and per capita expenditure is for Class 5 to 7 students it is Rs. 473/- and for 8 to 10 the class Rs. 535/- per month dent. Food expenses for each child should be on par with Navodya Vidyalaya.

Lodging Facility: To accommodate the students in EMRs, either dormitories have been built or rooms are provided. But in majority of the studied EMRS, rooms are not clean, bed with cot is not available, more number of students is accommodated in one room. Bath-rooms and Toilets are inadequate and windowpanes are broken. This is causing distress to the students and health concerns for the parents when the children are reported sick.

Kitchen and Dining Halls: The food cooked in unhygienic environment has been observed. Dining halls are also not fully furnished. Children found taking food in their dormitories, sitting on the floor near their cots.

Uniforms and Other Cosmetic Charges: The students of EMRs should be provided with good quality Uniforms



with warm clothes for winter, soon after their admission but it is reported there is delay. Each school should have some buffer stock over and above the strength of boarders.

General Performance

The general performance of Eklavya Model Schools shows that the pass percentage in class X is found to be satisfactory whereas in the higher secondary classes, performance needs lots of improvement; It is noticed that teachers are not staying in the schools and quite frequently they are availing leaves and sometimes they are absent. As a result, the class room teaching and learning process get affected. This is also because of lack of sufficient quarters for the teachers as well as for the staff.; Children's dropouts: Drop out of children is reported. This is an indication of substandard management of schools and also lack of enabling environment in these schools to retain the admitted children.; In this globalized situation, every student of EMRS is expected to be literate in Computer and Information Technology. There is a need of establishing fill fledged computer labs with adequate computers made available to each student along with internet facility.; Management of the EMRS: The per-capita expenditure of Rs.42,000 per child per year is low to provide the quality education on par with Navodaya Vidyalaya schools. The Navodaya Vidyalaya schools per capita expenditure is around Rs.90,000 per child. Low paid teachers, Contract, Guest teachers, Retired persons managing the EMRS is not at all helpful for ensuring the quality of education. The administration and performance of Tribal Welfare Residential Societies in Andhra Pradesh was not quite satisfactory as expected, It is observed that the Tribal welfare Department is not having the requisite expertise and skilled manpower to look after the EMRS.; The arrangement of the black boards in the class rooms is appropriate but the maintenance of the boards is poor.; Toilets in the Schools, the number of toilets is less considering the strength of the students. And maintenance was found to be poor.; Drinking Water Facility, drinking water facility is available in all the six states but the quality of drinking water was found to be poor. Reverse Osmosis Units are arranged for purification of water, but the maintenance of the Unit is found to be poor.; Playground, facility of Play ground is very much essential for residential schools. Here the play grounds needs developments and the availability of sports and games material is found in adequate. Trained physical education teachers are very much required for the residential schools.; Pupil Teacher Ratio, Pupil teacher ratio is inadequate and therefore more teachers are required in all the EMRS. Teachers in subjects like Science and Mathematics are in great demand.

Suggestions And Recommendations

Based on the field observations and analysis of the situation of Ekalavya Model schools, the following suggestions are made for the effective implementation of the scheme;

The guidelines of EMRS should indicate the organizational structure, Manpower and Educational expertise for the Tribal welfare Residential educational institutions societies on par with Navodaya Vidyalaya Samithi pattern.; EMR should have separate budget plan for both infrastructure, recurring, non-recurring expenditure every year and it should be included in the Annual Work plan & Budget.; Tribal welfare department of each state should create sufficient manpower to plan, implement and monitor the Education sector programmes for Tribals.; The managing societies of EMRS are to be given instructions that they should mandatorily prepare the perspective education plan and get it approved by the Ministry of Tribal affairs before commencement of each academic year.; The budgetary provisions made available to EMRS should be one step above to the provisions of Navodaya Vidyalaya Samithi to ensure quality education for tribal students; The financial management of EMRS should be through Tribal Education Societies based on the proper monitoring system.; Like Navodaya Vidyalaya Samithi, the EMRS societies should prescribe highest standards in selection of teachers and staff by providing attractive salaries with regular appointment instead of contract and guest teachers. There should be provision of internal transfers for the teachers of EMRS.; The students and teachers should be given opportunities for exchange visit programmes.

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