

SCHOOL AND HOSTEL ENVIRONMENT FOR SCHEDULED TRIBE STUDENTS: AN EVALUATIVE STUDY

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Abstract: The investigator tried to explore school and hostel environment for ST students in selected schools of Odisha. The findings of the study are: school and hostel environment is better for ST students in JNV school in comparison to EMRS and SC & ST schools in Odisha. School and hostel environment is better for ST students in EMRS in comparison to SC & ST schools in Odisha. School environment is clean in EMRS and JNV as compared to SC & ST school for ST students. Hostel environment is clean in JNV whereas it is not up to the mark in EMRS and SC & ST schools for ST students. School hostels are safe in EMRS, JNV and ST & SC schools for ST students. Free textbooks have been supplied to ST students in all the three schools. Children are helped to solve academic problems in EMRS. Children's results are shared with parents in EMRS. Quality of meals is reasonably good in EMRS and JNV schools. Children are involved in cultural activities in EMRS and JNV. Opportunities are provided for games and sports activities in EMRS and JNV schools. Children's health problems are duly attended in all the three schools. Non-discriminatory treatment to students is given in all the three schools. Children's grievances are properly received by school staff in EMRS and JNV. Teachers behave well with ST children in all the three schools. Children are associated with school planning in JNV only. Community contributes to school development in JNV only. There are certain areas, where improvements are needed to improve school and hostel environment for ST students in schools of Odisha such as: preparation of lesson plan/note, sharing of learning objectives with tribal students, strategies and techniques to motivate tribal students, developing inductive thinking or enquiry skills among tribal students, using activity methods while teaching, correction of tribal students' homework, timely distribution of project assignment, course completion, collaborative working in the school, use of SMART classes, use of TLM, group learning activities, hundred percent distribution of textbooks to students, career counselling programme in the school and vocational training to tribal students. It can be appreciated if the components of school and hostel environment for tribal children are deconstructed by the policy makers and practitioners within a framework or a set of revised parameters.

Index Terms - School and hostel environment, EMRS, JNV school, SC & ST school, curricular & co-curricular activities, kitchen environment, participation of students

I. INTRODUCTION

Odisha State occupies a distinct place in our country as it represents a unique blend of unity amidst diversity. There are 62 Scheduled Tribe communities, each one different from the other and 93 Scheduled Caste communities in the State (Annual Report, 2016-17). The State has the privilege of having highest number (13) of Particularly Vulnerable Tribal Groups (PVTGs). Both ST & SC together constitute 39.98% of the total population of the State (ST-22.85% and SC-17.13% as per 2011 census). As per Annual Report, 2016-17, Government of Odisha, in order to promote education among the scheduled tribes (ST) & scheduled castes (SC), the Department has established 506 Sevashrams, 766 Ashram Schools, 164 High Schools, out of which 14 have been upgraded to Higher Secondary Schools (HSS) in Science & Commerce Stream, 173 Girls High Schools (GHS) out of which 8 GHS have been upgraded to HSS, 02 Secondary Training Schools, 01 B.Ed. Training School at Kalinga, Kandhamal & 13 Eklavya Model Residential Schools (EMRS). Similarly, Navodaya Vidyalaya System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But, so far, good quality education has been available only to well-to-do sections of society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education-1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas (JNV) that would bring out the best of rural talent. (Navodaya Vidyalaya Samiti, 18.01.2018 & Dash, 2018).

II. REVIEW OF RELATED STUDIES

Keeping in view of the importance of review of related research in conducting a research, an attempt was made by the investigator to look at the studies conducted in Odisha on tribal education. Garnaik & Barik (2012) conducted a study on role of

Ashram school in tribal education In Jharsuguda district and found that The existing weaknesses of the Ashram schools should be promptly tackled by provisions like timely payment of stipend and timely supply of reading and writing materials as per requirement may be ensured, vacancies in teaching and clerical posts should be filled up immediately, infrastructure including library facilities, computer, playground, provision of water, electricity, toilet, cot have to be provided and properly maintained. Supplemental, remedial classes and special coaching classes for poor students, involvement of subject expert's technical guidance should be promoted. Sahu (2014) conducted a study on myths and realities of tribal education in Similipal area of Odisha. The study reveals that the status of education in Similipal area is much less i.e. 12.62 % out of which female literacy percentage is 5.00 % whereas the literacy rates of Mayurbhanj district, Odisha and India are 51.91 %, 63.08 % and 64.8 % respectively. The gender wise comparison of literacy rate in study area states that the literacy rate of male is 80 % and that of female is 20 % out of total literate in the studied villages. As per survey, the overall literacy rate of surveyed villages is 12.62 % with 20.20 % male literacy and 5.0 % female literacy, which is much below the national average. The literacy rate is maximum 40.87 % in Kabatghai village and whereas lowest literacy rate 3.75 % is observed in village Bakua. The physical location of the village, economic condition, attitude of the parents, village education committee, and teacher related problems are various critical issues in the study area. Relevant study materials in local languages, appointment of local teachers, changes in perceptions and outlooks of teachers, tribe specific learning arrangements, and establishment of more residential schools are suggestions provided in the paper to improve tribal education. Pothal & Panda (2017) conducted a study on status and determinants of literacy and education among tribes in Odisha and found that there exists significant regional, gender and social class disparities in the literacy rates of the state. among the different social groups, the literacy rate is the lowest among the tribes (scheduled tribes) and the highest among the general castes. the investigators concluded by reiterating the need for proper implementation of policies to redress the problem of low literacy and educational attainment among the tribes. A lot of research studies has been conducted in the field of tribal education in Odisha but very less studies has been conducted on existing school and hostel environment for tribal students in Odisha. Thus, the study assumes significance.

III. OBJECTIVES OF THE STUDY

1. To study the school and hostel environment for ST students in selected schools of Odisha with regard to ST students' perception.
2. To study the school and hostel environment for ST students in selected schools of Odisha with regard to teachers' perception.
3. To study the school and hostel environment for ST students in selected schools of Odisha with regard to principals' perception.
4. To study the school and hostel environment for ST students in selected schools of Odisha with regard to community members' perception.
5. To study the school and hostel environment for ST students in selected schools of Odisha with regard to researcher's perception.

IV. RESEARCH QUESTIONS

1. What is the school and hostel environment for ST students in selected schools of Odisha with respect from ST students' perception?
2. What is the school and hostel environment for ST students in selected schools of Odisha with respect from teachers' perception?
3. What is the school and hostel environment for ST students in selected schools of Odisha with respect from principals' perception?
4. What is the school and hostel environment for ST students in selected schools of Odisha with respect from community members' perception?
5. What is the school and hostel environment for ST students in selected schools of Odisha with respect from researcher's observation?

V. RESEARCH METHODOLOGY

EMRS Laing, Sundergarh district SC & ST Raighar, Nawarangpur district and JNV, Khatiguda, Nawarangpur district have been used as sample for the present study. Two districts of Odisha state were selected: one with the highest literacy rate (74.13) and the other with the lowest literacy rate (48.20) as per 2011 census (where EMRSs, purely ST schools were functional). EMRS Laing, Sundergarh from highest literacy rate district, and two schools (SC & ST Raighar, Nawarangpur district and JNV, Khatiguda, Nawarangpur district) from lowest literacy rate district were finally selected as the sampled school. Descriptive survey method was used by the investigator.

5.1 Population and Sample this study

Incidental sampling technique was used by selecting 60 students from three schools (20 students from each school). Fifteen teachers and principals from three schools were selected incidentally. Eleven community members from Sundergarh district and ten community members from Nawarangpur also constitute the sample of the study. Snowball sampling technique was used by the investigator to select the community members for the present study.

5.2 Tools and Techniques Used for Collection of Data

Structured Interview schedule for students pertaining to school and hostel parameters has been constructed by the investigator with consultation from experts of tribal education. Structured Interview schedule for students, teachers and principals has 47 items pertaining school and hostel environment for ST students in selected areas of Odisha. A semi-structured interview schedule for

community members pertaining to school and hostel environment for ST students in selected areas of Odisha has been developed by the investigator. A semi-structured interview schedule for community members has 16 items pertaining to school and hostel environment for ST students in selected areas of Odisha. An observation schedule has been developed by the investigator to observe hygienic environment of kitchen and quality of food in the school hostels. The tools have been validated by two subject and language experts in the field. Content validity has been established. The tools have been validated by discussion with experts in the field, reviewing related literature, state government (ST&SC Development Department, Government of Odisha) reports, central government (Ministry of Tribal Affairs, Government of India) reports, books on tribal education, literature on teaching-learning process in secondary schools etc. Data are collected by the investigator through personal visits to the field and personal contact with the respondents using a checklist of observations and questions addressed to key informants and situation (Dash, 2018). Extensive field notes are made, photographs are taken, and interviews with key informants were conducted (Dash, 2018). The tools have been developed to validate the data with the help of triangulation method. Data have been validated from multiple sources with the help of perception from students, teachers, principals, community members and researcher's point of view.

5.3 Variables of the Study

The study sought mainly to study school and hostel environment for ST students in EMRS, SC & ST school and JNV.

5.4 Techniques of Data Analysis

Quantitative and qualitative analysis techniques were employed to calculate the results of the study.

5.5 Profile of the Study Area

The study was conducted in EMRS Laing, Sundergarh district SC & ST School, Raigarh, Nawarangpur district and JNV, Khatiguda, Nawarangpur district of Odisha.

VI. RESULTS and DISCUSSION

The results of the present study have been presented as follows:

6.1 Analysis of Objective 1: - Perception of Students on School and Hostel Environment

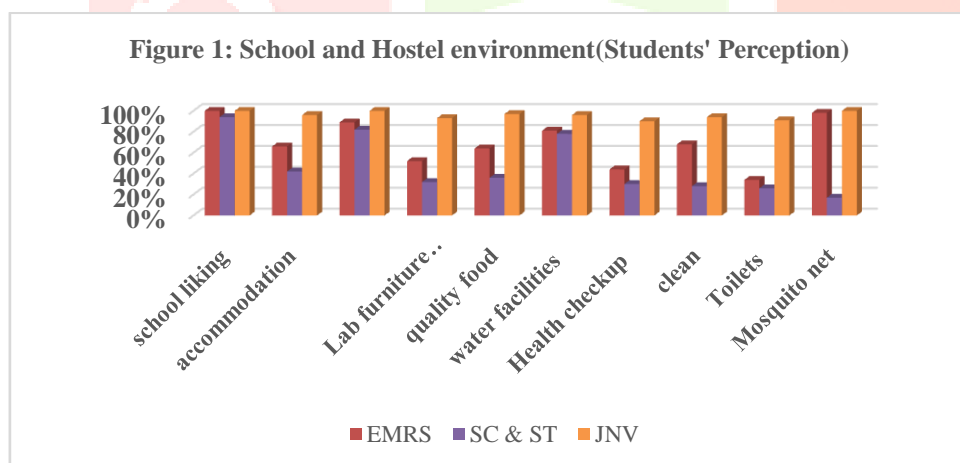
The following table no 1 presents that hundred percent EMRS and JNV students have responded that school and hostel environment is pleasant for them to stay and study whereas 94% SC & ST school students have reported that SC & ST schools are pleasant for them to stay and study. Similarly, 96% JNV students and 66% EMRS students report that hostel accommodation facility is conducive for them while only 42% SC & ST school students report that hostel accommodation facility is conducive for them to reside and study. Classroom furniture is adequate as reported by 89% EMRS students, 82% SC & ST school students and 100% JNV students respectively. Lab furniture is adequate as reported by 52% EMRS students, 32% SC & ST school students and 93% JNV students respectively. Food quality is good as reported by 64% EMRS students, 36% SC & ST school students and 97% JNV students respectively. Water facility is good as reported by 81% EMRS students, 78% SC & ST school students and 96% JNV students respectively. Health checkup facilities are available in schools as reported by only 44% EMRS students, 30% SC & ST school students while 90% JNV students report positively about health checkup facilities in the JNV school. Hostel environment is clean as reported by 68% EMRS students, 28% SC & ST school students and 94% JNV students respectively. Toilets are clean as reported positively by only 34% EMRS students, 26% SC & ST school students and 94% JNV students report positive about clean toilet facilities in the school. Bathrooms are clean as reported by 32% EMRS students, 28% SC & ST school students and 93% JNV students respectively. Mosquito nets are provided to ST students as reported by 98% EMRS students, 17% SC & ST school students and 100% JNV students respectively. Teachers are supportive as reported by 97% EMRS students, 96% SC & ST school students and 100% JNV students respectively. Textbooks have been supplied as reported by 100% EMRS students, 82% SC & ST school students and 100% JNV students respectively. Adequate learning materials have been supplied as reported by 46% EMRS students, 31% SC & ST school students and 93% JNV students respectively. Quality teaching is provided to ST students as indicated by 71% EMRS students, 68% SC & ST school students and 92% JNV students respectively (Table No 1).

Table 1: Percentage of ST Students Responding Positively to the Following School and Hostel Parameters Obtained through Interview

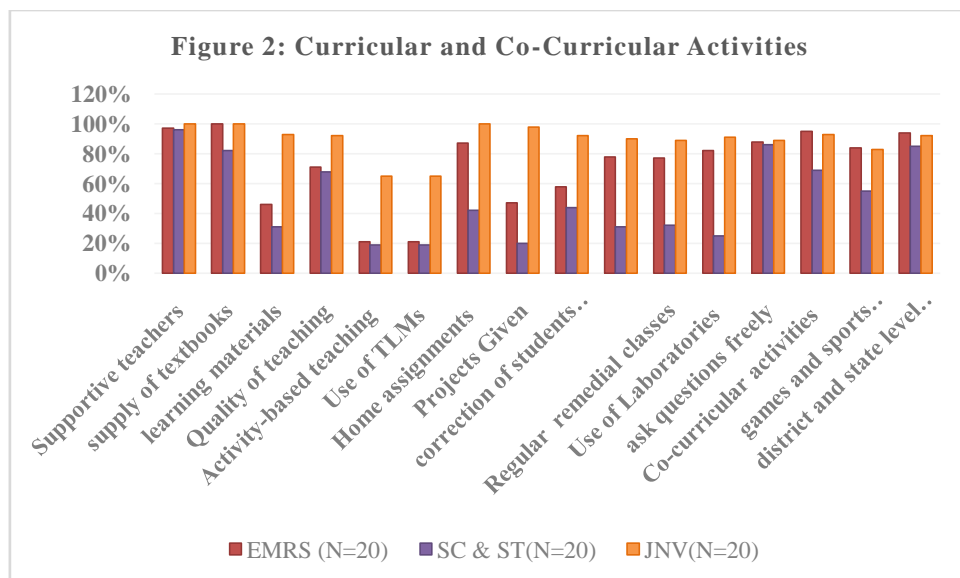
Parameter	EMRS (N= 20)	SC&ST (N=20)	JNV (N= 20)
School and Hostel Environment			
Pleasant school and hostel environment	100%	94%	100%
Conducive hostel infrastructure and accommodation	66%	42 %	96%
Classroom furniture adequate	89 %	82%	100%
Lab furniture adequate	52%	32%	93%
Good quality food	64%	36%	97%
Good drinking water	81%	78 %	96 %
Health checkup facilities available	44%	30 %	90 %
Clean hostel environment	68%	28 %	94%
Clean toilets	34%	26 %	91%
Clean bathrooms	32%	28 %	93%
Provision of mosquito net	98 %	17%	100%
Curricular and Co-Curricular Activities			
Supportive teachers	97%	96%	100%

Adequatesupplyoftextbooks	100%	82%	100%
Adequatesupplyoflearningmaterials	46 %	31%	93%
Qualityofteaching	71%	68 %	92%
Activity-basedteaching	21 %	19 %	65%
TLMSused	21 %	19 %	65%
Homeassignmentsgiven	87 %	42%	100%
Projectsgiven	47%	20%	98%
Studentworkcorrectedregularly	58%	44%	92 %
Supervisedstudyandremedialclasses	77%	32%	89%
Effective use of Laboratories	82%	25%	91%
Allowedtoaskquestionsfreely	88 %	86 %	89 %
Co-curricularactivitiespromoted	95%	69%	93%
Scopeforgamesandsports activities	84%	55%	83%
Participationat districtandstatelevelencouraged	94%	85%	92%
StudentParticipation			
Studentsuggestionsaresolicitedinschoolfunctioning	33%	18%	25%
Studentparticipatesinmess management	55%	42%	75%

The above table no 1 also presents that activity-basedteaching is done in schools as indicated positively by only 21% EMRS students, 19% SC& ST school students and 65% JNV students respectively. Homeassignments are given as reported by 87% EMRS students, 42% SC& ST school students and 100% JNV students respectively. Projects are given as reported by only 47% EMRS students, 20% SC& ST school students and 98% JNV ST students respectively. Students'works arecorrectedregularly as reported by 58% EMRS students, 44% SC& ST school students and 92% JNV ST students respectively. Supervisedstudyandremedialclasses are conducted as reported by 77% EMRS students, 32% SC& ST school students and 89% JNV ST students respectively. Laboratories are effectively used as reported by 82% EMRS students, 25% SC& ST school students and 91% JNV ST students respectively. Students are allowedtoaskquestionsfreely as reported by 88% EMRS students, 86% SC& ST school students and 89% JNV students respectively. Co-curricularactivities are promoted as reported by 95% EMRS students, 69% SC& ST school students and 93% JNV students respectively. There is scopeforgamesandsports activities as reported by 84% EMRS students, 55% SC& ST school students and 83% JNV students respectively. Participationat districtandstatelevel is encouraged as reported by 94% EMRS students, 85% SC& ST school students and 92% JNV students respectively. Studentsuggestionsaresolicitedinschoolfunctioning encouraged as reported positively by only 33% EMRS students, 18% SC& ST school students and 25% JNV students respectively. Studentsparticipateinmess management as reported by 55% EMRS students, 42% SC& ST school students and 75% JNV students respectively.



It is evident from above figure no 1 & 2 and table no 1 that the school and hostel environment is betterin EMRSsascomparedtoST&SCschoolsbut is notasgoodasthatoftheJNV.



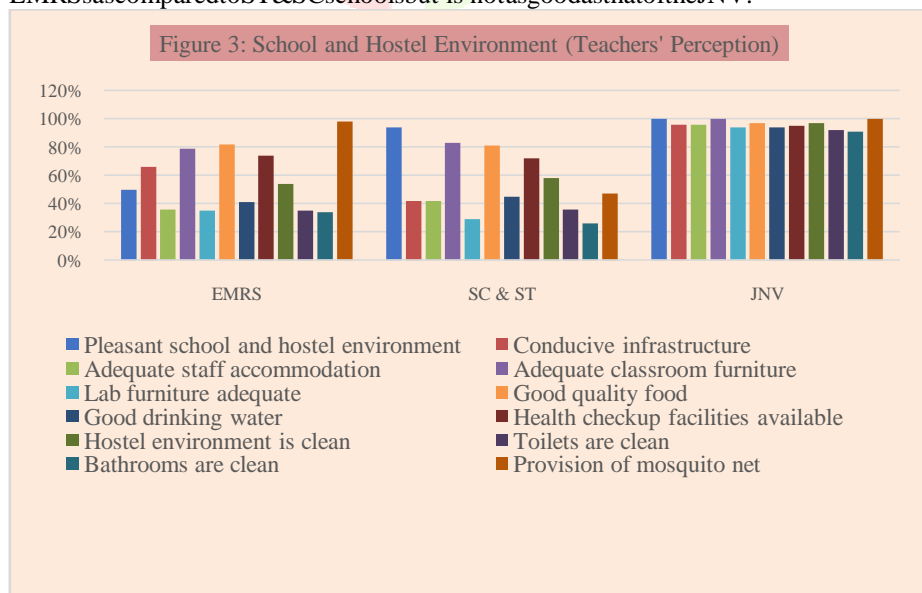
6.2: Analysis of Objective 2: - Perception of Teachers on School and Hostel Environment

It is evident from the below table no 2 that school and hostel environment is pleasant as reported by 50% EMRS teachers, 94% SC & ST school teachers and 100% JNV teachers respectively. Infrastructure facilities in the schools are adequate as reported by 66% EMRS teachers, 42% SC & ST school teachers and 96% JNV teachers respectively. Staff accommodations are adequate in schools as reported by 36% EMRS teachers, 42% SC & ST school teachers and 96% JNV teachers respectively. Adequate classroom furniture is adequate as reported by 79% EMRS teachers, 83% SC & ST school teachers and 100% JNV teachers respectively. Lab furniture is adequate as reported by 35% EMRS teachers, 29% SC & ST school teachers and 94% JNV teachers respectively. Food quality is good in schools as reported by 82% EMRS teachers, 81% SC & ST school teachers and 97% JNV teachers respectively. Good drinking water facility is appropriate in schools as reported by 41% EMRS teachers, 45% SC & ST school teachers and 94% JNV teachers respectively. Health checkup facilities are available as reported by 74% EMRS teachers, 72% SC & ST school teachers and 95% JNV teachers respectively. Hostel environment is clean as reported by 54% EMRS teachers, 58% SC & ST school teachers and 97% JNV teachers respectively. Toilets are clean as reported by 35% EMRS teachers, 36% SC & ST school teachers and 92% JNV teachers respectively. Bathrooms are clean as reported by 34% EMRS teachers, 26% SC & ST school teachers and 91% JNV teachers respectively. Provision of mosquito net as reported by 98% EMRS teachers, 47% SC & ST school teachers and 100% JNV teachers respectively. Teachers are supportive of students as reported by 94% EMRS teachers, 95% SC & ST school teachers and 100% JNV teachers respectively. Adequate supply of textbooks as reported by 100% EMRS teachers, 84% SC & ST school teachers and 100% JNV teachers respectively. Adequate supply of learning materials as reported by 78% EMRS teachers, 61% SC & ST school teachers and 94% JNV teachers respectively. Quality of teaching is good as reported by 81% EMRS teachers, 88% SC & ST school teachers and 98% JNV teachers respectively. Activity-based teaching is done as reported by 51% EMRS teachers, 49% SC & ST school teachers and 75% JNV teachers respectively. TLMs are used as reported by 41% EMRS teachers, 39% SC & ST school teachers and 69% JNV teachers respectively. Home assignments are given as reported by 89% EMRS teachers, 62% SC & ST school teachers and 100% JNV teachers respectively. Projects are given as reported by 67% EMRS teachers, 60% SC & ST school teachers and 98% JNV teachers respectively. Regular correction of students' work is done as reported by 78% EMRS teachers, 64% SC & ST school teachers and 92% JNV teachers respectively. Remedial classes are conducted as reported by 79% EMRS teachers, 42% SC & ST school teachers and 91% JNV teachers respectively. Supervised study is conducted as reported by 78% EMRS teachers, 39% SC & ST school teachers and 90% JNV teachers respectively. Laboratories are effectively used as reported by 62% EMRS teachers, 35% SC & ST school teachers and 94% JNV teachers respectively. Students are allowed to ask questions freely as reported by 78% EMRS teachers, 66% SC & ST school teachers and 89% JNV teachers respectively. Co-curricular activities are promoted as reported by 96% EMRS teachers, 89% SC & ST school teachers and 96% JNV teachers respectively. There is scope for games and sports activities in schools for ST students as reported by 89% EMRS teachers, 75% SC & ST school teachers and 93% JNV teachers respectively. Participation at district and state level is encouraged as reported by 94% EMRS teachers, 85% SC & ST school teachers and 92% JNV teachers respectively. Students' suggestions are solicited in school functioning as reported by 53% EMRS teachers, 38% SC & ST school teachers and 65% JNV teachers respectively. Students participate in mess management activities as reported by 65% EMRS teachers, 52% SC & ST school teachers and 85% JNV teachers respectively (Table No 2).

Table 2: Percentage of Teachers Responding Positively to the Following School and Hostel Parameters Obtained through Interview

Parameter	EMRS (N= 05)	SC&ST (N= 05)	JNV (N= 05)
School and Hostel Environment			
Pleasant school and hostel environment	50 %	94%	100%
Conducive infrastructure	66%	42 %	96%
Adequate staff accommodation	36 %	42 %	96%
Adequate classroom furniture	79 %	83%	100%
Lab furniture adequate	35 %	29 %	94%
Good quality food	82 %	81 %	97%
Good drinking water	41 %	45 %	94 %
Health checkup facilities available	74%	72 %	95 %
Hostel environment is clean	54 %	58 %	97%
Toilets are clean	35%	36 %	92%
Bathrooms are clean	34%	26 %	91%
Provision of mosquito net	98 %	47%	100%
Curricular and Co-Curricular Activities			
Teachers are supportive of students	94%	95%	100%
Adequate supply of textbooks	100%	84%	100%
Adequate supply of learning materials	78 %	61 %	94%
Quality of teaching	81 %	88 %	98%
Activity-based teaching	51 %	49 %	75%
TLMs used	41 %	39 %	69%
Home assignments given	89 %	62%	100%
Projects given	67%	60%	98%
Regular Correction of students' work	78%	64%	92 %
Remedial classes	79%	42%	91 %
Supervised study	78%	39%	90 %
Effective use of laboratories	62%	35%	94%
Allowed to ask questions freely	78 %	66 %	89 %
Co-curricular activities promoted	96%	89%	96%
Scope for games and sports	89%	75%	93%
Participation at district and state level encouraged	94%	85%	92%
Student Participation			
Students suggestions are solicited in school functioning	53%	38%	65%
Students participate in mess management	65%	52%	85%

It is evident from above figure no 3 and table no 2 that the school and hostel environment is better in EMRS as compared to ST & SC schools but is not as good as that of the JNV.



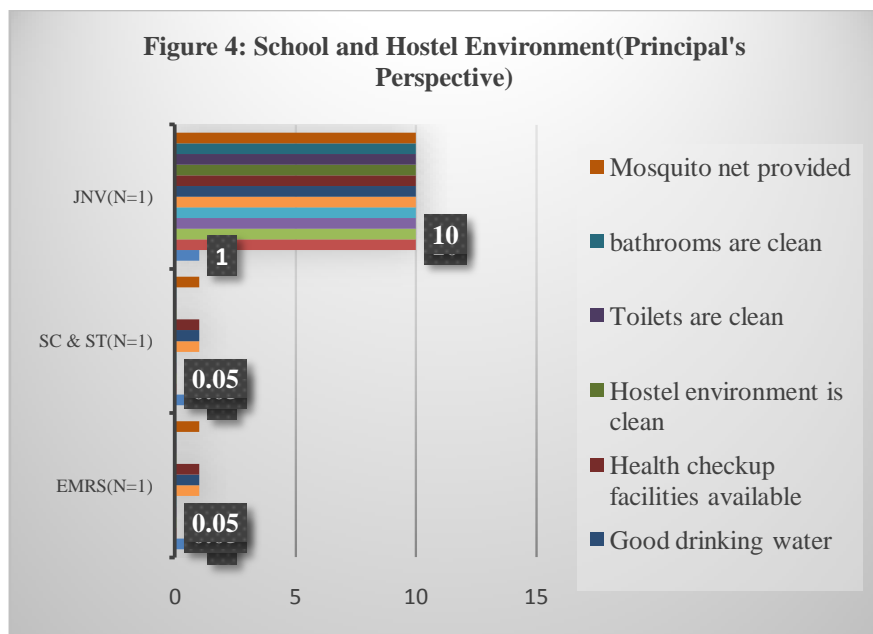
6.3: Analysis of Objective 3: -Perception of School Principals on School and Hostel Environment

It is evident from the following table no 3 that JNV principal has reported positive about every aspect of school and hostel environment except use of TLM in classroom teaching whereas school and hostel environment as reported by EMRS and SC & ST principals is average in nature in all parameters.

Table 3: Percentage of Principals Responding Positively to the Following School and Hostel Parameters Obtained through Interview

Parameter (in points)	EMRS(N=1)	SC & ST(N=1)	JNV(N=1)
School and Hostel Environment			
Pleasant school atmosphere	Yes(1)	Yes (1)	Yes (1)
Conducive hostel infrastructure	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Conducive hostel accommodation	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Classroom furniture adequate	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Lab furniture adequate	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Good quality food	Yes (1)	Yes (1)	Adequate (10)
Good drinking water	Yes (1)	Yes (1)	Adequate (10)
Health checkup facilities available	Yes (1)	Yes (1)	Adequate (10)
Hostel environment is clean	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Toilets are clean	Manageable (0.05)	Manageable (0.05)	Adequate (10)
bathrooms are clean	Manageable (0.05)	Manageable (0.05)	Adequate (10)
Mosquito net provided	Yes (1)	Yes (1)	Adequate (10)
Curricular and Co-Curricular Activities			
Teachers are supportive of students	Yes (1)	Yes (1)	Manageable (0.05)
Adequate supply of text books	Yes (1)	Yes (1)	Adequate (10)
Adequate supply of learning materials	Yes (1)	Yes (1)	Adequate (10)
Quality of teaching	Yes (1)	Yes (1)	Adequate (10)
Activity-based teaching done	No (0)	No (0)	Yes (1)
TLMs used	Yes (1)	Yes (1)	No (0)
Home assignments given	Yes (1)	Yes (1)	Yes (1)
Projects given	Yes (1)	Yes (1)	Yes (1)
Student work corrected regularly	No (0)	No (0)	Yes (1)
Regular supervised study	Yes (1)	Yes (1)	Yes (1)
Regular remedial classes	Yes (1)	Yes (1)	Yes (1)
Laboratories effectively used	Yes (1)	No (0)	Yes (1)
Allowed to ask questions freely	No (0)	No (0)	Yes (1)
Co-curricular activities promoted	Yes (1)	Yes (1)	Yes (1)
Scope for games and sports	Yes (1)	Yes (1)	Yes (1)
Participation at district and state level encouraged	Yes (1)	Yes (1)	Yes (1)
Student Participation			
Students suggestions are solicited in school functioning	Yes (1)	Yes (1)	Yes (1)
Students participate in mess management	Yes (1)	Yes (1)	Yes (1)

However, from table no 3 and figure no 4 it is indicated that school and hostel environment is best even for ST students in JNV in comparison to EMRS and SC & ST schools for ST students which are only meant for ST students (EMRS) and SCST students (SC & ST schools) respectively.



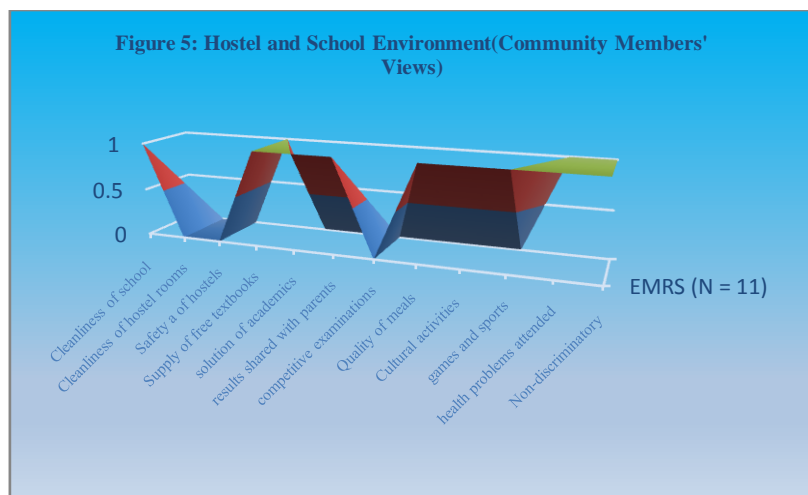
6.4 Analysis of Objective 4: - Perception of Community Members on School and Hostel Environment

Most of the community members in EMRS shared that the issues discussed in SMC and PTA meetings related to student attendance, infrastructure and civil work necessities, school campus beautification and performance of students in general.

Table 4: Modal responses of Community Members on Facilities Extended to ST Children and Their Interaction with School Staff

Parameter	EMRS (N= 11)	SC&ST (N=10)
Facilities for Children		
Cleanliness of school environment	Yes	No
Cleanliness of hostel rooms and environment	No	No
Safety and security of hostels	No	No
Supply of free textbooks	Yes	Yes
Textbooks given before academic session	No	No
Children helped to solve academic problems	Yes	No
Children's results shared with parents	Yes	No
Children prepared to face competitive examinations	No	No
Quality of meals reasonably good	Yes	No
Cultural activities involving children	Yes	No
Opportunities for games and sports	Yes	No
Children's health problems duly attended	Yes	Yes
Non-discriminatory treatment to students	Yes	Yes
Interaction with School and Staff		
Members' grievances properly received by staff	Yes	No
Teachers behave well with members	Yes	Yes
Member associated with school planning	No	No
Community contributes to school development	No	No

School development plan and SSA grant utilization did not form a part of the discussion. About 30% of the community members interviewed could not recall the issues discussed in PTA meetings. On the whole the community members carried a favorable impression about EMRS.



Community members suggested that hostels, particularly those for girls, should have boundary walls and watchman to ensure safety and security; schools should have regular teachers for quality teaching; textbooks should be supplied before the academic session and coaching to students to face competitive examinations should be provided. Though they were not directly associated with school planning, their grievances were heard by school authorities. They were aware that community did not have any contribution towards the school in the form of labor, service or funds. The community members' responses in respect of SC and ST schools were less favorable compared to that of EMRS (Table No 4). The members wanted more safety for girls, quality food and hygienic cooking; better hostel accommodation; water, electricity and toilet problems to be solved; opportunities for games, sports and cultural activities; and children's results to be shared through progress cards. Only one PRI member was available for interview in the JNV who did not respond truthfully to the interview questions. His responses were very general and were based on guesses than on direct experiences. Hence his response protocol is not analyzed here further. On the whole, the community members have positive impression about school and hostel environment in EMRS.

6.5 Analysis of Objective 5: Researcher's Observation on School and Hostel Environment

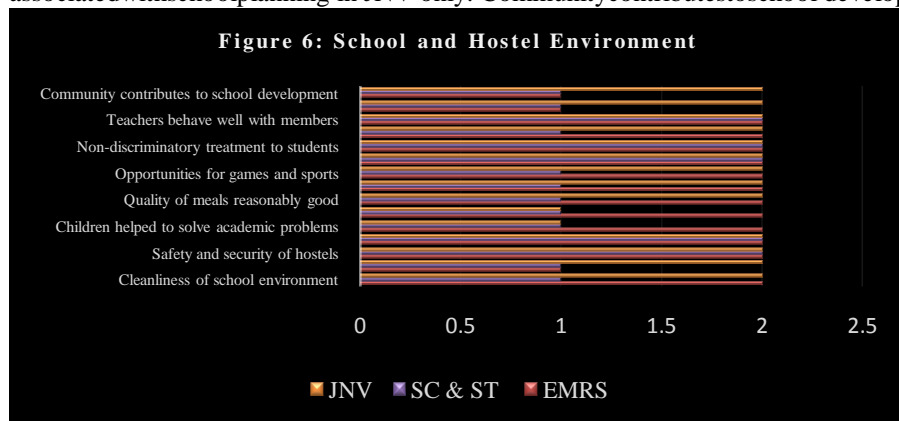
Table 5: Researcher's Observation on Facilities

Extended to ST Children and Her Interaction with School Staff

Parameter (in points)	EMRS	SC&ST	JNV
Facilities for Children			
Cleanliness of school environment	Yes (2)	No (1)	Yes (2)
Cleanliness of hostel rooms and environment	No (1)	No (1)	Yes (2)
Safety and security of hostels	Yes (2)	Yes (2)	Yes (2)
Supply of free textbooks	Yes (2)	Yes (2)	Yes (2)
Children helped to solve academic problems	Yes (2)	No (1)	No (1)
Children's results shared with parents	Yes (2)	No (1)	No (1)
Quality of meals reasonably good	Yes (2)	No (1)	Yes (2)
Cultural activities involving children	Yes (2)	No (1)	Yes (2)
Opportunities for games and sports	Yes (2)	No (1)	Yes (2)
Children's health problems duly attended	Yes (2)	Yes (2)	Yes (2)
Non-discriminatory treatment to students	Yes (2)	Yes (2)	Yes (2)
Interaction with School and Staff			
Children's grievances properly received by staff	Yes (2)	No (1)	Yes (2)
Teachers behave well with ST children in all the three schools	Yes (2)	Yes (2)	Yes (2)
Children are associated with school planning	No (1)	No (1)	Yes (2)
Community contributes to school development	No (1)	No (1)	Yes (2)

School environment is clean in EMRS and JNV as compared to SC&ST school for ST students. Hostel environment is clean in JNV whereas it is not up to the mark in EMRS and SC&ST schools for ST students. School hostels are safe in all the three types of schools for ST students. Free textbooks have been supplied to ST students in all the three schools. Children are helped to solve academic problems in EMRS whereas in JNV and SC&ST school teachers do not take initiative to solve academic problems of ST students as EMRS teachers are contractual in nature. They try to work sincerely in the context of their contractual job appointment in EMRS schools whereas SC&ST school and JNV teachers are regular staff. Children's results are shared with parents in EMRS only. Quality of meals is reasonably good in EMRS and JNV whereas the quality of meal is not so good in SC&ST schools. Children are involved in cultural activities in EMRS and JNV whereas teachers in SC&ST schools do not take required initiative in this regard. Opportunities are provided for games and sports activities in EMRS and JNV schools only. Children's health problems are duly attended in all the three schools. Non-discriminatory treatment to students is given in all the three schools. Children's grievances are properly received by school staff in EMRS and JNV whereas children's grievances are not

properly received by school staff in SC & ST schools. Teachers behave well with ST children in all the three schools. Children are associated with school planning in JNV only. Community contributes to school development in JNV only.



Hostel Kitchen Environment

Hygienic kitchen environment, quality of food and safety are the key elements in any residential accommodation setup. Table 6 lists out the important kitchen and food parameters and the status of EMRS, ST & SC and JNV hostels in respect of these parameters. These parameters relate to kitchen environment and cleanliness, safety measures and quality of meals and supervision.

Table 6: Researcher’s Observation on Hygienic Environment of Kitchen and Quality of Food

Parameter	EMRS	SC&ST	JNV
Kitchen Environment and Cleanliness			
Kitchen building whitewashed	Manageable	Poor	Good
Cleanliness of kitchen floor	Manageable	Poor	Good
Cleanliness of kitchen equipment and utensils	Manageable	Manageable	Good
Cleanliness of dining room	Poor	Poor	Good
Light and Ventilation	Unsatisfactory	Unsatisfactory	Satisfactory
Hand washing points	Inadequate	Inadequate	Adequate
Cleanliness of hand wash points	Manageable	Poor	Satisfactory
Cleanliness of storeroom	Manageable	Manageable	Manageable
Smokeless cooking	No	No	Yes
Kitchen waste clearance and management	Poor	Poor	Manageable
Proper drainage system for kitchen	Inadequate	Inadequate	Inadequate
Safety features			
Fire safety for the kitchen	No	No	Yes
Safety stand for plates	No	No	Yes
Aqua guard points for safe drinking water	No	No	Adequate
Hygienic cooking	Manageable	Unsatisfactory	Satisfactory
Quality of meals and supervision	Yes	No	Yes
Approved menu chart displayed	No	No	Yes
Meals served according to menu chart	Unsatisfactory	Unsatisfactory	Satisfactory
Quality of meal	No	No	yes
Teacher on duty/ mess committee supervision	No	No	Yes
Procurement procedure duly followed	No	No	Yes
Serving of food supervised teachers	No	No	Yes

On many parameters of kitchen environment and cleanliness, the condition in EMRS is manageable while that in ST & SC hostels is poor and that in JNV is good. There is no smokeless cooking in EMRS and the drainage system is poor, dining hall cleanliness is unsatisfactory and hand washing points are inadequate. In JNV, there are smokeless kitchen, clean kitchen and dining rooms and adequate hand washing points, but the drainage system is not up to mark. The fire and health-related safety measures in EMRS and ST & SC hostels are poor while the safety measures are better in JNV. The quality of meals and supervision by teachers are unsatisfactory in EMRS and ST & SC hostels and relatively satisfactory in JNV. Unlike in EMRS and ST & SC schools, the quality of meals is better monitored in JNV as teachers in charge of remedial classes in JNV take lunch with the students. The structure of the dining hall is such that teachers’ dining table is placed in the middle with the dining spaces for boys and girls being located on either side.

VII. MAIN FINDINGS

School and hostel environment is better for ST students in JNV school in comparison to EMRS and SC & ST schools. School and hostel environment is better for ST students in EMRS in comparison to SC & ST schools. School environment is clean in EMRS and JNV as compared to SC & ST school for ST students. Hostel environment is clean in JNV whereas it is not up to the mark in EMRS and SC & ST schools for ST students. School hostels are safe in all the three types of schools for ST students. Free

textbooks have been supplied to ST students in all the three schools. Children are helped to solve academic problems in EMRS whereas in JNV and SC& ST school teachers do not take initiative to solve academic problems of ST students as EMRS teachers are contractual in nature. They try to work sincerely in the context of their contractual job appointment in EMRS schools whereas Sc& ST school and JNV teachers are regular staff. Children's results are shared with parents in EMRS only. Quality of meals is reasonably good in EMRS and JNV whereas the quality of meal is not so good in SC&ST schools. Children are involved in cultural activities in EMRS and JNV whereas teachers in SC& ST schools do not take required initiative in this regard. Opportunities are provided for games and sports activities in EMRS and JNV schools only. Children's health problems are duly attended in all the three schools. Non-discriminatory treatment to students is given in all the three schools. Children's grievances are properly received by school staff in EMRS and JNV whereas children's grievances are not properly received by school staff in SC& ST schools. Teachers behave well with ST children in all the three schools. Children are associated with school planning in JNV only. Community contributes to school development in JNV only.

VIII. CONCLUSION

EMRSs are meant for only ST students. Thus, school and hostel environment must provide good quality environment to ST students. School environment is manageable in EMRS whereas hostel environment need more attention on quality parameters. Qualified teachers with adequate pay scale need to appointed in EMRS to improve school and hostel environment as per the guideline of Ministry of Tribal affairs, Government of India and ST & SC Development Department, Government of Odisha. There are certain areas, where improvements are needed to improve school and hostel environment for ST students in schools of Odisha such as: preparation of lessonplan/note, sharing of learning objectives with tribal students, strategies and techniques to motivate tribal students, developing inductive thinking or enquiry skills among tribal students, using activity methods while teaching, correction of tribal students' homework, timely distribution of project assignment, course completion, collaborative working in the school, use of SMART classes, use of TLM, group learning activities, hundred percent distribution of textbooks to students, career counselling programme in the school and vocational training to tribal students. It can be appreciated if the components of school and hostel environment for tribal children are deconstructed by the policy makers and practitioners within a framework or a set of revised parameters.

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