A REPORT ON

EVALUATION OF SECONDARY SCHOOLS UNDER ST & SC DEVELOPMENT DEPT., GOVT. OF ORISSA

Submitted to :

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EXECUTIVE SUMMARY

A study of the literacy profile of India ranks Orissa's position at twentysixth (2001 census). There are significant differences within the literacy profile of Orissa on account of factors such as diversity of race, gender, inequality, income disparity and the rural-urban divide. The literacy rate among SC/ST and other backward classes is dismally low and for instance, the lowest female literacy rate is noticed in Koraput(24.3%) , Malkanagiri (20.9%) and Nabarangapur(20.7%) as per the 2001 census. There is a marked increase in the literacy rate of the Schedule Castes population from 36.8 percent in 1991 to 55.5 percent in 2001 census. The literacy rate of the Scheduled Tribes population also shows a significant increase from 22.3 percent in 1991 census to 37.4 percent in 2001 census. However, the gap between the Scheduled Tribes(37.4%) and literacy level of the state (63.1%) is quite sharp. In order to promote literacy in tribal areas, the government of Orissa, through the SC and ST Development department runs a number of residential schools for tribal and harijan boys and girls, which are known as Kanyasharmas, Sevasharmas and Ashram schools. However, schools imparting secondary education (class VIII, IX,& X), even though they offer residential facilities, are known as Girls High Schools(GHS) and High Schools(HS). There are 55 Girls High Schools and 163 High Schools which are co-educational, adding upto a total of 218 residential schools run by the SC/ST Welfare departments. The present study is undertaken to evaluate overall performance, and effectiveness of the schools. As per the recent information collected from the department at present it is also running 10 model schools in tribal dominated districts of the state. These were set up after the present study was completed.

1.0 Objectives of the Evaluation:

The broad objectives of this study are listed below.

1. To study the functioning of the secondary schools in tribal and backward areas under SC/ST Development of Govt.of Orissa.

2. To evaluate the social origin of students and teachers.

3. To explore and examine the participation of bodies such as the community, Panchayat, immediate neighbour and parents in the education system.

4. To find out the drop-out rate over a period of time and the various factors influencing drop-out rate.

5. To study the impact of school environment on attitude formation interpersonal and social adjustments and personality development of the children.

6. to assess and evaluate the school's role in enabling the students to cope with the challenges of earning a livilihood in later years .

7. To point out methods of improving performances and students coverage of secondary schools and to recommend operational designs and model for such schools in tribal areas.

1.1. Methodology

The study is designed to depend on collection and analysis of primary data and supplemented by secondary data. Collection of primary data was carried out through six semi-structured interview schedules prepared for collecting the requisite data from the schools, authorities, students, teachers, parents, drop-outs and pass outs. The schedules were tested in the field before finalisation. PRA was conducted by involving students and teachers in order to collect first-hand data.

Secondary data was collected from sources such as ST/SC Welfare Department, and the sample schools (for information on performance of the students over the last five years). Some case studies prepared after studying in detail the functioning of particular schools recording high/low performance or facing acute problems.

Multi-stage stratified random sampling method was adopted for the study with special emphasis on girls' schools. The selection of the sample schools was based on the following criteria.

i.   Coverage of all four educational zones of SC/ST Development department.
ii.   Academic performance of the students of the sample schools in HSC examination.
iii.   Drop-out percentage.
iv.   Year of establishment, boarder strength etc.

A Sample size of 25 schools were drawn from a total of 218 secondary schools. 16 High schools were selected from 163 High Schools and 9 Girls' High Schools were chosen from 55 Girls' High Schools. In those 25 sample schools ,349 students, 128 teachers were interviewed. 56 parents, 107 passouts and 100 drop-outs were also interviewed to gather the requisite information for analysis.

1.2. The Findings of the study are summarized below.:

a) Functioning of the Schools

Many schools experience problems in getting a large number of students of suitable quality due to two basic factors: a) schools are closely clustered b) location of

schools in remote area. The absence of the required number of and a large enough population make it difficult for some schools to operate properly. On the other hand, many schools are over crowded.

To translate the Gandhian philosophy of self-reliance and dignity of labour into a reality, the schools have been allotted an average land area of 11.4 acres. But considered on an average basis, only about 14% of the attached land is used for productive purpose (used as kitchen garden), and as much as 47% of the land lie fallow. There is a wide disparity among different schools as far as infrastructure is concerned. Construction work lies pending for decades, and schools have to function in very cramped and congested buildings.

The functioning of the schools are adversely affected by the absence of requisite number of teachers. 11% and 10.4% of the sanctioned posts are vacant in GHS and HS respectively. There is absenteeism among teachers since many of them have their families elsewhere. About 21% of the students have complained about insufficient number of teachers and the absenteeism on the part of teachers.

The enrolment of students drops by 26.4% and 32% for GHS and HS respectively when promotion from 8th class to 9th class is taken into account. Similarly, the change is 40.7% & 35.7% for GHS and HS respectively when the movement from 9th class of 10th class is taken into consideration. The percentage of dropouts is lower in higher classes and the girl dropout percentage is higher than the boy dropout percentage. Considering the HSC results for the last five years, it is seen that the percentage of students passing the examinations was higher, at about 41%, in 1995-96 but has declined over later years. Considering the performance of students in all classes, it is seen that only about 9% have secured first class.

The schools make an attempt to ensure the quality students intake through admission tests, but these prove futile as students securing zero also get admission because of local political pressure. 60% of the schools conduct entrance tests and 8% of the schools conduct interviews. 28% of the schools admit students on the basis of previous class performance.

All schools have libraries. But it is found that the use of the library is quite limited. Only about 32% of the students in the schools surveyed use the library. The access to the library is restricted as in most cases the library is located in the Teachers common room/school office. Reading rooms do not exist. Only about 3% of the students read newspapers / magazines.

Limited funds are available for study tours. About 30% students state that tours are conducted. Places famous for natural scenery, and river-dams are selected for these tours. However, these tours are more in the nature of picnics than study tours.

The supervision of the schools are mostly done by DWOs and by the Project Administrator, ITDA in the tribal development agency areas. For evaluation of academic activities, quality of teaching, inspection by such officials may not be appropriate.

Functioning of the hostels

About 90% of the students reside in hostels, and the other 10% are day scholars. 96% of the students receive stipends/ scholarships. However, 88% students interviewed state that they have to spend more money for their studies/living expenses than what they receive by way of their stipend. 65% of the students indicate this amount to be in the range Rs.26 to Rs.50 a month.

The hostel rooms are overcrowded. On an average, there are 20 boarders living in one room. In quite a few schools, the classrooms are used as living space for the boarders and also as kitchens. 86% of the boarders report that the hostels are overcrowded. 62% of the boarders have beddings issued to them, but the majority say that these are of poor quality.

The hostel boarders were quite unhappy with the quantity and quality of the food provided in the hostels. 72% of the hostels have mess committees with student representatives. 80% of the boarders complain of insufficiency of food and 90% dislike the food that is provided in the hostel mess. The meal generally consists of rice and watery dal with a few vegetables thrown in occasionally. The hostel superintendents maintain that better food cannot be provided with the stipend money. Many are unwilling to shoulder the responsibility of managing the hostels. About 19% of the boarders state that the behavior of the hostel-in-charge is unacceptable.

Only a few hostels have bathrooms and toilets in working order. The availability of toilets and bathrooms is put at 20% and 13.5% respectively. Other facilities such as like TV / radio are practically non-existent. The problem of drinking water is quite acute in secondary schools and hostels. 11% of students have

problems with getting potable water. Even though 80% of the schools have electricity, many hostels do not have electricity. Fans have not been provided in 84% of the hostels.

c) The Social Background of Students and Teachers

74% of the students belong to ST category, 22% to the scheduled castes and the rest come from other backward classes and the general category. The students come from ail the majority tribes. The literacy level of family members of the students is very low. 40% of the fathers and 77% of the mothers are illiterate. Another 52% of the fathers and 23% of mothers have received only primary education. But the efforts of ST/SC Development Department schools have borne fruit, and literacy has spread among other family members. About 20% of the family members of the students have +2 qualification and above. This fact comes to light when the highest educational level among the family members except the respondent is considered. The attitude of the family members is quite positive towards education. Only about 6% are apathetic to the importance of education. In most cases, the students come from families where the father is a daily labour / farmer and where the mother devotes all her time domestic work or works as daily labourer. Most of the families have 6-8 members, but there are only 1 to 2 members in the families are confined to 1 or 2. The annual income of the families is very low. With small income and large families, parents will find it impossible to educate their children unless special help and support is extended to them from society /government

When the social background of teachers are taken into consideration, it is seen that 96% of the teachers are upper caste Hindus. Only about 7.8% and 16.4% belong to ST and SC respectively. 19.5% belong to OBC and 56.3% belong to the general class. 82% of the teachers are married. About 59% of the teachers earn a salary between Rs. 4000 to Rs. 6000/- in a month. Thus there is a great disparity in the socio-economic profile of the teachers and the students' family. The barriers of caste, language, social status are real and powerful.

d) Particpation of parents and other local bodies in the school system.

The secondary schools are a part of the social system . Provisions should be there for fora of parents and local bodies who may participate in the management of

the schools and offer suggestions for their effective functioning. Even though, 60% of the parents visit schools for different purposes, none of the schools encourage parent-teacher interaction. However, 72% of schools have an advisory committee comprising the Headmaster, one teachers' representative, one community leader nominated by the District Magistrate, the Local Sarpanch, the BDO, DWO, the local MLA. This committee generally meets once in a year. In real terms, the committee contributes little to development of the school. In certain cases , influential people /political figures of the locality demand admission of students from the same locality, which is against the rules. Similarly, in few cases the local teachers/staff posted in the school try to manipulate the school administration in collusion with local political leaders.

e)   **Drop-out Problems:**

In the context of the school system, one come across two types of drop-outs .1) the students enroll in particular class but do not sit for the examination at the end of the session and 2) students who dropout between the classes e.g. students of class-VIII not joining class-IX. The available data on point-1 shows the drop-out percentage in class-VIII during 1994-99 is in between 9.17% to 8.35% showing a declining trend. As regards class-IX , the drop-out percentage has changed from 6.43% in 1994-95 to 6.69 in 1998-99. As regard class X dropouts, a disturbing trend is discerned. The dropout percentage was 6.4% in 1995, which dropped to 4.31% in 1995-96. But this steadily rose subsequently to reach 8.83% in 1998-99. The linkage of teachers' increment to the schools' performance in HSC examinations may be a major factor in such a state of affairs. In recent years, only students who are likely to pass the HSC examinations are sent up, from class-X. Attention is not given to the others and as a result, some students dropout of school. For purposes of the present study 100 drop-outs were interviewed, of whom 27% were females and the rest, 73%, were males. Taking care of infant siblings came on top of the list of reasons (24%) for dropping out of school. 20% of the dropouts left school to participate in household economic pursuits. However, while listing problems encountered in schools/hostels, 35% of the respondents held communication gap between the teachers and students responsible for their decision to quit their studies. This may not only due to language problems but may also be due to differences in social backgrounds.

Another major adjustment problem mentioned is that of the fear of
punishment (21.2%)

f) Teachers:

In many schools the teachers feel that they are over-burdened, as about 11% of the sanctioned posts have been not filled up. 21.1% of the teachers have permanent jobs but in case of 78.1 % of the teachers, their services are still labelled temporary. Even though 91% of the teachers are trained , only 49% are sent for in-service training/refresher courses. Most of the teachers are very experienced in terms of the number of years they have worked as teachers. 52% of the teachers face problems related to teaching. Most of these problems have their root in the disparity in the medium of communication between the teacher and the taught.

61% of the teachers state that they have joined the profession as they had no other choice. Coincidentally 61% also consider time spent in teaching us as a waste of time. However, 49% teachers have expressed their dissatisfaction with the work culture/environment of the secondary schools.

The secondary schools have definitely contributed towards the spread of literacy among ST/SC. However, due to several social/economic factors, they have failed to generate sufficient interest among the people. 15% of the passouts consider the education to be meaningless as they are required to the same job and lead the same life style even if they are educated compared to their friends who have no education. Only about 3.7% are able to find jobs. Since vocational/occupational training is practically absent, the passouts cannot be self reliant. In 66% of the cases, the passout pursue higher studies and land up with same and result, no means of earning a livelihood. May be the higher education alienates them from their parents and the tribal society.

1.3. Recommendations:

After evaluating the functioning of the schools, hostels and considering the perceptions of other stake holders in the school system, recommendations are made to enhance the effectiveness of secondary schools.

- Launching a special drive to sort out problems of low performing schools

- Improvement of infrastructural facilities of various schools

- Construction of separate hostel where none exists.
- Class rooms to be provided with proper furniture.
- Renewed emphasis on vocational/occupational training.
- Increasing the usage of school land.
- Addressing the drinking water problem on priority basis.
- Provision of bathrooms/toilets in working order.

- Enhancement of stipend amount to cover the increased cost of food, dress and study materials.

- Providing cots and bedding in the hostels.

- Electrification of hostels or providing adequate no. of lanterns and kerosene. Increasing the utilisation of libraries and providing reading rooms.

- Improving transportation/communication linkages for schools located in remote areas.
- Arranging training programmes/refresher courses for the teachers.
- Organising events which link the student to his culture.
- Encouraging participation in games/sports and providing proper equipments.
- Facilitating community participation.
- Providing special health care to malaria prone areas.
- Filling up vacant posts of teachers.
- Providing incentives to teachers posted in remote areas.
- Reorienting and motivating the teachers.

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Chapter-I

INTRODUCTION

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1.0 . Background of the Study

Orissa ranks twentysixth in the literacy profile of India. It has an area of 155.770sq.kms. and a population of 316 lakh as per the 1991 census, out of which 70.12 lakhs are tribals(around 23%). Area-wise it is the tenth, and in terms of population it is eleventh. The state has 50, 972 revenue villages and 69,530 hamlets. Agriculture is the mainstay of the economy, which contributes 50% of the GDP. Sixty seven percent of its total workforce is engaged in this sector. There are significant differences within the literacy profile of Orissa on account of factors such as the diversity of race , gender and inequality and the rural-urban divide. The literacy rate of the state is 63.1% and the female literacy is as low as 50.5% as per the 2001 census. The literacy rate of Schedule Tribe is 37.4 % . The highest literacy rate of women was recorded in Jagatsinghpur district (88.6%) and the lowest literacy in Nabarangapur, ie. 20.7%. The backwardness of the tribals has been attributed to their failure to access educational facilities extended by the government. Without education, they are not in a position to participate in, and take advantage of development programmes. The reason for the failure of tribal education are not just economic. As Rudolf Heredia observes " Eradication of poverty is the obvious first step for any development of the tribals but they must also be conscientized to extra advantage of education if this development is to make self-sustained progress".

The central government as well as state governments have , therefore, laid much emphasis on the spread of education in tribal areas. Many special schemes have been formulated and diverse strategies have been formulated in order to attract tribal children to school. Like other states , the government of Orissa has also taken several steps for the improvement of education in tribal areas. Besides schools run by education department, the ST and SC Development Department of Government of Orissa has also been set up implementing residential schools in tribal dominated areas. There are 143   residential schools (Sevashram), 112 of Ashrams, 37 Kanyashrams and 218 secondary schools run by the ST and SC development department . Recently , 10 model schools have been set up .

1.1. History of Residential Schools:

The concept of Ashram School was part of the government's programme of raising the educational level of the tribals. It had germinated in the passions of the social reform movement and had grown out of the firm roots , in our national struggle for independence. It was Thakkar Bappa, along with other reformers, who had initiated genuine educational attempts in tribal areas. The name Ashram was derived from the Gandhian philosophy of practice that perceived self reliance as the natural nourishment for the development of local community. This educational venture was first and foremost geared to making the individuals self-reliant. Ashram or the hermitage tradition of ancient India provided the historical continuity for these attempts. Thus the cherished goals evolve into schools where the teacher and the taught lived together. By the early part of the century there were a number of such schools which encouraged a renewed appreciation for the indian heritage and world view and pedagogy. Some of the well known schools were: Viswa Varati Vidyalaya founded by Rabindranath Tagore, The Ranchi School founded by Paramahansha Yogananda and Gurukul Kangri Viswa Vidyalaya founded by the Arya Pratinidhi Sabha. *(Pedagogy and Prescription in Highland Orissa: The role of the teacher and doctor in tribal development by Dr. Bikram Nanda, 1998)*

Inspired by the success of early attempts in this direction in the state of Gujrat and Moharastra, this programme was taken up on a large scale in India being formally recommended by the well known Dhebar Commission.(Govt. of India , Report of the Schedule Tribes and Areas and Scheduled Tribes Commission, New Delhi, 1962). During the first five year plan an attempt was made by the Government of India to set up residential secondary schools for tribal and Harijan children. However, the momentum in opening residential secondary schools for schedule tribe and schedule castes started increasing from the third five year plan onwards.

The broad policy guidelines for the SC and ST welfare schools arc as follows:

(a) Residential schools meant for ST and SC should be inter-villages schools.

(b) Schools should be opened in such areas where normal schools cannot be set up.

(c) Most backward tribal groups should be covered by residential schools under the ST and SC Development Department.

The following table gives the details of residential secondary schools in Orissa:

Table No. 1.1: No. of High Schools of SC/ST Welfare Department, functioning in the state since 1949-50 to 1998-99 .

Year	High Schools		
	Boys	Girls	Total
1949-50	0	0	0
1963-64	1	0	1
1970-71	42	4	46
1980-81	64	20	84
1990-91	128	35	163
1998-99	163	55	218

Source : - SC/ST Welfare Department, Govt. of Orissa.

The first residential school in Orissa was set up by the ST and SC Development Department in the year 1963-64. By 1998-99, 218 residential schools had been established. Although the schools are being monitored through the officials of the same department, no attempt to evaluate the secondary schools to know whether these are catering to the needs of the tribal children and fulfilling their objectives had been made. However, a few research scholars like Dr. Bikram Nanda had conducted a study to find out how effectively residential schools fuctions . After 35 years, the ST and SC Development Department has assigned Sikshasandhan to study the task of evaluating secondary schools keeping in mind the following objectives:

1.2 : Objectives:
1. To study the functioning pattern of the secondary school system in the tribal areas in the context of role and responsibilities of such schools.

2. To assess the authority system, management and administration (particular reference to student's welfare, infrastructures, financial inputs).

3. To evaluate the social origin of students and teachers.

4. To assess the participation of local government (Panchayat), community, immediate neighborhood and parents.

5. To examine and identify the problems of motivating disadvantaged groups for their children's education.

6. To assess secondary school as a system for socialisation of disadvantaged categories.
7. To explore and examine the elements manifesting concern for the child and interest in his welfare.
8. To find the dropout rates of students over a period of time and explore the sociological, psychological, cultural and economic factors influencing dropout and their impact of school adjustment, progress and dropout.
9. To study the impact of school activities, role models imported through curriculum, student's participation in school development activities and extra curricular activities.
10. To study the general impact of school environment upon attitude formation, personal and social adjustment and personality development of the children: peer group influence, gender aspects, pupil-teacher interaction, teacher-teacher interaction, authority system, rules and regulations, reward and punishment, food and nutrition, extra-curricular activities.
11. To assess the frequency and usefulness of inspections of various persons and to evaluate whether the inspections have any positive results.
12. To evaluate relative performance of academic achievements in various subjects.
13. To study the role of the schools under the welfare department, are playing in providing secondary education to the SC/ST students.
14. To evaluate the effectiveness of secondary schools catering to the needs of the weakest among the SC and ST student on the one end and the brightest one the other end.
15. To assess and evaluate the role of the schools in enabling the students to cope with problems confronted for their livelihood in the later years.
16. To point out method and ways of improving the performances and coverage of secondary schools and to recommend operational designs and models for such schools in tribal areas.

1.3. Methodology:

The study method basically consisted in primary data collection. However, secondary data and information were also taken into consideration.

(a) Primary Data:

For the primary data collection six semi-structured interview schedules were prepared for collecting the requisite information from the school authorities, students, teachers, parent, dropouts and pass outs. These interview schedules were pretested in the field and then revised in the light of the pre-test findings. Participant observation method was used for to understand the functioning pattern of the schools, school activities and climate. PRA was conducted by involving pupil and teachers to collect first hand data on the school system,

(b) Secondary Data:

From secondary source, information on the enrolment and dropout rates and academic achievement of last three years of Board of Secondary Education of all the SC/ST welfare school of the state has been collected. Along with the above information, details of the year of establishment of the schools, boarder strength of the hostels and the number of classes functioning have also been collected from the secondary data source. A structured questionnaire was prepared for getting the requisites information pertaining to different aspect of SC/ST welfare secondary schools and hostels.

(c) Case Studies:

Some case studies pertaining to typical SC/ST welfare secondary schools were carried out to know in detail about the functioning of the schools and hostels. "Multistage stratified random sampling method" was followed while preparing the case studies of some selected schools, with special emphasis on girls' schools.

1.3. Sample Design:

The present study is based on the multi-stage stratified random sampling method, which was used to select the sampling units for collection of data. Before the sample selection was made, a list of all SC/ST welfare secondary schools of Orissa was collected from secondary sources.

The selection of sample was based on the following as which are given below:-

i. The sample size covered all the four zones (central, northern, southern and south-west or Koraput zone).

ii. Academic performance of the 10th class students in the HSC examination of different SC/ST welfare secondary schools.

iii. (Enrolment-Appear)/(Enrolment) x 100=Percentage of dropout.

Here dropout includes the students who have failed, who left the school or who did not appear at the examination due to some reason.

iv. The sample size took into account the following aspects.

(a) Low literacy rate in districts according to the 1991 census.

(b) Not more than one school was chosen from one district.
(Keeping in view the sample size of the secondary schools).

(c) Year of establishment of the secondary schools to distinguish the old ones from the new one.

(d) The boarder strength of the secondary schools.

The total number of districts in Orissa is 30 and the total numbers of SC/ST residential welfare secondary schools are 218. Out of 218, the boys' secondary schools and girls' secondary schools are 163 and 55 respectively. The sample size of 25 schools which works out to 10 percent of the total number of schools in different zones. Keeping in view the importance of girls' education, which suffered neglect, the sample size for girls' schools was raised from six to nine. The sample boys' size of schools was 16. To emphasize girls' education the study took sample, for boys and girls' schools separately, in conformity with which satisfies the set criteria (i.e. not more than one sample school from one district). Table 1.3 and 1.4 give the list of sample size of the 25 schools.

Name of the districts	Name of the zone/total no of school	No of high school/district	Sample size	Sample schools from the district	Year of establishment
Table No.-1.2 : Table for selection of the sample girls' high schools					
Central					
1. Balasore		1			
2. Bhadrak		0			
3. Cuttack		1		Madhapur(LP)	1986-S7
4.. Jajpur		1			
5. Jagatsinghpur.	10	0	2		
6. Kendrapada		0			
7. Mayurbhanj		7		Bahubandha(HP)	1978-79
8. Navagarh		0			
9. Khurda		0			
l0. Puri		0			
Northern					
l. Bolangir		1			
2. Sonepur		0			
3. Dhenkanal		1			
4. Angul		0			
5. Keonjhar	20	5	3	Basudevpur (HP)	1978-79
6. Deogarh		0			
7. Jharsuguda		0			
8. Sambalpur		3		Godaposi	1992-93
9.Bargarh		1		(MP)	1996-97
10 Sundargar		9		Dabijira(LP)	
Southern					
1 .Ganjam		0			
2. Gajapati		3		Gumma (LP)	1988-89
3. Kalahandi	5	2	1		
		6			
South-West /Koraput					
1 . Malkangiri		3			
2. Rayagada		6		Kandhamaligaon(	1979-80
3. Nawarangpur	20	1	3		
4. Koraput		6		Pottangi (MP)	1983-84
5. Phulbani		4		Raikia (HP)	1984-85
6. Boudh		0			
	Total = 55	Total = 55	Total =		

Note: - LP, MP and HP gives the low performance , medium performance and high performance of the Board of Secondary Education of Orissa in 1999.

Table No. -1.3
Table for the sample size of boys' high schools

Name of the districts	Name of the zone/total	No of high school/district	Sample size	Sample schools from the district	Year of establishment
	Central				
1.Balasore		2			
2.Bhadrak		1			
3.Cuttack		1			
4.Jajpur		3			
5.Jagatsighpur	24	0	2		
6.Kendrapada		0			
7.Mayurbhani		11			
8.Nayagarh		3		Banigochha (LP)	1966-67
9.Khurda		2		Topayan (HP)	1966-67
10.Puri		1			
	Northern				
1.Bolangir		5		Bonaimunda (LP)	1989-90
2.Sonepur		1			
3.Dhenkanal		3		Kontola (LP)	1994-95
4.Angul		3			
5.Keonjhar	50	12	5	Gonasika (MP)	1984-85
6.Deogarh		1			
7.Jharsuguda		3		Arada (HP)	1968-69
8.Sambalpur		5			
9.Bargarh		3			
10.Sundergarh		14		Birakalidihi (HP)	1984-85
	Southern				
1.Ganjam		1			
2.Gajapati		7		Mohana(HP)	1964-65
3.Kalahandi	22	10	2	Gunupur (LP)	1982-83
4.Na\yapada		4			
	South-West				
1.Malkangiri		8		Govindapali (MP)	1966-67
2.Rayagada		15		Kailashpur (HP)	1976-77
3.Nawarangpur	67	14	7	Badambada (LP)	1993-94
4.Koraput		17		(i)Kumbhariput (LP) (ii)Hataguda	(i)1979-80 (ii) 1981-
5.Phulbani		11		Gumnia (LP)	1994-95
6.Boudh		2		Mendhimal(MP)	7984-85
	Total = 163	Total = 163	Total = 16		

Note: - LP, MP and HP gives the low performance, medium performance and high performance of the Board of Secondary Education of Orissa in 1999.

Our primary objective is to study as well as to collect informative data on the functioning pattern of secondary school system. As the study is a very comprehensive one, it has been divided into six different schedules such as (a) school, (b) teacher, (c) student, (d) drop-out, (e) pass out and (f) parents. The collection of data focuses on these schedules as these were crucial to the a proper functioning of the schools. From

the selected SC/ST welfare secondary schools, the following six steps were followed selecting in the final sampling units.

Step-l. The sample size is 25 schools out of total 218 schools in the four zones of
Orissa.

Step-2.Five students each from classes 8th, 9th and 10th are to interviewed.

Step-3.The survey schedules for teachers were distributed among 50 % of the teachers to the sampled schools.

Step-4.100 dropouts were interviewed as per stratified random sampling method..

Step-5.100 pass outs were interviewed to know about various factors including sociological, psychological, economic and cultural that influenced dropout rates, adaptability and progress.

Step-6. 50 parents were interviewed as per the method to identify problems of motivating disadvantaged groups for education for their children. During the last three steps of investigation, the number of respondents exceeded the size of the sample schools due to the non-availability of information. So other SC/ST welfare secondary schools were considered for the collection of primary data.

1.4. Data Processing.
The six schedules duly filled questionnaires were compiled at Sikshasandhan,
Bhubaneshwar, Orissa. These were manually checked and then computer data entry and verification was done using a data processing package. After checking the data the "visual basic" package was used to get the results. For findings, percentage, frequency etc. cross tabulation was done.

1.5. Research Design.
The first chapter covers introduction and methodology. The chapters Two to Seven
present the requisite information obtained from the six schedules such as (1) student respondents, (2) teacher respondents, (3) school, (4) dropout respondents, (5) parents respondents and (6) pass-out respondents respectively. The last two chapters are devoted to case studies and recommendations.

Fig- 1.1 : LOCATION OF THE SELECTED SCHOOLS.
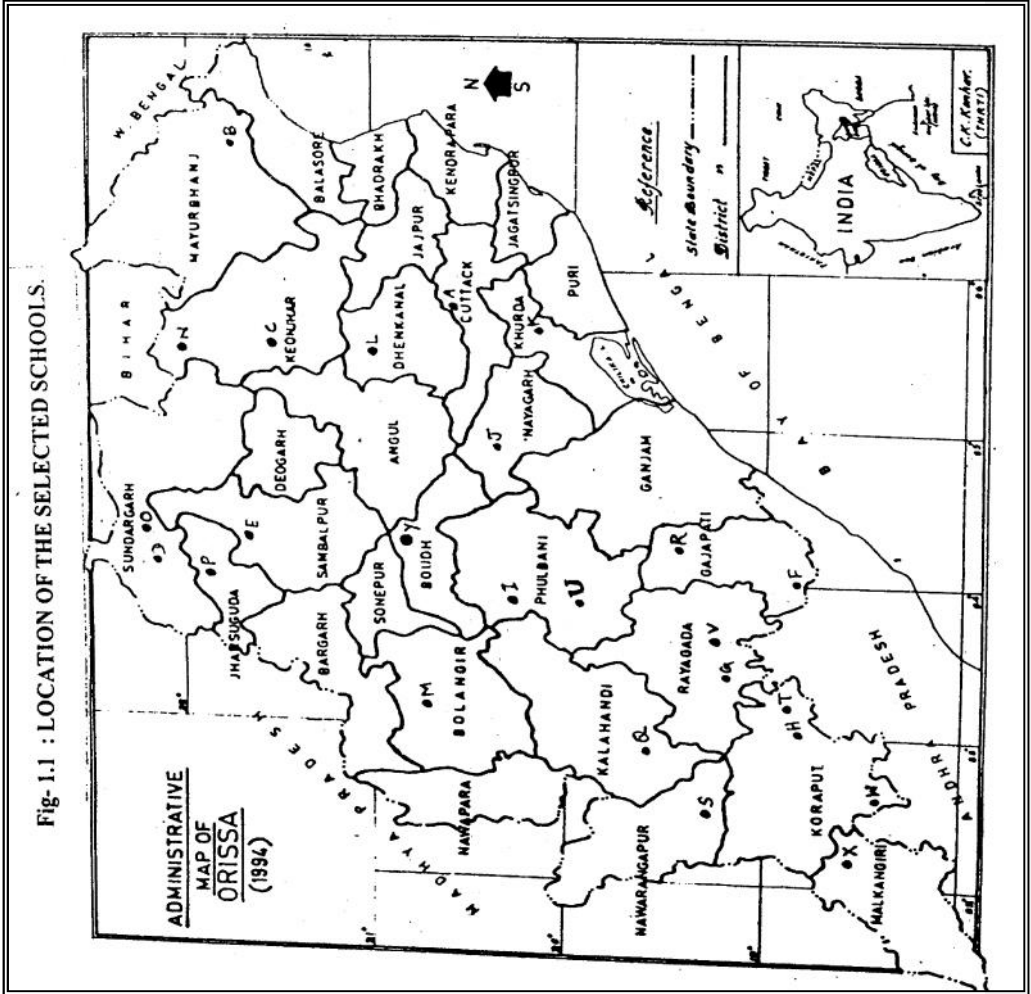
Chapter -II

STUDENTS

The tabulated data presented in the chapter depicts a coherent picture of the students in the secondary schools and the problems they face. As has been explained in chapter-l, 25 secondary schools were selected from 30 districts of Orissa for the present study. From these 25 selected secondary schools 349 students were selected and the required information about the school, the hostel, teaching etc. was gathered from these students with the help of a semi-structured interview schedule. The background information of the student respondents was also gathered alongwith the other requisite information. An attempt is made in this chapter to evaluate the functioning of secondary schools with the help of the information gathered from the students. The social origin/background information of the students is also presented in this chapter.

2.1 : Profile of the students

The total number of secondary schools of 30 districts of Orissa have been divided into four zones for educational administration. The four zones are (a) Central, (b) Northern, (c) Southern and (d) South-west or Koraput /one. The total number of student respondents (349) are distributed among the four educational zones. In the four study zones about (16.33)% respondents are from central zone, (34.1)% from northern zone, (10.32)% from southern zone and (39.26)% from the south-west or Koraput zone. The students in the sample were selected to represent both the secondary girls' high school(GHS) and secondary co-education high schools(HS). Out of 349 student respondents 33.52% are from the girls' high schools and 66.48% from the co-education schools. As is the case of selecting respondents on the basis of type of schools, same has been done at the various class levels of schools concerned. Schools are divided into two types i.e. primary cum secondary which have classes from class I to class X and the other type is only secondary which includes the class VIII to class X. Out of total student respondents, 84.53% are from only secondary schools category. The proportion of male respondents is 59.6% and the female is 40.4%. So far as religion is concerned, about 92% of the respondents are Hindu and the remaining 8% are from Christian community. It is observed from the student respondents that the students of 8th, 9th and 10th class fall under the age group between 13 and 16. About 74% of the respondents are from

scheduled tribe category, 22% from scheduled castes with other backward classes & general categories represented by 2.3% and 1.7% respectively. The respondents are from tribes such as Santal, Munda, Kandha, Bathudi, Bhuiya, Gond, Oraon, Kisan, Kharia, Sabar, Soura, Kotha, Bhumija, Juang, Bhottanda, Baiga, Paraja, Mahali and Bagata. The information about the physical disability among the respondents if any, was also collected. It is noted that only two cases i.e. 0.57% student respondents are physically handicapped. 43.85% of respondent are from 8th class, 42.11% from the 9th and 14.04% from the 10th class of the different schools.

2.2 : Educational level of family members of the respondents.

Table 2.1 : Educational level of family members of the respondents.

SI	Parents & family members	Illiterate	Primary	ME	Secondary 8th+9th+10th	HSC (10th pass)	10+2	Graduate	Postgraduate and above	Not specified	Total
1	Father	140 (40.11)	199 (52.02)	0 (0)	0 (0)	1 (0.29)	7 (2.01)	2 (0.57)	0 (0)	0 (0)	349 (100)
1	Mather	267 76 6)	81 (23.21)	0 (0)	0 (0)	0	0 (0)	0 (0)	0 (0)	1 (0.29)	349 (KM))
3.	Highest educational level among the family members except the respondent	47 (13.47)	232 (66.48)	0 (0)	0 (0)	1 (0.29)	47 (13.47)	14 (4.01)	4 (1.15)	4 (1.15)	349 (100)

The table 2.1 presents the educational level of family members of the student respondents. Illiteracy prevails high among the family member 40.1% of the father are illiterate which is topped by 76.6% of illiterate mother. In 13.5% of the families none are literate. However 52% of the fathers have primary education followed by 23.2% for the mothers and 66.5% considering the family. As far as mothers are concerned, none have gone beyond the primary school level but about 2.8% of the father have passed high school. Considering the educational level of the family members while it is seen that about 13.5% have passed +2, 4% arc graduates and about 1.2% have post graduate qualifications. It reveals that even though the educational level of the parents are at the lowest, there is interest and awareness of benefits of education and some of the elder brothers/sisters of the student respondents have pursued higher studies.

2.3. Occupation of Parents

Table 2.2 : Occupation of parents

SI	Parent	Domestic worker	Govt. employ	Pvt. Org employee	Daily labourer (farmer	Collection of forest	Business	Other (not specific)	Total
i	Father	0 (0)	24 (6.88)	3 (0.86)	277 (79.57)	0 (0)	0 (0)	45 (12.89)	349 (100)
2	Mother	238 (68.19)	4 (1.15)	1 (0.29)	96 (27.51)	0 (0)	0 (0)	10 2.86	349 (100)

Table 2.2 gives the detail of the various occupations of the parents. Majority of the fathers (79.37)% earn their living as daily labourer or as a farmer, with a small percentage of 6.98% and 0.86% working as government employee and private sector employee respectively. None are engaged in business. In case of mothers, 68.2% are engaged in domestic work where as 27.5% work as daily labourer/farming besides carrying out their household chores. A very few (1.34%) are employed in government/private organisations. About 12.9% of the fathers and 2.9% of the mothers are with no specific occupation and engage in activities as the opportunity present.

2.4: No. **of family members & earning members in the family**

Table No. 2.3 : No of family members & earning members in the family

No. of members	0	1	2	3	4	5	6	7	8	9	10	II	Total
1. Familiy	3	15	75	118	71	33	14	9	5	5	1	0	349
%	0.86	4.3	21.49	33.81	20.34	9.46	4.01	2.58	1.43	1.43	0.29	0	100
2.Male	18	227-	81	19	4	0	0	0	0	0	O	0	349
%	5.16	65.04	23.21	5.44	1.15	0	0	0	0	0	0	0	100
3.Female	1	30	80	98	73	38	16	4	7	1	1	0	349
%	0.29	8.4	22.92	28.08	20.92	10.89	4.85	1.15	2.01	0.29	0.29	0	100
4. Female earning	199	120	23	5	1	1	0	0	0	0	0	0	349
%	57.02	34.38	6.59	1.43	0.29	0.29	0	0	0	0	0	0	100
5. Total family	0	0	17	16	30	63	71	68	40	20	8	16	349
%	0	0	4.87	4.58	8.6	18.05	20.34	19.48	11.46	5.73	2.29	4.58	100
6. Total ear ning	8	150	119	44	19	6	2	1	0	0	0	0	349
%	2.29	42.98	34.1	12.61	5.44	1.72	0.57	0.29	0	0	0	0	100

From the table 2.3 it is seen that only three families (0.86%) have no male members and one family (0.29%) have no female members, otherwise the respondents hails from families where there is a mix of male & female members ranging from 2 to more than 11. In about 76% of the families the no. of male members are between 2 and 4. (2 male members - 21.5%, 3 male members - 33.8% and 4 male members - 20.3%) with other

variations accounting for very small percentages. Similarly, in about 72% of the families the number of female members are between 2 & 4 (2 female members - 22.9%, 3 female members - 28.1% & female members - 20.9%). While considering the total number of family members, 78% of the families have between 4 to 8 members in them. (4 members-8.6%, 5 members-18.05%, 6 members - 20.3%, 7 members - 19.5% & 8 members - 11.5%). At one end of the spectrum about 5% of the families have only 2 members and at the other end again about 5% of the families have members numbering 11 or above.

The profile of earning members in the family present a different picture. In 65% of (he families there is a single male earning member and in another 23.2% of the family there are 2 male earning members. Even though in 19% of the families the no. of male members are more than 5, yet there is absence of proportionate male earning members. In 57% of the families there are no female earning members and there is only in one female earning member there in 34.4% of the families. Only about 9% of the families have more than one female earning member. It is interesting to note that in the families of 8 respondents (2.3%) there are no earning members. This is perhaps due to the fact that children are with their relatives as either the parents are dead or separated. In 43% of the families there is only one earning member closely followed by 34% of the families where they have 2 earning members. More earning members per family show a decreasing trend with the highest no. of earning member of family at 7 and that is found only in one family.

2.5 : Annual family income

Table 2.4: Annual family Income (in thousand rupees)

Less than 10	10-20	20-30	30-40	40-50	50-60	60 & above	Total
124 (35.53)	126 (36.1)	52 14.9	27 (7.74)	10 (2.87)	7 (2.10)	3 (0.86)	349 (100)

According to the table 2.4 the maximum (36.1)% of respondents belong to the annual income group between (10-20) thousand rupees followed by (35.53)% with less than 10 thousand and (14.9)% between the (20-30) thousand rupees. Thus 72% of families have annual income less than 20 thousand rupees. The percentage of families earning higher income decreases as in the annual income/family increase. The table also indicates that the respondents belong to families the lower income group/economically weaker sections.

2.6: No. of years spent and distance from native village to the secondary school.

Table 2.5 : No. of year spent in the secondary school upto April 2000.

Class wise	1 year/ current year	2 years	3 years	4 years	5 years	Total
8th %	90 (58.82)	12 (7.84)	41 (26.80)	6 (3.92)	4 (2.61)	153 (100)
9th %	9 (6.12)	74 (50.34)	14 (9.52)	40 (27.21)	10 (6.80)	147 (100)
10th %	1 (2.04)	6 (12.24)	22 (44.90)	4 (8.16)	16 (32.65)	49 (100)

Table 2.6 : Distance from native village to secondary school, (in km.)

0-6	6-20	20-50	50-100	100-200	200 and above	Total
99 (28.37)	87 (24.93)	88 (25.21)	52 (14.90)	15 (4.30)	8 (2.29)	349 (100)

From the above table 2.5, it is seen that maximum number of admissions take place in the beginning of the secondary education of the secondary schools. 58.8% of the students of the 8th class have taken admission in the school/hostel at the beginning of the session for 8th class, followed by 26.8% of the student who claim to have spent 3 years in the school. This is due to the fact that some of the schools have classes from 6th onwards and the students have enrolled themselves at that stage. This trend is supported when one examines the response of 9th and 10th class students. 50.3% of the students of 9th class state that this is their 2nd year in the school and 44.9% of the 10th class student claim that they have been in the school for 3 years. The no. of years spent in the school by the students who have taken admission in 6th class is reflected in their response in the following manner. 26.8% of the 8th class state that they are with the school for 3 years, 27.2% of the 9th class students state that they are with the school for 4 years and 32.6% of the 10th class students are these for 5 years. These figures include students who may have been detained in a particular class. About 90% of the total sample students are staying in the hostels. However 28.37 % are having their native village at a distance of upto 6 kms (table 2.6). There are 24.93% of students who are having their residence at a distance between 6-20 kms. Approximately the same percentage of students have their residence at a distance between 20 -50 kms. There arc even 14.90% of students who are having their residence at a distance between 50-100 kms followed by 4.30% from 100-200 Kms and 2.29% from 200 and above kms. Hence at least 18% of the students whose villages are within a distance of 6 kms are residing in the hostels.

2.7 : Reasons for going the present secondary school

Table 2.7 : Any other secondary school near the native village.

Response	Yes	No	Total
Respondent	181	168	349
In %	52.15	47.85	100

Table 2.8 : Reasons for joining the present secondary school.

Security Problem	Unable to get seat in other school	Good nutrition facilities	Good repute of the school	Good quality of teaching	Hostel facilities	Other	Total
20	1	14	20	6	83	83	277
8.81	0.44	6.17	8.81	2.64	36.56	36.56	100

From the table 2.7. it is clear that the 52.15% of the respondents have some other secondary school near to their native villages. It is also found that about 36.56% of students have reported that there is no other educational-cum-residential facilities available near their native village. 8.8% have joined the school because commuting to the near by school would have been unsafe/posed a problem. Similarly 8.8% joined keeping in view the good record of the school and 6.17% due to good nutrition facilities in the secondary schools which are nearest to their native villages. About 36.56% of respondents have listed other responses which include inability to get seat at any other school, good quality of teaching, good result of the school and also the residential problem. Here the total responses exceed more than 181 due to the multiple reasons given by the respondents.

2.8: Opinion regarding supply of uniform, adequacy and encouragement of the teachers to the respondents:

Table 2.9 : Response regarding supply of uniform.

Response	Yes	No	Total
Respondent	239	110	349
%	68.48	31.52	100

Table 2.10: Opinion regarding adequacy of uniform provided.

Response	Yes	No	Total
Respondent	23	216	249
%	9.62	90.38	100

Table 2.11: Opinion regarding adequacy of number of teacher in the school.

Response	Yes	No	Total
Respondent	23	216	249
%	9.62	90.38	100

Table 2.12: Opinion regarding teachers providing encouragement to the student encouragement o the student

Response	Yes	No	Total
Respondent	320	29	349
%	91.69	8.31	100

It is found from responses tabulated in the table 2.9 that only 68.48% of students arc getting uniform. Out of 239 respondents getting uniforms, only 9.62% reported regarding the adequacy of uniform provided which is shown in the table 2.10. The table 2.11 shows that about 90% respondents have indicated that the number of teachers available in their schools are not adequate. The shortage or inadequacy of teaching staff definitely affects teaching. Therefore, it is suggested that immediate attention should be paid to this problem. About 92% of the respondents' hold that the teachers provides encouragement the student which is shown in table 2.12. At the same time another important information is the behaviour of teachers towards the students. The students have indicated that 32.72% of teachers encourage the students and the behaviour of class teachers towards them is very good. Percentage of teachers providing encouragement much to the students is calculated as

total number of teachers encouraging the students X KM) total number of teachers in the school

Tabulating the results of question as 5.2 of the students' questionnaires, it is revealed that only 32.72% teachers encourage the students and also the students like them.

2.9 : Health care provided in the school/hostel.

Table 2.13: Treatment of the students in case of falling ill.

Response	Hospital	Home	Other	Total
Respondent	306	35	8	349
%	87.68	10.03	2.29	100

Table 2.14: Knowledge of students about the existence of first aid box in the schools.

Response	Yes	No	Total
Respondent	179	170	349
%	51.29	48.71	100

Table 2.15 : Health check-ups done in the schools.

Opinion	Yes	No	Not specified	Total
No. of respondent	196	150	3	349
%	56.16	42.98	0.86	100

Table 2.16 : Frequency of health check-ups in the school.

Frequency	Yearly	Monthly	Not specified	Total
No. of response	158	14	24	196
%	80.61	7.14	12.24	100

88% of respondents arc sent to the hospital whereas 10.03% of respondents go home when they face any health problem in the secondary schools which is shown in table 2.13. About 51.29% respondents know the existence of first aid box in the school (table 2.14). Only 56.12% of students say that the health check-up is done in the schools. Most of the respondents (80.61%) stale that health check-ups occurred annually whereas 7.14% of students mention about monthly health check-ups.

2.10 : Assignment of homework:

Table 2.17 : Regular assignment of homework

Opinion	Yes	No	Total
No. of response	175	174	349
%	50.14	49.86	100

Table 2.18 : Problems encountered in completion of homework.

Opinion	Yes	No	Total
No. of response	162	13	175
%	92.57	7.43	100

Table 2.19 : Nature of problems encountered in carrying out homework.

Opinion	Pre occupied with agricultural work	Other outside work	Unable to understand	Other (not specified)	Total
No. of respondent	14	17	74	57.	162
%	8.64	10.49	45.68	35. 19	100

The table 2.17 shows that 50.14% of students have reported that they get regular assignment of home work. But 92.57% of these respondents who are getting regular assignment of homework encounter problems in completion of homework. The table (2.19) further shows that 45.68% of students face the problem (unable to understand the teaching in the class) in doing the homework. There are also 8.64% and 10.49% of students who have mentioned the problems of finding insufficient time as they are engaged in agricultural field-work inside the school in the morning time and other outside work (for day school who help their parents at home). Another 35.2% of students mentioned a variety of problems such as unability to understand lessons in the class, nonavailability of study material, more agricultural fieldwork, many students feeling hungry in the morning and evening, students participation in cooking, involvement in the personal work of the teachers such as washing clothes, utensils, cleaning the quarters and fetching water etc.

2.11. Total hours of study after/before school timing and private tution by the students.

Table 2.20: Total hour of study after/before school timings by the students.

Study hours	Less than 4 hours	4 hours	More than 4 hours	Total
No. of respondent	23	182	144	349
%	6.59	52.15	41.26	100

Table 2.21 : No. of students availing private tution.

Type	Availing private tution	Not availing private tution	
No. of respondent	15	334	349
%	4.3	95.71	100

Reasons for tution: a) class teaching insufficient,
b) The personality clash with the teachers,
c) outside tution gives better inputs.

Above 52% students devote 4 hours daily to their studies inclusive of morning and evening hours in the hostels. There arc also 41.26% of student who spend more than 4 hours to their studies in the hostel. The lowest 6.59% of students read only less than 4 hours in the hostel (table 2.20). Only 4.3 % of students mentioned about their availing private tution. The students go for private tution as they feel that there is insufficient amount of teaching in the class, the personality clash with the teachers and outside tution gives better inputs. But many do not go for private tution as they cannot afford it.

2.12. Frequency of unit tests in the school

Table 2.22: Administration of unit test in the school.

Test Administered	Yes	No	Total
No. of respondent	285	64	349
%	81.86 .	18.34	100

Table 2. 2 Frequency of unit test.

Frequency	Monthly	Half yearly	Yearly	Total
No. of respondent	239	42	4	285
%	83.86	14.74	1.40	100

From the table 2.22 it is found that 81.86% of students have reported that they have class unit tests. Out of these 83.86 % have mentioned that the unit tests are held every month whereas 14.74% students have mentioned that their unit tests arc held half yearly. And only 1.4% students mentioned that their unit tests are held yearly.

2.13. Percentage of marks secured during the last annual examination.

Table : 2.24 : Percentage of marks secured during the last annual examination.

Marks secured	<30%	(30-40)%	(40-50)%	(50-60)%	>60%	Totally unknown	Total
Respondents	65	113	65	72	32	77	349
%	18.62	32.38	18.62	20.63	9.12	22.06	100

While examination performance cannot be the most important criteria of evaluating students, it cannot be ignored entirely either. For failure here often results in dropouts, stagnation i.e. repeating the year. Moreover examinations do allow rough though not completely useless comparisons. Table 2.24 indicates that 32.38% of the students came under the category of (30-40)% range of marks secured in the last annual examination followed by 18.62% of each in category of (40 to 50)% category. But only 9.17% of students secured mark more than 60 percent. Further 22.06% of the student have no idea about their marks secured in their last annual examination. When the schools open they come and read. In such cases sometimes parents contact the teachers or headmaster to pursuade them to allow the children and if unsuccessful, then the children never come to the school or the parents take their transfer certificate for taking admission in other schools. Here also near about 19% of the students take admission in the next class without securing even 30%

2.14 : Suggestions for securing more marks in the examination

Table 2.25: suggestions for securing more marks in the examination.

Opinion	Free extra tution	More hostel rooms	Quality of teaching	Eradication of absent-eeism of the teachers	other	Total •
No.	183	21	64	5	76	349
%	52.44	6.02	18.34	1.43	21.78	100

Note: other suggestions include (a) supply of study materials (b) explanation in local dialect local language (c) need for more teachers (d) better quality food.

About 52.44% of the students have mentioned that they can get more marks in the examination if they get free extra tution. There are also 18.34% of students who suggest improvement in the quality of teaching in the class. This may be so, as they are not familiar with the methods of class room teaching. About 6% of the students demand more hostel rooms as the cramped rooms affect studies adversely, 1.43% advocate

eradication of absenteeism of the teacher in the class. Finally, rest of the 21.78% students have a variety of suggestion which include supply of study materials, explanation in dialect/local language, need for more teachers, better quality food and input of hard labour etc. (table 2.25).

2,15 : Use of library facilities and type of books available in the library.

Table 2.26 : No. of students using library facilities.

Category	Users	Non users	Total
No. of respondents	111	238	349
%	31.81	68.19	100

Table 2.27 : Type of books available in the library.

Category of books	Story book	Text book	Journals	Others	Total
No. of respondents	113	0	2	4	119
ln%	94,96	0	1.68	3.36	100

According to the table 2.26 only 31.81% of students use the library in their schools. Basically the students take story books from the library. There are 68.19% of students who have library facilities in their schools but they do not use the facilities of the library. The students were also asked to mention about the type of material they study in the library. There are multiple answers to this question and therefore, member of responses do not add up to the no. of library users. The table also shows that out of those who study in the libraries, 94.96%-read story books, 1.68% read journals and rest of the others 3.36% read magazines/newspapers.

2.16 : Teaching aids used by the teachers in the class
Table 2.28 ; Teaching aids used by the teachers in the class

Opinion	>4 aids	Not used	Total
No. of respondents	307	42	349
In *%*	87.97	12.03	100

The table 2.28 shows that most of the teachers use some teaching aids at the time of teaching in the class. About 88% of the teachers use at least 4 teaching aids out of 6 types of teaching aids listed which include blackboard, charts/maps, globe, models, science kit and geometry set. The rest of the 12% of respondents reported that the teachers do not use teaching aids while teaching in the class.

2.17 : Arrangement and type of study tours in the school

Table 2.29: Arrangement of study tour in the school

Opinion	Yes	No	Not specified	Total
No. of respondent	104	242	3	349
In %	29.8	69.34	0.86	100

Table 2.30 : Type of study tours and participation of students

Historical place	Natural scenery	Scientific organisation	River dam	Industry	Others	Total
10	24	3	15	0	52	104
9.62	23.08	2.88	14.42	0	50	100

Table2.31: Frequency of study tours during the last year

Frequency	' Only once	Not specified	Total
No. of respondents	96	8	104 ..
In%	92.30	7.70	100

Only 29.8% of students have reported that study tours were arranged for them by their schools during the current session (table 2.29). Out of those who mentioned that the study tours were arranged by their teachers during the session, 23.08% have indicated that the tours were to sites of natural scenery, 14.42% to river dams, 9.62% to historical places, 2.88% to scientific organisations and other 50% indicated sites which include old temples, sea shore, lake, zoo etc. (table 2.30). 92% of the respondent specified that these tours are arranged only once in a year and the other 8% were non committal. Out of the total respondents who participated in the study tour, the opinion that there was only time study tour during the last year was given by 92.30% of the students(table 2.31).

2.18 : Type of sports/games available in the school

Table 2.32: Sports/Games available in the schools.

Opinion	Yes	No	Not specified	Total
Respondent	205	123	21	349
%	58.74	35.24	6.02	100

Table 2.33 : Type of sports/Games played in the schools and respondents participation.

Kabadi, Kho-kho	Cricket, Football & Hockey	Running and High jump	Tribal game	Badminton Ringball	Total
43	136	52	6	23	260
(16.54)	(52.31)	(20)	(2.31)	(8.85)	(100)

The table 2.32 shows that 58.74% of students indicated about the availability of sports/games in the schools. On the other hand 35-24% of students state that no of games/sports facilities are available in the schools and very small percentage of respondents i.e. 6.02% were neutral about their response.

The sampled students were also asked to mention whether they participated in the games/sports. About 52.31% of students have indicated that they do lake part in the sports/games like cricket, football and hockey. Next to this is the 20% for running and high jump, 16.54% for Kabadi and Kho-kho and 8.85% participated in badminton and ring ball. The lowest 2.31% of students engage in tribal games. It may be mentioned here that the players of different games do not add to 123 as multiple games arc played by an individual (Table-2.33).

2.19 : Availability and learning of gardening/craft

Table 2.34: Availability of gardening and craft period in the school.

Opinion	Yes	No	Total
Respondent	204	145	349
%	58.45	41.55	100

Table 2.35: Activity in gardening/craft period

Watering	Plantation/vegetable	Cleaning	Total
128	92	14	234
54.70	39.32	5.98	100

Table 2.36: Occupational/vocational training imparted in the secondary school.

Response	Yes	No	Total
Respondents	20	329	349
%	5.73	94.27	100

Only 58.45% out of the total respondents have mentioned the availability of gardening/craft period in the school (table 3.24). From the table 2.35 it is found that 54.70% of respondents engage in watering, 39.32% in plantation of vegetables and 5.98% for clearing the schools premises. It is found from table 2.27 that the only 20 respondents i.e. 5.73% out of total 349 respondents mentioned about the availability of occupational/vocational training in the secondary school. The different types of vocational/occupational training listed by the 5.73% of respondents are carpentry, tailoring and agriculture. It is clear from the small percentage of respondents that these training are not given importance in the secondary schools and are not effective.

2.20. Utilisation of the vacations by the respondents

Table 2.37 : Spending of vacation by the respondents.

Helping the parents	Visiting relatives	Friend circle	Cultivate in the field	Collection of the forest product	nothing	Other	Total
218	29	15	31	13	19	24	349
62.46	8.31	4.2	8.88	3.72	5.44	6.88	100

At the table 2.37, it is found that the respondents spend their vacation in many different ways when they go home. The highest 62.46 % of respondents help their parents at home with their work. The girl students help in cooking and also work in the agricultural field. The boy students help their father and also go to the agricultural field. 8.88% of students have indicated that they engage themselves in the field followed by 8.31% who visit their relatives home, 4.3% spend the time with their friend circle, 3.72% in collection of the forest products, 5.44% in doing nothing and 6.88 % of respondents have gives any specific response. In scrutinizing the opinions, it is observed that none of the students are involving in studying at home when they come home during vacations.

2.21: Family member's attitude towards the students' education

Table 2.38 : Family members in favour of the students' education

Family members	Mother	Father	Sister	Brother	All	Other	Total
Positive	33	98	2	41	151	3	328
%	9.45	28.08	0.57	11.74	43.27	0.86	93.98
Negative	08	05	0	0.1	07	0.	21
%	2.29	1.43	0	0.29	2.0	0	6.02

According to the table 2.38 only 6% of family members of the students have a negative attitude towards his education whereas 94% of family members like father, mother, brother and sisters etc. are in favour of the education. About 2.3% of the mother (which is the highest in the negative attitude group) are not in favour of their children's education. This may be ascribed to some mother's desire to keep the girl student at home to help with household work and look after the infant siblings.

2.22: Aspiration of students for education and occupation

Table 2.39 ; Aspiration of students for education.

HSC	10+2	+3	P.G	Not specified	Total
84	106	109	47	3	349
24.07	30.32	31.23	13.47	0.86	100

Table 2.40 : Aspiration of students for occupation

Teacher	Govt. employee	Business	Doctor	Engineer	Farmer	Other	Not specified	Total
158	22	25	52	11	8	68	5	349
45.27	6.3	7.16	14.9	3.15	2.29	19.48	1.43	100

About 31.23% of students have reported that they would like to study upto graduation whereas 30.32% students aspire to study upto higher secondary level. Out of the others 24.07% upto secondary education and only 13.47% of students like to go upto post-graduation and above(table 2.39).

The table 2.40 further reveals that 45.27% of students would like to become teachers, 14 9% would like to be doctors, 7.16% of become businessmen and 6.3% would like to join government service. Where as 1.43 have not indicated what type of service they would like to join after completing their education. About 19.5% of the students have indicated a variety of occupations.

2.23. : Reasons for the village children not going to school.

Table 2.41: Children of school going age are not going to the school of the respondents' village

Sl.	Lack of food/dresses/poor financial condition	Dislike to study	Awareness for education/parents are illiterate	Lack of study materials	Problem of distance	Totao
Boys	202	95	28	18	6	349
%	57.88	27.22	8.02	5.16	1.71	100
Girls	227	82	32	6	2	349
%	65.04	23.5	9.17	1.72	0.57	349

The socio-economic situation plays a vital role for the children who are not going to the schools. The respondents have given their opinion about the reasons for the children who are not going to the school. It is an important factor because some secondary schools start from Class-I to class - 10th. So the reasons give an idea about the problems of the children who are not going to the schools for reading in different classes. Most of the children are not going to the schools due to the lack of food, dresses and poor financial condition and it is given by the response of 57.88% for boys and 65.04% for girls. The figures of 27.22% for boys and 23.5% for girls do not attend school as they dislike studies. Further responses of 8.02% for boys and 9.17% for girls give the reason for not attending school as either there is lack of awareness for education among the parents or the parents are illiterates. Less than 6% mentioned that lack of study materials and problems of distance between the school and the home as the causes for the children not attending schools.

2.24: Availability of hostel and stipend/scholarship

Table 2.42: Availing hostel facility.

Response	Yes	No	Total
Number	312	37	349
Percentage	89.40	10.60	100

Table 2.43: Getting stipend/scholarship of the respondents.

Response '	Yes	No	Total
No.	335	14	349
Percentage	96.00	4.00	100

Table 2.44: Problems in getting stipend.

Response	Yes	No	Not specified	Total
No.	72	40	4	349
Percentage	21.5	77.3	1.2	100

Table 2.45: spending more money than getting stipend/scholarship.

Response	Yes	No	Total
No.	309	40	349
Percentage	88.54	11.46	100

Table 2.46: Amount of extra expenditure over month (in rupees).

Amount	<25	26-50	51-75	76-100	>100	Total
Respondent	33	206	23	40	24	326
%	10.12	63.19	7.06	12.27	7.36	100

Most of the students which is about 89% of the total respondents are staying in the hostel and rest of the 11% are day scholars. On the other hand 96% of the students are getting scholarship/stipend and another 4% are not getting stipend/scholarship. This 4% of the students i.e. 14 out of 349 come under the category of general and other backward class, for whom there is no provision for gelling scholarship/stipend nor they cann't stay in the hostel. So the students fall in this category are day scholars (table 2.43 & 2.44). The amount of stipend/scholarship for all students is same in all secondary schools under SC/ST welfare department. The stipend for a boy who stays in the hostel is Rs. 300/-per month and for girls it is Rs. 325/- per month. The SC/ST students who are day scholars get @ Rs. 150/- for boys and for girl it is Rs. 200 per annum. The students don't get any stipend directly and their stipend is spent in the hostel mess. According to the general opinion of the respondents if the expenditure of the mess is less than the stipend then the students gel little money, when they go home at the time of vacation. Suppose a very small amount is surplus in the mess say Rs. 15, it is automatically carried forward to the other months for possible deficit in the mess expenditure. The day scholars receive their

stipend at the end of the session. This amount is spent for their domestic purposes. The study materials like papers and text books are not supplied in time for the boarders. From the table 2.44 it is seen that 21.5% of students mention about problems in getting their stipend. The table 2.45 shows that 88.54% of students spend more money than they get stipend/scholarship. As far as incurring this extra expenditure is concerned 63.19% of students spend in the range of Rs. 26 to Rs. 50 followed by 40% in the range of Rs. 76-100, 33% less than Rs. 25, 23% in the range of Rs. 51-Rs.75 and rest of the 24% spend more than Rs. 100 per month.

2.25: Behaviour of teachers, and other students

Table 2.47 : Behaviour of teachers and student towards the respondents

SI.	Designation	Very good	Good	So So	Poor	Not specified	Total
1	Class teacher	58	131	129	28	3	349
	%	16.62	37.54	36.96	8.02	0.86	100
2	Other teacher	18	131	167	27	11	349
	%	5.16	37.54	47.85	6.3	3.15	100
3	Headmaster	32	139	131	44	3	349
	%	9.17	39.83	37.54	12.61	0.86	100
4	Fellow students	169	58	96	8	18	349
	%	48.42	16.62	27.31	2.89	4.87	100
5	Fellow hostel mates	52	154	87	7	12	312
	%	16.67	49.3	27.88	2.24	3.91	100
6	Hostel In charge	10	99	125	60	18	312
	%	3.2	31.7	40.09	19.23	5.78	100
7	Any other	34	112	53	25	125	349
	%	9.74	32.09	15.19	7.16	35.82	100

The table 2.47 shows that 37.54% and 36.96% of students have indicated that the behaviour of class teachers towards them is good and 'so so' respectively. On the other hand 16.62% of students think the behaviour of their class teachers as very good. The table also shows opinion of the students about the behaviour of other teachers in the school towards the students. 37.5% have good behaviour whereas 47.8% have a noncommittal behaviour. However, the behaviour pattern of headmaster is more encouraging with very good register at 9.2%, good at 39.8% and so so at 37.5%. But the behaviour of classmates are very good which is near about 49% and poor behaviour recorded in case. of less than 3% of the respondent. Like the fellow students, the behaviour of the fellow hostel mates touches 49.3% for good behaviour with about 28% of the hostelmates display so so behaviour.. The table further reveals that the behaviour of the hostel incharge/superintendent is very good 3.2% of the cases towards the students followed by

31.7% with good behaviour and 40% with so so behaviour. Except this the other staff are very good recording at 9.74% and good at 32.09% etc. However, most of the students have opined that the good behaviour of class teacher, other teacher, headmaster towards them is between 37 to 40% of the cases the behaviour of hostel incharge with good behaviour is about 32%.

2.26: The distance between the school and hostel

Table 2.48: The distance between the school and hostel.

Distance	Attached	Less than 1 km	Less than 2 km	Not specified	Total
Response	323	13	0	13	349
%	92.55	3.72	0	3.72	100

According to the table 2.49 the hostels are attached to the school which is mentioned by 92.55% of the students, On the other hand only 3.72% students mentioned that their hostels are situated less than 1 km away from the school. Within this small percentage of response a miserable situation remains hidden. Banaimunda high school of Bolangir district comes under this category. According to the respondents the hostel/school is about 1 km away from the U.P.School where the high school was functioning earlier. Since there is no facility of kitchen room and dinning ball in the hostel/school, so the students have to go to that old U.P.School for food twice a day. In rainy seasons and dark night it is very difficult for walking on the muddy road due to rain, possibility of snake bite etc. A very serious situation is posed before the students as well as for the hostel superintendent.

2.27: Hostel accommodation

Table 2.49: Number of boarders sharing a room in the hostel

<10	10-20	20-30	30-40	40-50	50 and above	Total
30	64	92	40	43	43	312
9.46	30.34	29.51	12.89	13.75	14.04	100

Table : 2.50 : Boarder strength in hostels.

Within 150	150-180	180 -240	Not specified	Total
154	96	37	25	312
49.35	30.76	13.14	8.01	100

From the table 2.49 and 2.50 it is seen that hostel rooms are shared by 10 to 20 other boarders in 30% of the cases and between 20-30 students in about another 30% of the cases. Thus it can be said that in most cases there is about 20 boarders to a room. Worse

conditions prevail where in 14% of the cases the room is shared by more than 50 boarders. Leaving aside the fact that the size of the rooms may not be adequate, large no. of students in one room is not conducive to a proper study atmosphere. The general boarder strength of hostels are within 150 as can be verified from table 2.50 where in 49% of the respondent belong to hostel size of less than 150. 30% stay in hostel size of 150-180 and 13% in hostel size of 180-240.

Table 2.51 : Over crowding in the hostel.

Opinion	Yes	No	Total
Respondents	267	45	312
%	85.58	14.42	100

Table 2.52 : Provision of beddings in the hostels.

Opinion	Yes	No	Total
Respondents	' 193	119	312
%	61.86	38.14	100

Table 2.53: Quality of beddings provided in the hostels.

Opinion	Very good	Good	Some what good	poor	Very poor	Total
Respondents	13	27	38	57	58	193
%	6.73	13.99	19.69	29.53	30.06	100

The table 2.51 shows that 85.58% of the hostel boarders face the problem of overcrowding. Only about 62% of boarders get the bedding facilities (table 2.52). the condition of which leaves much to be desired as is seen from table 2.53. Where boarder with beddings opine that 30.05% and 29.53% are in poor and very poor condition respectively. Only 6.73% and 13.99% of boarders have mentioned the quality of bedding to be very good and good respectively. There are also about 20% of boarders who are of the opinion that the quality of bedding provided to them is some what good (table 2.53). From the above given responses it observed that the rooms in the hostel are overcrowded. In the same room or in some rooms, some students are getting beddings whereas the others are sleeping on the floor. Even in some hostels, there are no beddings at all as the rooms are congested and there is insufficient space to put cots.

2.28: Quantity and quality of food in the hostel

Table 2.54 : Management committee in the hostel mess.

Opinion	Yes	No	Total
Respondents	226	86	312
%	72.44	27.56	100

Table 2.55 : Sufficiency of food in the hostel mess

Opinion	Yes	No	Total
Respondents	80	232	312
%	25.64	74.36	100

Table 2.56 : Liking for food provided in the mess.

Opinion	Yes	No	Total
Respondents	32	280	312
%	10.26	89.79	100

From the table 2.54 it is found that about 72% of students have indicated that there is a mess management committee in their hostel. The table 2.55 further reveals 74% of the boarder feel that the quality of food provided to the students is sufficient. Only about 26% opine that the quantity is sufficient. The table 2.56 also shows that about 10% of students have indicated that the food supplied to them in the mess is in accordance with their liking, on the other hand the majority of 90% students have no liking for the food that is prepared and supplied in the mess.

2.29 Availability of essential facilities in the hostel

Table 2.57 : Common essential facilities in the hostels

SI.	Facilities	Available	Not available	Functioning	Not functioning	Not specified	Total
1	Toilet	70	194	0	51	34	349
	%	20.06	55.59	0	14.61	9.74	100
2	Bathroom	17	218	O	50	34	349
	%	13.47	62.46	0	14.33	9.74	100
3	T.V	35	215	0	57	42	349
	%	10.03	61.6	0	16.33	12.04	100
4	Radio	3	297	0	0	49	349
	%	0.86	297	0	0	14.04	100
5	Games	106	194	0	0	49	349
	%	30.37	55.59	0	0	14.49	100
6	Reading material	42	360	0	0	47	349
	%	12.03	74.5	0	0	13.47	100

According to the table 2.58, about 20% students have mentioned that toilet facilities are available in their hostels, the figures for not available recorded at 55.59%. The table further reveals that 13.47% students have mentioned that they do not have bathrooms in their hostels but not available is mentioned by 62.46%. In both boys and girls hostels, the students never use the toilet & bathrooms because whatever small number available is not functioning properly. Even the higher-class girls have to go outside the campus due to lack of toilets. In girls' schools, girls take their bath in open places around the tube wells. Due to lack of toilets the boys as well

as the girls students open space in front of the hostel rooms as their toilets. So in many places there is foul smell and exist the

problem of sanitation. It may be concluded from the table that the facilities like toilets and bathrooms are in very poor condition. The government need to pay immediate attention for the essential services like toilets and bath rooms. Further the table indicates that about 10% student respondents have reported that TV facility is available but does
not functioning.

2.30. Source of drinking water, problems of adjustment in the hostel.

Table 2.58: Source of drinking water in the hostels

Tube well	Dug well	Total
285	27	312
91.35	8.65	100

Table 2.59: Face any problem of adjustment in the hostel.

Yes	No	Total
95	217	312
30.45	69.55	100

Table 2.60: Specific problems of adjustment in the hostel.

Personal Adjustment	Inter-personal relation	Improper management	Overcrowded	Total
1	0	68	58	127
0.79	0	53.54	45.67	100

Table 2.61 Help given by hostel warden/superintendent in doing homework.

Yes	No	Not specified	Total
17	248	47	312
5.45	79.49	15.06	100

From the above tables it is found that source of drinking water is highest 91.35% from the tubewell and rest of the 8.65% is taken from the dug wells. Out of total hostel boarders only 30.45% of boarders, mentioned that they face the problems of adjustment in the hostel. Among the boarders who mentioned the problems of adjustment the highest 53.54% of boarders list the improper management next to overcrowding in 45.67% of the responses and only 0.79% for personal adjustment. 5.45% boarders mentioned that the hostel warden/superintendent helps in them doing their homework.

2.31 : General problems faced by the students in the school.

Table 2.62 : General problems faced by the students in the secondary schools.

SI.No.	Major problems	No. of	Percentage
1	Irregular teaching, teachers, absenteeism, not sufficient teachers	83	20.85
2	Science room, science laboratory, science Instruments	48	12.06
3	Drinking water problems	44	11.06
4	Class room	42	10.56
5	Library	32	8.04
6	Bench, chair, furniture's of schools	29	7.29
7	Fan, electricity problems	28	7.04
8	Library/reading room	28	7.04
9	Playground, playing materials	24	6.03
10	Toilet	19	4.78
11	Garden	15	3.77
12	Groupism	1	0.25
13	Food (hungry)	5	1.26
	Total	398	100

The table 2.62 shows that 20.85% students have expressed the need of regular teaching, prevention of teachers' absenteeism, sufficient number of teachers and 12.06% students express the need for improvement in the science room, science laboratory and science instruments. About 11% students have reported that the present size of the class room should be extended as the existing classroom could not accommodate properly the existing number of students. In some cases the class room are also used for boarding. There are also 11.06% of students who mention of drinking water problem, 7.04% for lack of library reading room, 4.78% for absence of toilets. The other problem areas highlighted are absence of playgrounds/playing materials, lack of electricity/fans and insufficient benches/chairs in the class room.

2.32 : General problems faced by the boarders in the hostel.

Table 2.63 : Problems faced by the students in the hostels.

Sl.No.	Major problems	No. of	Percentage
1	Accommodation and room problem	40	11.27
2	Bathroom problem	60	16.90
3	Groupism	1	0.28
4	Food problem	70	19.72
5	Toilet problem	47	13.24
6	Bedding problem	43	12.11
7	Library problem	2	0.56
8	TV/Radio entertainment problem	37	10.42
9	Playground problem	10	2.82
10	Drinking water problem	45	12.68
	Total	355	100

The table 2.63 shows that the highest 19.72% of boarders have expressed that the quantity and quality of fooding is very poor followed by 16.90% and 13.24% for bathroom and toilet problem respectively. The other major problems faced by the boarders are drinking water problem (12.7%), overcrowding of the rooms (11.27%), insufficient and improper bedding (12.1%) and absence of any form of information/entertainment i.e. radio/T.V etc. (10.4%).

2.33. Summary

349 students were selected from 25 sample schools spread over the 4 educational zones of ST/SC Development Department of Orissa. Data was collected through a semi-structured interview schedule. The findings are summarised below.

1. Profile of the students

Out of the 349 students, 33.5% of the respondents are from GHS and 66.5% from HS. However the proportion of male respondents is 59.6% to that of the female respondents of 40.4%. 84.5% of the respondents are from schools which are only secondary i.e. having 8th , 9th and 10th class whereas the other 15.5% of the schools have primary as well as secondary classes. About 74% of the respondents belong to ST category, 22% fall in SC category and 2.3% and 1.7 are from the other backward class and general category respectively. Considering the class wise break up, 43.8% are from 8th class, 42.1% from the 9th class and 14.1% from the 10th class.

2.   Family background

Illiteracy prevails high among the family members of the students. 40.1% of the fathers are illiterates with another 52% who have studied only upto the primary level. In case of mothers, 76.6% of there them illiterate with another 23.2% who have studied upto the primary level. But when one considers the highest educational level of family members, it is seen that there is slow spread of literacy as about 20.2% have passed secondary school. The dominant occupation of the parents can be categorised as daily labourer/farmer with the mothers engaged in domestic household work too. The majority of the families (57.8%) have family members between 5 and 7 but earning members in the family are confined to 1 member in 43% of families and 2 members in 34% of the families. The annual

family income is less than ten thousand rupees of 35.5% families with 36.1% in the 10 to 20 thousand group. Thus it is obvious that the students hail from family leading impoverished life. Despite these hurdles the family members of the student display a positive attitudes towards education. In 94% of the cases the family members are in favour of the student getting an education

3. Selection of School

89.4% of the respondents avail hostel facility and 10.6 are day scholars.

Eventhough there is restriction imposed on admitting students from the same village or villages in the close vicinity of the school, 28.4% of the students hail from villages which are within a range of 0-6 km. 24.9% are from villages which are situated 6-20 km away and 25.2% are from villages with a distance of 20-50 km. It is seen that most of the students join the school in 8th class or in the 6th class (depending on whether it is only secondary school or a secondary school with M.E.level) and continue with that school. The number of years spent in the school is governed accordingly. Very small percentage of students have migrated from other school. Eventhough a school is available close to the native village of student, its respondents 36.6% the decision to join a school in strongly influenced by the availability of hostel facilities.

4.   Functioning of School

90.4% of the students opine that there are adequate number of teachers in their school to provide the requisite input . However, it is gathered that only about 32.7% of the teachers provide encouragement to the students and the students display liking towares such teachers. As far as regular assignment of homework is concerned the opinion is almost equally split. However 92.6% of the students state that they face problems in completing the assignment. The principal reason (45.7%) cited is that they are unable to understand the lessons properly. Besides the school hours, 93.4% of the students claim to study for 4 hours and above per day. However, the performance of the students in examinations belies this statement. Only 5.4% report that they receive help from hostel superintendent in doing their homework. 83.7% students state that monthly unit tests are conducted in their schools. Performance in the annual examinations are quite unsatisfactory. Hardly 9.1% have secured more than 60% marks. It is pertinent to mention that

as many as 22.1% did not know the marks they secured in the last annual examination. Suggestions from the students for securing better marks include 52.4% asking for free extra tution with 18.3% focusing on improvement in quality of teaching. 21.8% have indicated other areas of improvement such as adequate supply of study materials, explanation of lessons in local dialect, better quality food and input of hard labour etc. Only about 31.8% of the student use the library facilities of the school and from among them 95% issue story books. Exposure to the events of the outside world is very limited as is evident from the fact that only about 3.36% read/get to read newspapers/magazines. There is no radio/TV facility in working order in the school/hostel. 29.8% of the students state that study tours arc conducted in their school. 37.5% of these visits are to sites of natural scenery and river dams - perhaps not very useful for children who grow up in the midst of nature. The study tours are in the nature of picnics only. It must also be kept in mind, that the schools cannot arrange other tours as a very limited provision is there in the budget for such purpose.

5.   **Sports/Games**

58.7% of the students report that sports/games facilities arc available in their schools. 52.3% indicated that they play games like cricket, football and hockey followed by 20% who participate in sports like running and high jump. 16.5% play Kabadi and Kho-kho. The equipment used by the students generally are in poor shape.

6.   **Occupational/Vocational Training**

94.2% student respondents reported that there is no vocational/occupational training imparted in their school. 58.4% report that there is gardening/craft period. During this period the 54.7% of the students engage themselves in watering the plants followed by 39.3% who engage themselves in plantation/vegetable gardening and about 6% clean the school premises.

7.   **Stipend/Scholarships**

Hostel facilities is a strong attraction and major consideration of students joining a school. 89.4% respondents are boarders. 96% of the students report that they receive stipend/scholarship and 21.5% report that they encounter problems in getting the stipend/scholarship. 88.5% indicate that they spend more money for

their studies than what is offered in way of stipend/scholarships. Although this extra expenditure varied, yet 63.2% indicate that this amount falls within the range of Rupees 26 to 50 per month.

8. Functioning of Hostel

92.5% respondents report that the hostels are attached to the schools. In fact, in few schools, the class rooms double as hostel living rooms. In 49.5% hostels, the boarder strength is within 150 followed by 30.8% hostels which have boarders in the range of 150 to 180. 13% have boarder strength between 180 and 240. In majority of the hostels, a large no. of boarders share a room. 30.3% of boarders indicate that they share a room with 10-20 other students, followed by 29.5% who share it with 20-30 other boarders. 85.6% of the boarders feel that the rooms are overcrowded 61.9% respondents indicate that beddings are provided in the hostels. But about 59.6% complain about the poor quality of the beddings.

About 72.4% boarders indicated that there is a Mess Management Committee to run the hostel mess. Student representation is there in this mess committee. 74.4% opine that food given is insufficient and leaves them part hungry. Not only the food is insufficient, 89.8% have no liking towards what is provided. The food generally consist of rice and watery dal. Depending upon availability, some vegetables from the kitchen garden are added to the dal.

9. Behaviour of teachers and other students

Facilities provided in the hostels are meagre. Availability of toilets and bath rooms are reported by 20% and 13.5% respondents respectively. About 10% and 1% of the students report availability of TV and Radio respectively in the hostel. 30.3% indicate the existance of games equipment in the hostel. 12% respondents report availability of reading materials. 91.3% of the respondents indicate tubewells as the source of drinking water and 8.7% get it from the dugwells.

About 37.5% and 37% of the students have indicated that the behaviour of the class teachers towards them is good and 'so so' respectively. 16.6% feel that it is very good. The behaviour of the Headmaster/Mistress follows a pattern of 9.2% for very good, 39.8% for good and 37.5% for so so. However the pattern of behaviour is less encouraging for the other teachers. With 47.8% having a non committal 'so so' behaviour. The behaviour of other class mates towards the

respondents have been reported with 65% displaying very good/good behaviour, only 2.9% report about poor behaviour of follow students. Same is the cases with hostelmates where only 2.2% have been reported for poor behaviour. But the behaviour pattern of Hostel in charge is somewhat dissappointing. 19.2% have been reported for poor behaviour. 3.2% display very good behaviour followed by 31.7% for good and 40.1% for 'so so' behaviour. 5.8% of the students have not specified the behaviour pattern.

10. Problem Areas:

The 4 major problems listed by the students are as follows.

i)   20.8% complain about irregular teaching, absenteeism of teacher and aboutinsufficiency of teachers.

ii)   12.1% have grievances regarding inadequacy of science room, laboratoryand instruments.

iii)   11.1% reported about the drinking water problem.

iv)   10.6% complain about the cramped class rooms without proper furniture.

The problem areas listed by boarders are as follows. 19.7% complain regarding food, 16.9% focus on bath room problem, followed by 13.2% complaining about absence lack of toilets, 12.7% respondents experience drinking water problem, 12.1% of the respondents have bedding problem and 11.3% report about overcrowding of rooms.

Chapter -III
TEACHERS

An attempt has been made in this chapter to present the information gathered from teachers in a tabular form with the necessary explanation. A sample of 128 teachers were interviewed from 25 schools which covered approximately half the total numbers. The sample was drawn from teachers who were involved only in secondary education i.e. from the class VIII to class X.

Across the four education administrative zones of the state, 33.6% of the teachers were interviewed from the south-west (Koraput) zone, 29.1% from the northern zone, 19.5% from central and 17.2% from the southern zone. The sample of teachers cut across secondary schools with primary schools attached to them. From these two type of schools 92.2% of teachers were from primary cum secondary schools and 7.8% of teachers from secondary schools. The secondary schools were of two types: girls' high schools and co-education high schools. From these two types of schools 28.9% i.e. respondents out of the total 128 teachers were from girls' high schools and the rest 71.1% (i.e. 91 out of 128) from co-education high schools.

3.1.Gcndcrvvise distribution of teacher

Table: 3.1: Genderwise distribution of teacher

Sex	Male	Female	Total
Respondents	90	38	128
Percentage	70.31	29.69	100

The table 3.1 shows 29.69% of teachers were female and the rest 70.31% male. It is also clear that the number of male teachers was more than twice number of female teachers. The girls high schools have mostly lady teachers, however in some cases male teachers headed the school.

3.2.: Age of the respondents

Table 3.2 : Age of the respondents

Age	20-30	30-40	50-58	Total
Respondents	27	44	17	128
Percentage	21.09	34.38	13.28	100

The table 3.2 shows the teachers' age ranged from 20 to 58 years, the highest percentage(34.3%) of respondents being in the age group of 31-40 years. The next highest percentage of respondents were between 20-30 years (21.69%) and 13.28% for 51-58 years of age.

3.3.Religion of the teachers

Table 3.3: Religion of the teachers

Religion	Hindu	Muslim	Christian	Total
Respondents	123	3	2	128
Percentage	96.09	2.34	1.56	100

According to table 3.3 the majority of the respondents were Hindu's 96.1% with a small minority of 2.3 % being Muslims and 1.6% Christians.

3.4.Caste of the respondents

Table 3.4 : Caste of the respondents

Caste	Scheduled Caste	Scheduled Tribe	Other backward class	General	Total
Respondents	10	21	25	72	128
Percentage	7.81	16.41	19.53	56.25	100

It was found (table 3.4) that the highest 56.25% of the respondents belonged to general category. The table shows 19.53% respondents were from backward class, 16.41% belonged to scheduled tribes and 7.81% were from the scheduled castes. Nine tribes were represented in the sampled teachers: Kandha, Munda, Kisan, Oraon, Shabar, Gando, Sounti, Paraja and Kharia.

3.5. Marital status of the respondents

Table 3.5 : Marital status of the teachers

Marital status	Unmarried	Married	Divorce	Widow	Total
Respondents	21	105	0	2	128
Percentage	16.41	82.03	0	1.56	100

About 82.3% of the respondent were married and 16.4% were unmarried and a very small percentage of 1.6% of the respondents were widows/widowers. The married teachers had their families in their native place or some town offering better educational facilities for their children. As a result, quite often the teachers went on an extended weekend.

3.6. Total income per month of the teachers

Table 3.6 : total income per month of the teachers

(in Rupees)

Response	Less then Rs. 4000	4000 – 6000	6000-8000	8000-10000	10,000 and above	Total
Respondents	8	75	31	9	5	128
Percentage	6.25	58.59	24.22	7.03	3.91	100

Table 3.6 shows the monthly income of the respondents. As the above table 3.6 shows the highest 58.59% of teachers had a monthly income of Rs. 4000-Rs.6000. 35.94% of teachers were the (income group) of in Rs. 6000-Rs.8000, 12.5% earned less than Rs.4000 per month and 9.38% earned Rs. 8000-Rs. 10000 p.m. Only 3.91% of the respondents had an income exceeding Rs. 10,000.

3.7 : Total family members of the respondents

Table 3.7 : Total family members of the respondents

Family members	3 or less	4 to 6	6 to 9	10	11 and above	Total
Respondents	8	75	31	9	5	128
Percentage	6.25	58.59	24.22	7.03	3.91	100

The table 3.7 shows 58.6% of the respondents had a family size of 4-6 members, with 24.2% having 6-9 family members and 7.0% having more than 10 family members. Only a 6.25% had a family size of less than 3.

3.8.Total household income of the teachers per month

Table 3.8 : Total household income of the teachers per month **(in Rupees)**

Income in Rs.	Less than Rs.4000	Rs.4000-5000	Rs. 5000-8000	Rs. 8000 - 10000	Rs. 10000-12000	Rs. 12000-14000	Rs. 14000 and above	Total
Respondents	7	25	32	26	16	18	4	128
%	5.47	19.53	25	20.31	12.5	14.06	3.17	100

From the table 3.8, it is clear that the highest 32% of teachers were in the income group of Rs. 5000 -8000 followed by 26% in Rs. 8000- Rs.10000, 25% in Rs. 4000-Rs.5000, 14.06% in Rs. 12000 -Rs. 14000 and 12.5% in Rs. 10,000-Rs. 12000 income group reportedly. The rest of (he only 5.47% have less than Rs. 4000 and only 3.17% have more than Rs. 14000. The family income of about 70% of the teachers was less than Rs. 10,000 per month. Table no. 3.6 & 3.8 show a large no. of the teachers had supplementary family income sources, a fact by table no. 3.9.

3.9.: Total earning members in the family:

Table 3.9 : Total earning members in the family.

Earning members	1	2	3	4	5 and above	Total
Respondents	75	40	8	2	3	128
Percentage	58.60	31.25	6.25	1.56	2.34	100

Table 3.9 showed 58.6 % of the respondents were sole earning members of their respective families whereas 31.25% of the respondents had one additional earning member in their families.

3.10.   Nature of service of the teachers

Table 3.10: Type of service

Type of service	Temporary	Permanent	Adhoc	Total
Respondents	100	27	I	128
Percentage	78.13	21.09	0.78	100

According to the table 3.10, 78.1% of teachers were employed on a temporary basis, 21.1% of teachers were permanent and only one teacher was appointed on as adhoc basis.

3.11. Status of trained teachers

Table 3.11 : status of trained teachers

Response	Yes	No	Total
Respondents	116	12	128
Percentage	90.66	9.34	100

Table 3.11 shows 90.66% of the teachers were trained and rest of the 9.34%
teachers arc untrained.

3.11. **Teachers availing inservice training.**

Table : 3.12 : Teachers availing inservice training

Response	Yes	No	Total
Respondent	63	65	128
Percentage	49.22	50.78	100

The survey reveals that only about half the teachers have taken inservice training such as
secondary school and B.Ed training. There is very few teachers have undertaken any
specific refresher training to update them.

3.13: The teachers living in the school quarters.

Table 3.13: the teachers living in the school quarters

Response	Yes	No	Total
Respondent	90	38	128
Percentage	70.31	29.69	100

It was round that 70.31% of teachers lived in the school quarters and rest of the 29.69% of teachers arc not staying in the school quarters.

3.14.The distance between the teachers' residences & schools

Table : 3.14: Distance between the residence of the teachers and school

Distance	Less than 1 k.m.	2 k.ms.	5-10kms	More than l0kms	Total
Respondents	106-	2	9	11	128
Percentage	82.81	1.56	7.03	8.59	100

Seventy percent of the teachers lived in school quarters. But table 3.14 shows 82.8% of the respondents stayed within a radious of 1 k.m. from the school. Only 8.6% of teachers stayed 11 k.m. 10 k.m. away or more 7% of within a distance of 5-10 k.m.

3.15. Mode of conveyance from residence to school

Table 3.15: Mode of conveyance from residence to school

Response	By foot	Cycling	Scooter/ Mophed	Others.	Total
Respondents	100	7	8	13	128
Percentage	78.12	5.47	6.25	10.16	100

Most of the teachers resided near the school. Out of the total of 128 respondents, 100 teachers i.e. 78.12% walked to reach the school. About 12% of the teachers came to the school cycling or using vehicle like moped, scooter etc.

3.16. Total teaching experience of the teachers in the secondary school

Table 3.16 : Total teaching experience of the teachers

No. of Years	Less than 5	(5-10)	(10-15)	(15-20)	Total
Respondent	10	39	24	55	128
Percentage	7.81	30.37	18.75	42.97	100

From the table 3.16 it is clear that teachers having 15-20 years of teaching experience form the largest group (42.97) followed by teachers having 5-10 years of teaching

experience (30.37%). 18.75% teachers have 10-15 years teaching experience and 7.81% teachers have less than 5 years' experience of teaching.

3.17. Present designation of the teachers

Table 3.17 : Present designation of the teachers

| Degn. | Head Master/ | Assistant teacher | | SKT | Hindi | P.E.T | Argil. | Tailoring/ craft | Music | Total |
		Arts	Science							
Respondents	14	43	18	10	8	19	7	8	1	128
Perecntage	10.94	33.59	14.06	7.81	6.25	14.89,	5.47	6.25	0.78	100

The information pertaining to the designation of teachers was collected at the time of data collection for the present study. 47.65% of the respondents have the designation of Asst. Teacher, a comprising 33.59% Arts teacher and 14.06% Science teachers. Other teachers interviewed include 14.89% PET, 7.81% Sanskrit teachers, 6.25% each Hindi, tailoring, crafts & 5.47% agricultural teachers. Only one respondent was a music teacher.

3.18. Classes taught by the teachers.

Table no. 3.18 : Classes taught by the teachers.

Classes	8th		10th	All classes	Not specified	Total
Respondents	7	10	8	95	8	128
Percentage	5.47	7.81	6.25	74.22	6.25	100

From table 3.18 only 5.5% of the teachers teach in the 8th class, 7.8% in the 9th and 6.25% in 10th class. However, 74.22% of teachers teach in all classes (from 8th to 10th classes).

3.19. No. of teachers familiar with the dialect/local language.

Table 3.19: No. of respondents familiar with the dialect/local language

Response	Yes	No	Total
Respondents	83	45	128
Percentage	64.84.	35.16	100

Table 3.19 shows 64.84% of teachers are familiar with the dialect/local or tribal language. But the rest of the 35.16% of teachers do not have adequate knowledge of the language.

3.20. Extra teaching classes conducted by the teachers.

Table 3.20 : Extra teaching classes conducted by the teachers.

Response	Yes	**No**	Not specified	Total

Respondents	83	44	1	128
Percentage	64.84	34.38	0.78	100

Table 3.21 : Adequacy of teachers in the school

Response	Yes	No	Not specified	Total
Respondents	53	74	1	128
Percentage	41.41	57.81	0.78	100

Table 3.20 shows above' 65% of the teachers take extra teaching classes besides the regular teaching in the class and rest of the 34.38% of teachers are not taking extra classes. It is found from table 3.21 that 41.41% of teachers' feel that there are adequate number of teachers in the school whereas 57.81% of the respondents think otherwise.

3.21. Salary of the teachers

Table 3.22: Getting salary intime

Response	Yes	No	Total
.Respondents	123	5	128
Percentage	96.19	3.19	100

Table 3.23 : Adequacy of Salary

Response	**Yes**	No	Not specified	Total
Respondents	122	5	1	128
Percentage	95.31	3.91	0.78	100

96.2% of teachers interviewed state that they get their salary in time, and a small percentage of 3.9% teachers say that not getting their salary intime. 95.3% of the teachers feel that their salary is adequate, but only 3,9% of teachers think otherwise.

3.22. Teaching aids used by the teachers.

Table 3.24: Teaching aids used by the teachers

No. of equipments	Using(4-5) equipments	Less than 4 equipments	Not specified	Total
Respondents	46	70	12	128
Percentage	35.94	54.69	9.38	100

Six types of equipments may be used by the teachers in the classroom: These are blackboards, charts, maps, globes, models, science kits and geometry sets. The survey reveals

that 54.7% of teachers use less than four equipments and only about 36% of the teachers use 4-5 equipments.

3.23.Supervision of classroom teaching.

Table 3.25: Supervision of classroom teaching

Response	Yes	No	Not specified	Total
Respondents	75	50	3	128
Percentage	58.59	39.06	2.35	100

In the table 3.25 it shows 58.6% of teachers mentioned that the headmaster or the headmistress supervises classroom teaching, but 39% said that there was no supervision

by headmaster/headmistress.

3.24.Occupational/Vocational training is imparted by the teachers

Table 3.26: Occupational/Vocational training is imparted by the teachers

Response	**Yes**	No	Total
Respondents	29	99	128
Percentage	22.66	71.34	100

It is found from the table 3.26 that only 22.66% of teachers are involved in occupational/vocational training like agriculture, carpentry and tailoring. Basically, vocational training involves training in agriculture, tailoring and carpentry.

3.25. Problems faced by the teachers during teaching

Table 3.27: Problems faced by teachers during teaching

Response	Yes	No	Not specified	Total
Respondents	67	48	13	128
Percentage	52.34	37.50	10.16	100

Table 3.27 shows 52.34% of teachers face problems while teaching. Out of the total number of respondents, 37.50% mentioned that they did not face problems while teaching their students. The rest 10.16%, did not specific their problems. The problems encountered by the teachers are:(a) students coming to school without preparation (b) students coming to school without having done their homework (c) Students not seeking

clarification of doubts as they are afraid of the teachers (d) poor receiving capacity of the students (e) Deficiency in teaching equipments, (f) students are very poor in literature subjects like Oriya and English, (g) students cannot pronounce even Oriya word properly (!) students' tribal language is different from Oriya (j) very low edcuational standard of

students. The following is a major problem mentioned by many teachers "When the teacher asks the students about their level of understanding at the end of the lesson, they say that they have understood it, but when the teachers give problems or ask question all

the students remain silent".

3.26. Teachers' knowledge of the objectives of the secondary school.

Table 3.28 : Teachers knowledge about the objectives of secondary school.

Objectives	To educate the tribal people	To realise the right & duties of the people	Self sufficiency	Upliftment of the tribal people	**Total**
Respondents	84	34	4	6	128
Percentage	65.63	26.56	3.13	4.69	100

The institutional goals are articulated in a set of propositions describing objectives and activities of the school. The teachers were asked to mention the objectives/goals of the secondary schools. The highest percentage of teachers (65.63%) said that the objective of the secondary schools was to educate the tribal people. 26.56% of the teachers mentioned that the objective of the secondary schools is to make tribal people realise their rights and duties through education. About 4.69% teachers mentioned that the objectives of the secondary school is to uplift the tribals through education and 3.13% of the teachers thought that the secondary schools should make tribals self-reliant.

3.27. Staff meeting in the school.

Table 3.29 : Discussion of staff meeting in the school

Discussion	General	Development of school	About student	Not specified	Total
Respondents	50	31	31	16	128
Percentage	39.06	24.22	24.22	12.5	100

It is found from the table 3.29 that about 39% of the discussions in the staff meetings of the school deal with general problems of the school and 24.2% of the discussions to pertain the development of the school, 24.2% of the discussion is devoted to discussion relating to students.

3.30: Reasons for taking up teaching profession

Reasons	No. other choice	Wanted to be a teacher	One has lot of time	It is not a profession	Not mentioned	**Total**
Respondents	78	33	6	6	5	128
Percentage	60.94	25.78	4.69	4.69	3.91	100

An attempt was made to ascertain the motivational level and their reason for joining as teacher in secondary school, and it was ascertained that as 61% of the teachers have joined the profession as there were no other choice. Only about 26% have taken up the teaching become profession since they wanted to teachers. As much as 9% revealed that they do not take their job seriously.

3.28. Job satisfaction among teachers

Table 3.31: Job satisfaction among the teachers

Level of satisfaction	Totally dissatisfied	Dissatisfied	Average	Satisfied	Extremely satisfied	Not specified	Total
Respondent	9	12	46	53	7	1	128
Percentage	7.03	9.38	35.94	41.41	5.47	0.77	100

Any realistic estimate of one's satisfaction is always relative to one's expectation. The five point scale was used to measure job satisfaction of the respondents. Table 3.31 shows that 41.4% of teachers are satisfied with their job in the secondary schools and 35.94% have an average level of satisfaction. On the other hand, 9.38% of the respondents were dissatisfied, 7% were totally dissatisfied. However 5.5% of teachers were extremely satisfied with their job in the secondary schools. Hence, it may be stated that 46.9% enjoy job satisfaction where as 16.4% are dissatisfied with their jobs.

3.30: Teachers' opinion about their perception of time spent in teaching in the secondary schools

Table 3.32 : Perception about time spend in teaching as a waste.

Opinion	Always	Most of the time	Some time	rarely	Never	Total
Respondents	78	30	6	6	8	128
Percentage	60.94	23.44	4.69	4.69	6.25	100

The highest of 60.9% of such respondents feel that they are "always" wasting their time in teaching in the secondary school. About 23% teachers who most of the time feel that they are wasting their time in teaching the tribal students. However 6.25% of such respondents never feel that they are wasting their time in teaching in the secondary schools 4.7% feel that they waste some time. The same percentage of respondents feel (hat they waste time rarely.

3.31.: Satisfaction with work culture/work environment in the secondary school

Table 3.33: Satisfaction with work culture/environment in secondary schools.

Response	Extremely satisfied	satisfied	Neither satisfied nor	dissatisfied	Extremely dissatisfied	Total
Response	7	10	48	55	8	128
Percentage	5.47	7.81	37.5	42.97	6.25	100

Table 3.33 shows that 43% and 37% of teachers arc dissatisfied and neither satisfied nor dissatisfied respectively with the work culture in their secondary schools. On the other hand, 7.81% of teachers are satisfied, 6.25% were extremely dissatisfied and 5.47% are extremely satisfied. From the above table it is clear that about 86.2% of the respondents do not feel satisfied with their schools culture/environment out of this 37% feel ambivalent about it..

3.32. Co-curricular activities in the schools.

Table 3.34 : Co-curricuiar activities in the schools.

Co-curricular activities	Cultural Programme	Sports	Gardening	Not specified	Total
Respondents	60	25	4	39	128
Percentage	46.88	19.53	3.13	30.47	100

Table 3.34 shows that 47% of teachers have mentioned cultural programmes as co-curricular activities in their secondary schools. About 19% teachers have indicated sports/games as a co-curricular activity in their schools next to 3.13% who mentioned gardening. On the other hand, 30.47% of the teachers have not mentioned anything specific due to non-availability of co-curricular activities in their schools.

3.33. Teachers' participation in the literacy campaign

Table 3.35 : Teachers' Participation in Literacy the Campaign

Response	Yes	No	Not-specified	Total
Respondent	38	87	3	128
' Percentage	29.69	67.97	2.34	100

From table 3.35 it is seen that only 29.7% of teachers have taken part in the literacy campaign and that 68% of respondent teachers have not involved themselves in the literacy campaign.

3.33 Suggestions of the teachers for the improvement of teaching and school infrastructure.

Table 3.36 : Suggestions of teachers for the improvement of teaching and school infractructures.

Suggestion	Minimum teaching environment should be provided (classroom, furniture. Full strength of the staff, school building)	Schools should be equipped with aminimum laboratory	School infractructure ((School building, staff quarters, school boundary, electricity, T.V. library & tube well)	Vocational training (includes computer, technical course like mechanical and fitter)	Hygienic condition should be improved (drinking water/toilet, latrine, tube well)	Other (debate, drama, NCC physical, education, essay, game, newspaper, drawing, proper suidance to the children study tour)	Total
Respondents	99	16	94	17	27	20	273
Percentage	36.26	5.8	34.43	6.23	9.89	7.33	100

* Does not add upto 128 as many teachers have given multiple suggestions.

Table 3.36 shows that 36.3% of teachers suggest that the supply of minimum teaching aids like class room, furniture, full strength of the staff and the school building are important for improving the secondary schools. The table also shows that 34.4% teachers have reported that there should be proper school infrastructure (school building, staff quarters, school boundary, electricity, library, TV and tube well for drinking water) in the secondary schools in order to improve the quality of leaching. These two arc the main suggestions and if these two arc implemented there may be an improvement in the quality of teaching in the secondary schools. On the other hand, 9.9% of teachers lay emphasis on the improvement of hygienic conditions (like drinking water, sanitation, toilet and latrine) which is more important for the girls high schools. 5.9% placed a high value on the need for laboratory of the schools 7.3% suggested that debates, drama, NCC, physical education, essay competition, game, newspaper, drawing, proper guidance to the children and study tour arc necessary for getting desirable results from the secondary schools.

Therefore, it is felt that attention of the concerned authorities towards this requirements should be drawn. Here the number of respondents exceed more than 128 on account of the multiple suggestions by the respondents.

3.3   Suggestions given by the teachers for the improvement of the hostel infrastructure.

Table 3.37 : Suggestions given by the teachers for the improvement of the hostel infrastructure.

Suggestion	Accommodation should be separately made from the class room	Stipend should be enhanced (due to the insufficiency of food, uniform and bedding)	Sanitary condition should be improved (drinking water, latrine, toilet)	Study material (text book and daily newspaper)	Infrastructure should be developed (building, boundary, playground, electricity, kitchen, dining hall and health check-up)	Total
Respondent	27	51	58	20	63	219*
Percentage	12.33	23.29	26.48	9.13	28.77	100 .

* The no. of respondents exceed more than 128 due to the multiple suggestions made by

the respondents.

About 29% of teachers have mentioned that the infrastructure of the hostel should be developed, which include the hostel building, hostel boundary, electricity, kitchen, dining hall. There should be health check-ups too. Another vital 12.33% of teachers have reported that residential accommodation should be situated away from the class room. In several circumstances, classrooms double as hostel rooms since there are no separate hostel buildings.. Out of the 25 schools sampled, this situation prevailed in two schools. These respondents are of the opinion that combined building of school and hostel does not create a conducive atmosphere or environment for teaching/learning. Therefore, these two buildings should be kept separate. 23.3% of teachers suggested that students' stipend should be enhanced as the stipend given at present is not enough to meet expenses on food, uniform and bedding, 26.5% suggest improvements in sanitary condition, which include drinking water, latrine and toilets followed by 9.1% who feel that more study materials such as text books and daily newspaper should be given to students. Therefore, the attention of the concerned authorities should be drawn to these suggestions. The number of responses exceed more than 128 due to the multiple suggestions offered by respondents.

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Chapter - IV

SCHOOLS

A sample of schools were selected from the four educational administrative zones. 25 secondary schools from the 4 zones spread all over the state of Orissa were selected to get the requisite information pertaining to the functioning of these schools. A semi-structured interview schedule was prepared for this purpose. The information thus gathered pertains to different aspects of functioning of secondary schools and hostels attached to them. The information has been tabulated and the same is presented in this chapter. Information on the performance of students in the annual examinations of 8th, 9th and 10th classes for the past five years were also collected from school records. This information has been tabulated and presented at the end of this chapter. The following aspects of the functioning of the schools were examined and relevant information collected such as teachers strength, availability of infrastructure along with the hostel, facilities available, activities in the school, enrolment and performance etc.

4.1 Zonewise distribution of secondary schools

Table 4.1 ; Zonewise distribution of secondary schools.

Zone	**Central**	**Northern**	Southern	South-West	Total •
Schools	4	8	5	8	25
Percentage	16%-	32%	20%	32%	100%

Table 4.1, shows that 32 percent of schools were selected each from northern and south-west or Koraput zone out of the total sample, followed by 20 percent from the southern zone and 16 percent from the central zone keeping in mind the number of districts, and the schools operating in them.

4.2. Year of establishment of secondary schools.

Table 4.2: year of establishment of secondary schools.

Year of Establish-ment	1960-65	66-70	71-75	76-80	81-85	86-90	91-95	96-00	Total
No. of Schools	1	4	0	5	7	3	4	1	25
%	4%	16%	0%	20%	28%	12%	16%	4%	100

	Level of School		
Level of School	Primary and secondary	Only secondary	Total
No. of schools	15	10	25
Percentage	60	40	100

Table 4.2 shows that 20 percent of the secondary schools were established between 1960 to 1970 the same percentage of the secondary schools were set up between 1971-1980.. The table also shows that 40 percent and 20 percent of the schools were established during 1981 to 1990 and 1991 to 2000.

4.3. Total land area of school

Table 4.3: Total land area of schools

Land in Acres	**Less than 5**	5-10	10-15	15-20	20 and above	Total
No. of schools	3	10	6	3	3	25
Percentage	12	40	24	12	12	100

a) Average land per school is : 11.36 Acres

b) Average kitchen garden of the schools = 1,63 acres

c) Average fallow land of the schools = 5.39 acres.

40 percent of the schools have land area between 5-10 acres, and 24 percent of schools have 10-15 acres of land. On the other hand, 12 percent of the schools have less than 5 acres, 15-20 acres another 12 percent own. The same percentage of the schools have been allotted more than 20 acres of land. The table further shows that the average land per school is 11.36 acres, average kitchen garden is 1.63 acres and average fallow land of the schools is 5.39 acres. It may be mentioned here that about 50 percent of the school land is fallow land.

4.4   Total number of teachers available and the total number of sanctioned posts of the teachers in the schools

Table 4.4 : Total number of teachers available and the total number of sanctioned posts of the teachers in the schools

Type of school	Total no. of teachers available	Total no. of male teachers	Total no. of female teachers	No.of posts sanctioned for the teachers	Posts vacant	%age of posts vacant

Girls' High schools	97	9	88	109	12	11
High school co-education	199	191	8	222	23	10.4

The table 4.4 shows the position of teachers' posts' sanctioned of posts and filled up in girls' high schools and other high schools. It is seen that the schools do not have full

strength of teachers. The vacant positions account for 11% & 10.4% of the sanctioned posts respectively for GHS & HS. While 88% of the teachers in GHS are female , about 96% of the teachers in HS are male.

4.5. Availability of infrastructure in the hostels

Table 4.5:Availability of infrastructure in the hostels

SI. No.	Infrastructure	Availability in percentage	Percentage use of infrastructure
1	Kitchen	100	84
2	Dinning room	56	71.43
3	Store	88	86.36
4	Toilets	36	77.77
5	Bath rooms	32	87.5
6	Rooms of students	88	100
7	No.of beds for students	48	84.21

Almost all secondary schools in the sample have pucca buildings which include buildings asbestos roofs and those having RCC roofs, According to table 4.5, almost every hostel has -a kitchen room, but only 84 percent of the kitchen rooms are currently used. 56 percent of the hostels have dinning rooms, and about 71 percent of the available dinning rooms are currently used. For the hostel mess, one store room is generally required to keep the provisions, cooking pots and utensils. 88 percent of the hostels have store rooms, and most of them are used for the above-mentioned purpose. The table further shows that only 36 percent of the hostels have toilets, and 32 percent of the hostels have bath rooms. About 78 percent of the toilets and 87 percent of the bathrooms are functioning and are available for use. But most of the students prefer and depend upon the nearest stream for their ablutions. 88 percent of the schools have rooms for the students in the hostel. However, only 48 percent of the schools have bedding facilities for students in their hostels. 84 percent of the beddings are used by the students. On the other hand, in the rest of the 52 percent of hostels, where beddings are not available the students sleep on the floor using only a mat or a bedsheet.

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4.6 : Sources of drinking water in the hostels

Table 4.6: Sources of drinking water

Source of drinking water	Tubewell	Dugwell
No. of schools	24	1
Percentage	96	4

Table 4.7 : Adequacy of drinking water supply in the hostel.

	Adequate drinking water supply	Not adequate drinking water supply	Total
schools	21	4	25
Percentage	84	16	100

Table 4.6 shows that 96 percent of the schools have tubewells as the source of drinking water. Only 4 percent of the schools have no tubewell for drinking water and in these schools water from dugwells is used for drinking purposes. Pattangi girls' high school comes under this category, where open well water is used for drinking purposes, both in the staff quarters for teachers and also for students of the hostel. This girls' high school situated on lop of a hill and the open well lies at the bottom of the hill. It is very difficult for the children (starting from class I to class 10th to carry drinking water from the bottom of the hill to its top. 84% of the schools state that there are adequate supply of drinking water.

4.7: Position of electricity supply and availability of fans in the hostel rooms

Table 4.8 : Position of electricity supply and availability of fans in the hostel rooms.

Availability of electricity and fans.	Availability of electricity	Nonavailability of electricity	Fans are available in the hostel	Fans are not available in the hostel
Schools	20	5	4	21
Percentage	80	20	16	84

Table 4.9 : No. of fans working properly.

Total no. of fans available	Total no. of fans working properly	% of fans working properly out of total no. of fans
22	18	81.82

Only 80 percent of the sampled secondary schools have electricity supply in the hostels and the rest of the 20 percent of the schools have no electricity (table 4.8). The table also shows that some of these hostels(16%) have electric fans in the rooms. However, only about 82 percent of these fans are in working order.

4.8: Playgrounds attached to the secondary schools.

Table 4.10: Playgrounds attached to the secondary school

Play ground	Playgrounds attached to the school	Playgrounds not attached to the schools	Total
Schools	15	10	25
Percentage	60	40	100

Table 4.11 : Students participation in sports

Level of participation	Block	District	State
No. of schools	17	14	2
% of school to the total no. of schools	68	56	8

About 60 percent of the secondary schools have playgrounds attached to the school, whereas the remaining do not have playgrounds attached to the schools (table 4.10). The sports/games equipments in the schools are also inadequate. The participation of the schools in inter school tournaments is mostly confined to block/district level.

4.9: Position of library in the secondary schools

Table 4.12 : Position of library in the secondary school.

	Library available	**Library Not available**	Total
Schools	23	2	25
Percentage	42	8	100

Table : 4.13 : Newspapers received in the school

	Newspapers received	Newspapers not received	Total
No. of schools	18	7	25
Percentage	72 .	28	100

Note: Hardly any student reads or gets to read newspapers.

Table 4.14: Basis of procurement of books in the library.

Suggestions	Teacher	Student	Higher authority	Total
No. of schools	7	3	15	25
Percentage	28	12	60	100

It is quite heartening to note that as many as 92 percent of the secondary schools covered by the survey have libraries. The Welfare Department secondary schools are in most cases located interior areas, whereas some are situated in semi-urban. Many of these places have no proper communication. So, according to table 4.13, about 72 percent of the secondary schools get newspapers and rest of the schools do not get newspapers. Newspapers are generally read by the headmaster and other teachers. Hardly any student reads the newspapers. Books of general interest like story books are procured on the suggestion of the teachers, students and higher authorities. In 60% percent of the schools books have been procured from a list of books suggested by higher authorities. Whereas 28% of the books were bought on suggestions of teachers. In 12% of the schools, books suggested by students were procured.

4.10.Supervision/Inspection in the secondary schools

Table 4.15 : Supersvision/Inspection of secondary schools.

No. of Supervisor	D.W.O.	Inspector of school	PA ITDA
Schools	22	20	11
Percentage	88	80	44
Average number of inspections by the supervisor in a year	4.32	1.45	3.73

Table 4.16: No. of times of ins

Frequency of inspection	D.W.O.	Inspector of school	PA ITDA
1	4(18.18)	13(65)	3 (27.27)
2-3	9 (40.91)	7(35)	4 (34.34)
4-6	3(13.64)	0	2(18.18)
7-9	3(13.64)	0	1 (9.09)
10-12	3(13.64)	0	1 (9.09)

Table 4.17.: follow-up action/improvements taken after the inspection

Follow-up action	Follow-up action taken	Follow-up action not taken	Total
No. of schools	17	8	25
Percentage	68	32	100

Table 4.15 shows that the schools are generally supervised/inspected by 3 kinds of authority : DWO, Inspector of Schools and Project Administrator, ITDA. 88% of the schools report visits by DWOs whereas 80% of the schools are visited by Inspector of Schools followed by 44% of the schools which are inspected by the. Project Administrator, Integrated Tribal Development Agency (PA, ITDA). The table also shows that the average number of inspections by the supervisor i.e. by the DWO is 4.32 times. The average number of inspections by the Inspector of Schools is 1.45 times, the PA, ITDA for the area number is 3.73 times during the last year. Besides table 4.15, more relevant information can be obtained from the table 4.16 to ascertain the frequency of inspections of the secondary schools. From table 4.16, it is seen that about 41 percent of the schools have been supervised 2 to 3 times by the DWOs, followed by about 18 percent for one time and 13.64 percent each for 4 to 6, 7 to 9, 10 to 12 visits to a school. It is also found that the Inspectors of schools have visited 65 percent of the schools for once, and the rest, 35 percent of the schools have been inspected 2 to 3 times in a year. As regards the inspection of the schools by Project Administrator, ITDA is concerned, it is seen that 27.3% schools have been inspected once, 34.3% schools 2-3 times and 18.2% of the schools 4 to 6 times in year. 9.1% of

the schools have been visited/inspected of to 9 times and another 9.1% of the schools have been inspect 10 to 12 times during a year.

4.11. Expenditure on salary and stipend/scholarships during the last year in the schools

Table 4.18: Expenditure on salary and stipend/scholarships during the last year in the schools.(in lacs of Rupees)

Salary	Schools	Percentage
0-5	1	4
	9	36
10-15	10	40
15-20	3	12
20-25	1	4
25 - 30	1	4
Stipend	Schools	Percentage
Less than 1	2	8
1 -2	4	16
2-3	3	12
3-4	5	20
4-5	3	12
5-6	6	24
6-7	2	8

Note: 1. Average amount salary per school is Rs. 11,93,756/- per annum.

   2. Average amount of stipend per school is Rs.3,69,302/- per annum.

According to table 4.18, the average amount of expenditure on salary per sampled secondary school in Rs. 11,93,756/- and the average amount spent on stipends and scholarships per school is Rs. 369,302/- The table also shows that 40 percent of the schools record an expenditure on salary in the range of Rs. 10 to 15 lacs followed by 36 percent of the schools, who record a salary expenditure between 5 lacs to 10 lacs, 12 percent schools record 15 lacs to 20 lacs and 4 percent of schools each have 0 to 5, 20 to 25 and 25 to 30 lacs rupees expenditure per annum. As far as expenditure on stipend/scholarship is concerned, 24 percent of the schools record on expenditure of rupees 5 lacs to 6 lacs with 20 percent of the schools showing an expenditure of 3 lac to 4 lac followed by 16 percent of schools on which 1 lac to 2 lac rupees are spent.

4.12 : Conduct of study tours in 1998-99

Table: 4.19: Conduct of study tours in 1998-99

Conduct of study tours	**Yes**	No	Total

No. of schools	21	4	25
Percentage	84	16	100,

Table 4.19 shows that the study tours for the students were arranged in 84 percent of the sampled secondary schools during last year. In 16 percent of the secondary schools did not conduct study tours during the last year.

4.13: Existence of advisory committee

Table no. 4.20 : Existence of advisory committee.

Committee	Advisory committee	No. committees	Total
No. of schools	18	7	25
Percentage	72	28	100

In 28 percent of the secondary schools, there is no advisory/management committee (table-4.20). The table shows that 72 percent of the secondary schools have advisory committees which meet once a year. Except the advisory committee, there are no other committees having representation from bodies/authorities outside the school.

4.14: Procedure of getting admission in the secondary schools

Table 4.21 : Procedure of getting admission into the secondary schools

Procedure for admission	Previous class performance	Entrance/ Written test	**Interview**	Written text and viva	Total
No. of schools	7	15	2	1	25
percentage	28	60	8	4	100

Table 4.22: The number of seats in the school

No. of scats	Not specified number of seats	Specific in number of seats	Total
Schools	15	10	25
Percentage	60	40	

The strength of the boarders of the hostel is fixed according to the regulations of the state government. But the intake of the day scholars is not fixed and varies from school to school depending upon availability teachers, class rooms, benches, desks and teachers of the school.

100% of the schools have first-aid boxes, and students arc taken to the nearest hospital in the event of their falling ill.

Table : 4.23 Parents come to school to enquire about their children.

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Parents came to the school	Yes-	No	Total
No. of schools	21	4	25
Percentage	84	16	100

Table : 4.24. Furniture provided in the hostels

Type of furniture	Only beds are available	Beds are not available	Total
No. of schools	12	13	25
Percentage	48	52	100

Table 4.21 shows that in 60 percent of the secondary schools, students are given admission on the basis of entrance/written test, 28 percent of the schools admit students on the basis of their previous year's performance. The rest, 8 percent of the schools, adopt the interview method and only 4 percent of the schools conduct written tests along with viva voce in order to select students for admission. It is observed that in many secondary schools, there are insufficient number of candidates applying for admission. In these schools separate tests are not conducted, and only previous year's performance is taken into consideration. Quite often, any interested candidate can take admission. This is the case with most of the schools in remote/interior areas. In table 4.22, only 40 percent of the schools mentioned the eligibility of the students to some extent, but rest of the 60 percent of the schools have not specified the number of seats available. The number of hostel seats is fixed according to the regulation of the state government. But the intake of day scholars is not fixed as its strength depends upon the availability of room, benches, desk and teachers in a particular school.

4.15 : Average student enrolment in different classes

Table : 4.25 : Average student enrolment in different classes

Different classes	Type of schools	Average no. of students enrolled	Average no of students promoted from lower class	Average net enrolment	Average no.of stagnant students	Average no. of dropout in the current session	%of the students promoted from the lower class	% of stagnant to the total students	% of dropouts in the current session
8th class	Girls' high school	36.66	21.14	13.02	2.5	1.5	57.67	6.82	4.1
	High Schools	54.86	33.31	14.55	7	3.42	60.72	12.7	6.23
9th class	Girls' high school	27	24.55	0.45	2	1.67	90.93	7.4	6.18
	High schools	37.31	35.31	2.0	5	1.55	81.24	13.40	4.15

10th class	Girls' high school	16	15.67	0.33	0	1	97.94	0	6.25
	High schools	24	23.74	0.26	0	1	98.92	0	4.17

Table 4.26: Percentage change in the no. of enrolled students from the 8th to 9th and 9th to 10th classes in the current session.

	8th to 9th	9th to l0th
	26.36	40.74
1 High school	32	35.68

Table 4.25 divide students enrolled into two parts : those belonging to girls' high school, and those studying in co-education high schools. Table 4.25 shows the average number of enrolled students, average number of students promoted from the lower classes, the average stagnant students per class and average number of dropouts per class in the current session. According to the table the overall average number of students of the secondary schools in 8th class found enrolled at the beginning of the session was 36.36 for girls' high school and 54.86 for only high schools. In 9th class the overall average number of students of secondary schools found enrolled at the beginning of the session was 27 for girls' high school and 37.31 for only high schools. But in 10th class it was 16 for girls' high school and 24 for only high schools at the beginning of the current session (1999-2000). In the above-mentioned three classes, the average number of enrolled students in girls' high school is less than that in the co-education high schools. The average number of enrolled students from the lower classes to higher classes i.e. 8th to 10th classes, has been declining at an increasing rate. It was 26.36 percent change in the number of students enrolled in 8th class and in 9th class and 40.74 percent in between 9th class 10th class for girls' high schools. Similarly, it is 32 percent between 8th & 9th class and 35.68 percent between in 9th & 10th for co-educational high schools at the beginning of the session 1999-2000. Table 4.25 also reveals that 57.67 percent of the 8th class students, 90.93 percent of the 9th class students and 97.94 percent of the 10th class students have secured promotion from the lower class in the girls' high schools. Likewise, in co-education high schools, 60.72 percent in 8th class, 81.24 percent in 9th class and 98.92 percent in 10th class have been promoted from the lower class. It is clear from the table that a higher percentage of students take admission in 8th class compared to other classes. The last two columns of the table mention the percentage of stagnant students to the total students, and percentage of dropout students to the total number of students in the current session. The percentage of stagnant students to the total number of students is 6.82%, 7.4% and 0% for the 8th, 9th and 10th classes respectively of the GHS, whereas the figures are 12.7%, 13.4% & 0% for HS. The stagnation percentages are higher in HS compared to GHS as the girls are generally withdrawn from the schools if they

fail to secure promotion. It is also seen from the stagnation rate in 10th class of GHS+HS that students do not continue with their studies once they fail in the 10th class. However, the situation is different when one taken into account 8th and 9th classes where the stagnation rate is higher compared to 8th class in both GHS and HS. The percentage of dropouts during the current session ranges between 4% to 6.25% for all the classes in both GHS & HS. Students drop out during the session generally due to ill health, early marriage and other familial exigencies. As is seen in table 4.25 and 4.26, there is a decline in student enrolment as one moves up to the upper classes. This trend is observed for both GHS and HS. This may be ascribed to the fact that the students find the class work/lessons difficult to cope with. Furthermore, the teachers ensure that only students who have the potential to secure a pass in HSC examination are promoted to Class X as (he teachers are evaluated in terms of the pass percentage of the school in the HSC examination.

4.16 General situation prevailing in schools as observed:

1   **The performance of old and new schools :**Development of infrastructure has not improved in case of old schools as expected one might be led to expect. Now schools are better off in terms of infrastructure but worse off in terms of posting of the required number of teachers Peformance-wise there is no noticeable difference between old and new schools. The performance of the schools depends upon the accessibility of the schools, quality of teachers, awareness level of the people of the locality.

2   **Use of Library :** There are libraries in almost all schools covered by the survey, as shown in the table - . However, the number of books in there is very small and the books have been kept in the teacher's common rooms. There are no provision for reading room in almost all schools covered. The teachers also do not encourage their students to read any other books expect textbooks.

3   **Location of the schools**: In certain areas, the residential secondary schools are closely clustered. However, these do not have as many students as they should because the population in villages surrounding there is not large enough to support the schools and there not a sufficient number of feed of schools from which students could come to secondary schools for higher studies. Our observation lead us to feel that this situation has arisen because of political reasons.

4   **Land.** : There is provision of land for agriculture in all the sampled schools. The idea was that the students here would work along with their teachers, and this would help them to develop a work culture, which is integral to tribal society. After completion of the schools it was hopes, they would love to work in the filed with their parents even if they would find a job. This is a part of the Gandhi an self-reliance approach. However, in almost all schools covered by the survey work culture is conspicuous by its absence. Teachers do not realize that physical work has a value and that it should be productive.

5   **Supervision**: The supervision of the schools is done mostly by the DWO. They generally supervise the administrative part of the schools such as teacher's functioning, attendance, and hostels, overall functioning of the schools. They do not assess the academic performance of the schools, nor do the evaluate the teaching method followed by teachers. As most of the DWOs do not themselves have any teaching experience, and cannot evaluate this aspect of the schools. However, there should be a provision for self-evaluation of teacher's performance. From our observations, we realized that if the DWOs will supervise the academic performance then it might be counter productive.

6   **Study Tour:** From this study it was found that teachers had arranged study tours for children in the surrounding areas; this was not necessary for tribal children as they stay in natural surroundings. According to headmasters and headmistress, the funds sanctioned for this purpose arc not sufficient to take children to distant areas. The study tour should be organized for the following purposes.

7   **Community Participation in the secondary schools** :Every secondary school had a provision far an advisory committee, and the meeting of this advisory committee held in once a year. There is thus no other way to ensure community participation in the schools. We feel that every secondary school should have provision for organizing parents/teachers meetings at least twice a year. In this was the school can ensure community participation in its activities. One or two expects on education should be called to the parents- teachers meeting, if possible, so that the teachers as well as the parents will be able to take advantage of their suggestions and expertise.

Chapter – V

PARENTS

A total number of 56 parents were interviewed drawn from all the four educational administration zones of Orissa. The parents whose children were/are studying in secondary schools were contacted in the villages nearby the sampled secondary schools for getting the requisite information with the help of a semi-structured interview schedule for the present study. The parents are not directly linked with the secondary schools and hostels. But the main objective of interviewing the parents was to know their opinion about various aspects of functioning of secondary schools. Their children are studying as well as staying in the secondary schools and therefore, the parents get a chance to visit their wards for different purposes and participate in school functions. In this way they get an opportunity to interact with the teachers, hostel superintendent etc and also get a chance to know about the functioning of secondary schools and hostels. On the other hand, when the children come home during holidays, they also discuss with their parents about the different problems and issues related with their studies and other aspects of their schools, hostels, teachers, fellow students etc. In this way, the parents might be forming their opinions about the functioning of schools where their children arc studying. The results so generated from the collected data are presented in this chapter..

The parents of the children interviewed belong to the four educational zone of Orissa. 44.6 percent of parents interviewed were from south-west or Koraput zone, 26.19 percent were from northern zone, 21.43 percent from southern and 7.14 percent parents from the central zone. As far as possible, the head of the household was interviewed. Out of the total respondents 92.9 percent were male and only 7.1 percent were female. From the religion point of view the highest of 85.7 percent respondents belong to Hindu , religion, whereas the remaining 14.3 percent belong to Christian religion. The non-tribal component of this sample i.e. 16.1 percent of scheduled caste and the largest tribal group i.e. scheduled tribe is 83.9 percent. Among the tribe wise distribution of respondents the highest tribe group being the 26.79 percent for Kandha, followed by the 18.71 percent for Ganda, 12.5 percent for Sabar, 3.57 percent each for Kisan, Kohla, Ludha, Munda, Paraja, Santal, Soura, 1.79 percent each for Bhuiyan, Juanga, Oraon and 19.64 percent have not specified their tribes or caste.

5.1. Education level of the parents

Table, 5.1: Educational level of the parents.

SI. No	Parents	Illiterate	Primary and M.E	Secondary (8th+9th+10th)	HSC (10th pass)	10+2	Graduation	Post graduate and above	Total
1	lather	18	27	7	3	0	1	0	56
		32.14	48.21	12.5	5.36	0	1.79	0	100
2	Spouse	35	8	10	2	'0	0	1	56
		62.49	14.28	17.88	3.57	0	0	1.79	100

The level of education of the parents were graded on 7 levels from I) illiterate, ii)primary and M.E, iii) secondary, iv) HSC pass, v) +2 class, vi) graduation and vii) post graduation/above. About 48 percent of male respondents have an educational level of primary and above, 32 percent illiterate and about 12 percent have not completed the matriculation. On the other hand 62.49 percent spouses are illiterates, another 17.88 percent reached the secondary school level and 14.28 percent have passed primary and M.E level. Only about 2 % male respondents have attained the graduation level.

5.2. Occupation of the parents

Table 5.2 : Occupation of the parents

Response	Domesti	Pvt. Sector employee	Daily labourer	Collection of forest product	Business	other	Total
Respondent	6	0	47	0	2	1	56
Percentage	10.71	0	83.93	0	3.57	1.79	100

The table 5.2 shows that about 84 percent respondents are daily labourers, whereas 10.71 percent are engaged in domestic work. 3.57 percent of respondents arc businessmen and only 1.79 percent have no specific occupation.

5.3: Male, Female and Total family members of the respondents

Table 5.3 : Total family members

SI	Family members	1.M	2.M	3.M	4.M	5.M	6.M	7.M	8.M	9.M	10.M	1 & I.M	Total
1	Male members	2	11	19	17	5	1	0	1	0	0	0	56
	%	3.57	19.64	33.93	30.36	8.93	1.79	0	1.79	0	0	0	100
2	Female members	5	13	17	15	4	0	1	1	0	0	0	56
	%	8.93	23.21	30.36	26.79	7.14	0	1.79	1.79	0	0	0	100
3	Total family member	0	5	0	5	10	13	9	8	3	1	2	56
	%	0	8.93	0	8.93	17.86	23.21	16.07	14.29	5.36	1.79	3.57	100

In the table 5.3 more than 80 percent of the parents have 2 to 4 male members in their family. These consist of i) with three male members 33.93 percent, ii) with 4 male

members 30.30 percent and iii) with 2 male members 19.04 percent. The same trend is found for the female members in the families too. The no. of female members of 2 to 4 are found in near about 80 percent of the families. 57% of the families have family member between 5 and 7.

5.4: No. of children

Table 5.4 : No. of children

SI.	Children	0	1	2	3	4	5	6	7	8	Total
1	Boy	0	17	21	11	5	1	0	0	0	56
	%	0	30.36	37.5	19.64	8.93	1.79	0	0	0	100
2	Girls	5	16	24	10	1	0	0	0	0	56
	%	8.93	28.57	42.66	17.86	1.79	0	0	0	0	56
3	Total	0	3	11	12	15	8	4	2	1	56
	%	0	5.26	19.64	21.43	26.79	14.29	2.14	3.57	1.79	I(X)

According to the table 5.4, 8.93 percent of the parents have no girl child. 30.4%, 37.5% and 19.6% of the families have 1,2 & 3 boys respectively. Thus 86% of the families have male children upto 3 in nos. The number of girl children in the family follow the same trend. In 88% of the family the no. of girls in the family range from 1 to 3. When considering the total no. of children in the family, 26.8% of the families have 4 children, followed by 21.4% with 3 children and 19.6% with 2 children.

5.5. No. of children actually going to school

Table No.5.5. No. of children actually attend school

SI.	Children	.0	1	2	3	4	5	Total
1	Boy	5	21	17	8	2	2	56
	%	8.13	37.5	30.36	14'.27	3.57	3.57	100
2	Girl	11	28	10	5	2	0	56
	%	19.64	50	17.56	8.93	3.57	0	100

The table 5.5 shows that 8.1 percent of the families have no boys going to school and 19.0% families do not send their girl child to school. 37.5% and 30.4% of the families send 1 and 2 boys respectively to school. 14.3% have 3 boys going to school. In case of girl children, 50% of the families have a girl, 17.6% have 2 girls and 9% have 3 girls going to school.

5.6: Reasons for sending the children to the secondary school

Table 5.0 : Reasons for sending the children to the secondary school

Response	Helps in getting a job	Self reliance	Communicate with others	Other	No answer	Total
Respondent	30	9	14	2	1	50

% age	53.57	16.07	25	3.57	1.79	100
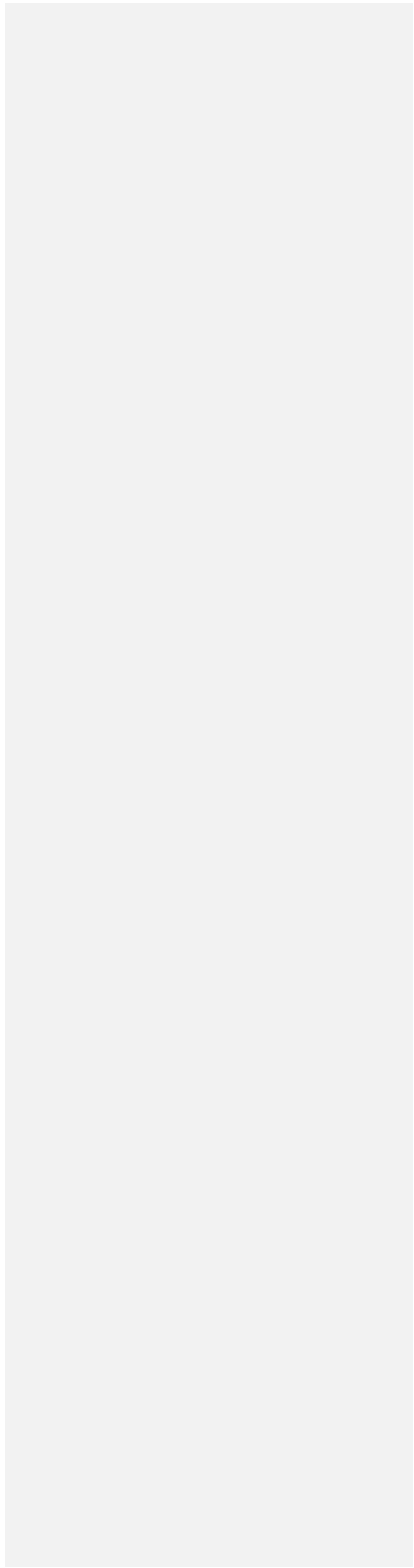
From the table 5.6 it is clear that the parents send their children to the secondary school with some aim and ambition. The parents are benefited in multiple ways by getting their children educated. More than 50 percent of the parents opine that the education helps the children getting job and help their families. 25 percent of the parents have the opinion that its improve the facilities communication and their children become part of the general society. It helps their children to go outside the local area, communicate with government or private employees for better opportunities for the family as well as for their area. The rest of the 16.07 percent of the parents mentioned that their children will be self employed/reliant and be respected in future in their community.

5.7 : Facilities provided to children in the secondary school

Table 5.7 : Facilities provided to children in the secondary school

SI.	Facilities	Yes	No	Total
1	Books	56	0	56
	%	100	0	100
2	Notebooks	8	48	56
	%	14.29	85.71	100
3	Bedding	50	6	56
	%	89.29	10.71	100
4	Uniform	52	4	56
	%	92.86	7.14	100

Table 5.8: Purchase of note books

Response	Yes	No	Total
Respondent	51	5	56
%	91.07	9.93	100

The table 5.7 shows that all parents arc of the opinion that their children at the secondary schools arc provided with text books free of cost. About 14 percent respondents have mentioned that their wards get notebooks free of cost at secondary schools. The table further shows that uniforms for 92.86 percent and bedding for about 89 percent are provided to the children of the respondents. From the table 5.8 about 91 percent respondents buy some note books from the market for their children as sufficient number of note books are not given in the school.

5.8 : Availability of stipend/scholarship to children.

Table 5.9: stipend/scholarship to children

Response	Yes	No	Total
Respondent	48	8	56
%	85.71	14.29	100

Table 5.10: Extra spending by the parents.

Response	Yes	No	Total
Respondent	53	3	56
%	94.64	5.36	100

According to the table 5.9 and 5.10 it is clear that 85.71 percent children of the respondents get stipend/scholarship, even then whereas 94.64 percent of parents spend more money for their children's education besides the available stipend/scholarship because the amount of stipend/scholarship given is not sufficient to keep their children in secondary schools.

5.9 : Health problem and availability of medical help in the secondary school.

Table 5.11: Availability of medical help in the secondary school.

Response		No	Total
Respondent	37	19	56
%	66.07	33.93	100

Table 5.12; Handling of health problem

Response	Home	Medical	Total
Respondent	2	54	56
%	3.57	96.43	100

The table 5.11 shows that 66.07 percent respondents have reported that medical help to their wards is available at secondary schools. The table 5.12 also shows that about 4 percent of respondents have mentioned that in case their wards face any health problems while they are at the secondary schools, they are sent home for treatment or the respondents get message from the school to take their wards home 96 percent respondents mentioned that the wards go to government hospital/health centre.

5.10: Awareness of problems encountered by their wards in the school.

5.13 : The children tell the problems of secondary school to their parents when they come on vacations.

Response	Yes	No	
Respondent	28	28	56,
%	50	50	100

Table 5.14: The children toll specific problems to their parents when they come on vacations.

Response	Study material	Hostel management	Financial problem	Non-specific problems	Total
Respondent	0	0	8	20	28
%	0	0	28.57	71.43	100

It is found from the table 5.13 that 50 percent respondents mentioned that the children discuss the problems of secondary school with their parents when they come home on vacation. 28.6 percent of the problems relate to finance and the remaining on various other problems.

5.11: Purpose and frequency of visits made by parents to secondary schools

Table 5.15: parents meet the teachers of the secondary school.

Response			
Respondent	34	22	56
%	60.71	39.23	100

Table 5.16 : Enquiries regarding problems faced by the children

Performance in the school	Getting Study material	Financial position	Comprehensives problem (to understand)	School management	Not specific	Other	Total
22	2	0	8	20	22	8	82*
39.29	3.57	1.79	1.79	39.29	39.29	14.29	100

*Does not add upto 56 as there are multiple purpose of visit & problems.

Table 5.17: The frequency of parents meeting their children in the secondary school.

Monthly		Half yearly	Yearly	Not specific time	Total
20	4	1	4	27	56
35.71	7,14	1.79	7.14	48.22	100

According to table 5.15, it is found that about 61 percent parents visit secondary schools to meet their children. From the table 5.16 it is clear that the highest 39.3 percent of respondents have indicated that their main purpose of visiting the secondary schools is to enquire about the performance of their wards. About 53 percent respondents mentioned that during their visits they come across problem such as their children not getting study material, needing more money besides the stipend/scholarship, inability to understand the lessons, school management, health problem, performance in the class as well as in the examination. The maximum 35.7 percent of respondents have indicated that they visit secondary school once in a month followed by a small 7.14 percent each for quarterly and yearly visits and 1.79 percent for half yearly visits. 48.2% of the parents have not specified the frequency of their visit. In these cases, whenever the parents visit as per their convenience/requirement.

100

5.12 : Parents Teacher Association (PTA), Parents get message and progress report from the secondary school.

Table 5 18 : Parents get message from the secondary school.

Response	Yes	No	Total
Respondent	1	55	56
%	1.79	98.21	100

Table 5.19 : Parents Teacher Association (PTA) in the secondary school

Response	Yes	No	Total
Respondent	0	56	56
%	0	100	100

Table 5.20: Receipt of progress reports

Response	Yes	No	Total
Respondent	3	53	56
%	5.36	94.64	100

From the table 5.19,5.19 and 5.20, it is seen that 98.2% of the parents never receive any message from the school regarding welfare/per formance/progress of their children in the school. All respondents mentioned that there is no Parents Teachers Association(PTA) in the secondary school. Only 5.36 percent parents mentioned that they receive progress report from the school.

5.13 .: Parents opinion about the infrastructure/facilities of the secondary schools

Table No. 5.21 : Parents view on infrastructure /facilities available in the school

SI. No	Structure/facilities	Very good	Good	Adequate	Poor	Very poor	Not specified	Total
1	Buildings of school	6	23	11	14	2	0	56
	%	10.71	41.07	19.64	25	3.57	0	100
2	Functioning of	0	31	5	11	7	2	56
	%	0	55.36	8.93	19.64	12.5	3.57	100
3	Building of hostel	2	17	12	17	8	0	56
	%	3.57	30.36	21.43	30.36	14.29	0	100
4	Functioning of hostel	1	13	19	12	11	0	56
	%	1.79	23.21	31.93	21.43	19.64	0	100
5	Class rooms	2	24	15	8	6	1	56
	%	3.57	42.86	26.79	14.29	10.71	1.79	100
6	Hostel Rooms	9	17	9	18	12	0	56
	%	0	30.36	16.07	32.14	21.43	0	100
7	Drinking water	1	23	8	17	7	0	56
	%	1.79	41.29	14.29	30.36	12.5	0	100

8	Cleanness and sanitation	0	8	17	19	12	0	56
	%	0	14.29	21.43	33.93	38.57	0	100
9	Food at the hostel	1	8	12	19	16	0	56
	%	1.79	14.29	21.43	33.93	28.57	0	100
10	Accommodation in The hostel	1	7	11	19	17	1	56
	%	1.79	12.5	19.64	33.93	30.36	1.79	100

The table 5.21 shows that about 51.8 percent parents are happy with the structure of the school building, with 19.64 percent consider the school building to he adequate, but 28.7 percent opine that the school building arc in poor shape. 55.3 percent of the respondents feel that the secondary school are functioning satisfactorily. As regards of hostel building, only 34 percent parents are happy with the state of the hostel building whereas 21.43 percent opine regarding adequacy of building and 44.65 percent stale that poor living condition prevail in the hostel building. Only 25 percent respondents have indicated that the functioning of the hostel is good whereas about 41 percent have a poor opinion of the functioning of the hostel. About 25 percent parents give the opinion that the class room are poor shape and 26.79 percent accept that they are adequate even when the students sit on the floor due to lack of benches and desks. The table further shows that 16.07 parents' consider the hostel rooms to he adequate and 53.57 percent have think that the hostel rooms arc in poor. Only 41.86 percent parents' are satisfied with the drinking water facility whereas 14.3 percent respondents express adequacy and 42.41 percent respondents feel that drinking water facilities are poor. There arc also 14.29 percent respondents who are of the opinion that sanitation of the school is good but 30.36 percent consider it to be adequate and about 55 percent think that it is poor. Only 16 percent parents mentioned that food at the hostel is good whereas 21.43 percent mentioned of adequacy and about 62 percent comment that the quality of food is poor. Only in 13.84 percent parents' opinion the accommodation in the hostel is satisfactory, 19.64 percent consider it to be adequate and the rest 64 percent respondents are dissatisfied with the hostel arrangements.

5.14: Performance of the teachers and the school

Table 5.22: Performance of the teachers and the school

SI. No.	Performance	Not satisfied	Somewhat satisfied	Highly satisfied	Not specified	Total
1	Teachers	14	39	3	0	56
	%	25	69.64	5.36	0	100
2	Headmaster	8	37	8	3	56
	%	14.23	66.07	14.29	5.35	100
3	As a whole of secondary school	15	35	6	0	56
	%	26.29	62.5	10.71	0	100

According to the table 5.22 very small percent of respondents are highly satisfied i.e. 5.36 percent but more 69.64 percent respondents' opinion for "some what satisfied" and 25 percent opinion for not satisfied about the performance of the teachers. In case of headmaster, 14.3 percent respondents' each give the opinion "not satisfied" and "highly satisfied" but 66.07 percent are "some what satisfied". When secondary school as a whole is taken into consideration, only 10.71 percent of parents are "highly satisfied" but on the other hand 62.5 percent parents indicate "some what satisfied" and 26.8 percent parents state "not satisfied". It is seen that 62% to 70% of the parents are somewhat justified with the performance of the teachers, headmaster and the school.

5.15. Reasons for the children not going to the secondary schools

Table 5.23: Reasons for children not going to the secondary schools.

Poverty	Help parents at their home	Lack interest the child of	Parents are illiterates	Parents not interested are	Other	Not specified	Total
26	4	5	1	4	9	7	56
46.43	7.14	8.93	1.79	7	16.07	12.5	100

others: - students cannot understand, examination is difficult for the students, work load, some students failed poor teaching no study atmosphere, difficult to get a seat.

It is found from the table 5.23 that the highest 46.43 percent of parents mentioned that poverty as the main cause behind children not enrolling in school. 8.93 percent respondents state lack of interest of the child and 7.14 percent respondents each for the reasons i) students help the parents at home and ii) parents are not so interested in studies. 16% parents also mentioned multiple problems such as lessons difficult to understand, examination too difficult heavy work load, failure, poor teaching, no study atmosphere and difficulty in getting a seat. 5.16.Suggestions for improvement of secondary school

Table 5.24 : suggestion by the parents for the improving the secondary school.

Proper teaching	Study material & Fooding	Hostel facilities	Good relation between teacher &	Proper management	Financial assistance should be improved	other	Total
6	11	12	5	4	2	17	56
10.53	19.30	21.05	8.77	7.01	3.51	29.82	100

other : Extra care to the students, new teaching staff, cleanliness of the school, teachers should help the drop-out students, teachers should take special interest in the students because their

parents are illiterate, there should be a change in the educational system, the teachers should know the dialect/tribal/local language, more girls school should be opened, the educational awareness should be developed among the parents. Location of the schools should be proper.

In table 5.24, the suggestions of the parents for improving the secondary schools are tabulated. The parents expect that when their child is admitted to the residential school, his need for food, clothing, shelter and study material should be fully satisfied. Deficiencies in any affect the performance of the student, hence the school. 21% indicate need for improvement in the hostel facilities followed by 19.3% who stress on providing adequate study materials and food. 10.5% suggest proper teaching and 8.8% think good relation between teacher and student will improve the situation.

Chapter-VI

DROPOUTS

A total number, of 100 school dropouts were interviewed in villages near the sampled secondary schools for getting the requisite information with the help of a semi-structured interview schedule, specifically designed for the present study. The main objective of interviewing the dropouts was to identify problems faced at home as well as in secondary schools, which forced them to drop out. Identification of problem areas may lead to improvement in the system thereby reducing the number of drop-outs.

The sample of dropouts covered both the girls' and co-education high schools, 27 percent of the dropouts interviewed read in the girls' high schools, and 73 percent in the co-education high schools. As far as the religion of the respondents is concerned, the highest 89 percent respondents are Hindu followed by 9 percent of Christians and only 2 belong to the Muslim community. Out of the total number of respondents, the highest 74 percent belong to the schedule tribe, 23 percent to scheduled caste, very small no. from other backward classes (2 percent) and general (1 percent). Among the respondents none were physically disabled. The sexwise distribution of respondents reveals that only 27 percent are females, and rest 73 percent, are male. The distribution of the tribe on the basis of their percentage of the respondents is as follows the highest percentage of respondents belong to the Kolha tribe (27.40 percent) followed by the Paraja (10.96 percent), the Lodha (8.22 Percent), the Munda (6.85 percent), Kisan, Santal, Banda each (5.48 percent), Ganda, Soura (each 4.11 percent), Bhatra, Bhuiyan, Jhodia, Juanga (each 2.74 percent) and Bhatudi, Khadia, Shabar (each 1.37 percent). The tribes to which 6.85 percent of the respondents belong is unspecified.

6.1 : Education level of parents and other family members

Table 6.1 :Education level of parents and other family members

Parents	Illiterate	Primary	Middle	Secondary (8th – 9th)	Secondary (10th)	Higher secondary	Graduation	Post graduation and above	Total
1. Father	44	29	14	7	6	0	0	0	100
%	44	29	14	7	6	0	0	0	100
2. Mother	86	9	4	1	0	0	0	0	100
%	86	9	4	1	0	0	0	0	100
3. Highest edn level among the family members	11	14	6	35	22	9	3	0	100
%		14	6	35	22	9	3	0	100

The table 6.1 shows that 44 percent of the fathers of the respondents are illiterate, whereas 86 percent of the mothers are illiterate. Only about 13% of the fathers and 1% of the mothers have studied in the secondary school. The highest level of education among the family member of the respondents is 8th to 9th class of secondary school recording (35%), with 22% for 10th pass, 14 percent for primary level. Almost 66 percent of the respondents in this category have studied is 8th to 9th class, however, they have not completed 10th class.

6.2 : Parents' Occupation

Table 6.2 : Parents occupation

Sl.	Parents	Domestic work	Govt. employee	Private org. employee	Daily labourer/ cultivation	Collection of forest produce	Busi-ness	Other (not specific)	Total
1	Father	0	9	0	75	0	1	15	100
	%	0	9	0	75	0	1	15	100
2	Mother	45	0	0	51	0	1	3	100
	%	45	0	0	51	0	1	3	100

An important aspect of the family background of these students is the occupational aspirations their parents have for them. This would affect not only the parents' commitment to their children's education but their own performance as well. Assuming that parents, who do not want their children to take up the same occupation they themselves have would want something better for them, these parents do have high aspirations for their children. It is found from the table that 75

percent fathers of the respondents arc earn their living as daily wage labourers/cultivatiors. On the other hand,

51 percent of the mothers are daily wage labourers and 45 percent of mothers are involved in domestic work as well as in agricultural activities.

6.3: Distribution of family members and their earnings

Table no. 6.3: Distribution of family members and their earnings

1		3	4	5	6	7	8	9	10	11	12	13	14	15	16
SI	Types of members	0 M	1 M	2. M	3 M	4 M	5 M	6 M	7 M	8 M	9 M	10 M	II M	I2M and	Total
1	Male	0	6	31	34	16	9	1	2	1	0	0	0	0	100
		0	6	31	34	16	9	1	2	1	0	0	0	0	100
2	Male earning	3	62	27	6	1	1	0	0	0	0	0	0	0	100
		3	62	27	6	1	1	0	0	0	0	0	0	0	100
3	Female members	0	14	37	23	14	5	•3	I	3	0	0	0	0	100
	%	0	-14	37	23	14	5	3	1	3	0	0	0	0	100
4	Female earning	38	45	13	3	1	0	0	0	0	0	0	0	0	100
		38	45	13	3	1	0	0	0	0	0	0	0	0	100
5	Total no. of members	0	0	3	6	20	22	18	II	12	1	4	0	3	100
	Total earning	0 0	0 29	3 40	6 17	20 8	22 3	18 3	11 0	12 0	1 (I	4 <)	0 0	3 (I	100 100
	%	0	29	40	17	8	3	3	0	0	0	0	0	0	100

Note: I M: represents the number of family member.

Table 6.3 shows that 34 percent of the families of the respondents have 3 male members and 31 percent have 2 male members. These two categories families constitute about 65 percent 65 percent of the total no. of families. Among the familes of respondents of families 62 percent families have only one earning male member and 27 percent families have two earning members. On the other hand, 37 percent of the families of the respondents have two female members and 23 percent of families have 3 female members and 14 percent of families have 1 female members and 14 percent of the families have 4 female members. 38 percent of the families of the respondents have no earning female members and 45 percent of the families have one female earning member. These two categories covered 83 percent of families of the respondents. The table also shows that the percentage of the total number of member is members. 40 percent families of the respondents have two earning members and 29 percent families have one earning member and to 17 percent have 3 members. So these three member families dominate the rest of the families of the respondents.

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6.4: Family income per annum of the respondents

Table 6.4: Family income per annum of the respondents (in Rs.)

	<4000	4000- 5000	5000-7000	7000-10000	10000-50000	50000 and above	Total
Respondent	24	18	20	12	25	1	100
In %	24	18	20	12	25	1	100

From the table 6.4 it is clear that 74 percent of the families have an annual income within Rs. 10,000/- and 25 percent earn more than Rs. 10,000/-. So most of the dropout students come from the low income group of the families.

6.5 : Educational level of dropout students and their present occupation.

Table 6.5 : Educational level of drop-out students

	8th	9th	10th	Total
Respondent	47	34	19	100
ln %	47	34	19	100

Table 6.6 : Present occupation of the dropout students.

Response	Domestic work	Farmer	Labourer	Pvt. employee	Govt. employee	Business	Other	Total
Responden	27	34	14	1	4	4	16	100
In%	27	34	14	1	4	4	16	100

It is found from the table 6.5 that the highest number of dropouts, 47 percent are in 8th class followed by 34 percent in 9th class and 19 percent in 10th class. The dropout rate is higher at the entry level of secondary education i.e. in the 8th class. The dropout rates decrease as the students move up to the higher classes. The table 6.6 shows that 34 percent of the dropouts come from farmers' families whereas 27 percent are involved in domestic work. Besically the girl respondents belong to this 27 percent category. About 61 percent of the respondents are engaged in domestic work and they work in their own agricultural land. Only 14 percent of the respondents work as daily labourer, followed by 4 percent working as government employees and businessess. There are also 16 percent of dropouts who have no specific occupation. Some of them are idle, and the others avail themselves of jobs on temporary/seasonal basis.

6.6 : Reasons for dropping out

table no.6.7 : Reasons for Dropping out

	Students were not interested	Parents' pressure	Combination of the two	Financial problem	Participation in household economic pursuits	Taking care of infant siblings	failed	others	Total
Respo-ndent	7	11	17	4	20	24	11	6	100
In %	7	11	17	4	20	24	11	6	100

Table 6.7 depicts different reasons for the dropouts in the secondary schools. Among the different reasons for the dropping out of schools of dropouts, lack of interest of the parents 'accounts for 11 percent, lack of interest on the part of the students accounts for 7 percent, a combination of the two for 17 percent. 24 percent dropped out for "taking care of infant siblings" and to 20 percent for "participation in household economic pursuits" 11 percent dropped out for failure in class and only 4 percent for financial problems. 6 percent of the respondents discontinued their studies on account of the death of their fathers and early marriage at home. It is seen that in case of girl dropouts, the reasons - ascribed are for Taking care of infants in the family and the household chores.

6.7 : Different problems of adjustment In the school/hostel:

Table 6.8 : Major problems of encountered in the school/hostel
is faced by the drop-out students.

	Yes	No	Total
Respondent	56	44	100
In%	56	44	100

Table 6.9: Different problems of encountered in the school/hostel

Communication gap between teacher and student	Lack of parental support	Early marriage	Fear of punishment	Indiscipline in the hostel	Home-sickness	Health problem	Other	Total
20	1	6	12	2	3	8	4	56
35.71	1.79	10.71	21.43	3.57	5.36	14.29	7.14	100

About 56 percent of dropouts mentioned that there were major problems of adjustment in the school/hostel (table 6.8). It is found from table 6.9 that 35.7 percent of dropouts mentioned the

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problem of communication gap between teacher and student, followed by 21.4 percent dropping out for fear of punishment, 14.3 percent for health problem and 10,7 percent due to early marriage. 3.57 percent of respondents mentioned indiscipline in

the hostel, home-sickness and extra work of the teachers in the school/hostel they were required to carry out as reason for their dropping out.

6.8 : Type of problems related to studies in the secondary school.

Table 6.10 : Respondents face the problems related to education

Response	Yes	No	Total
Respondent	79	21	100
In%	79	21	100

Table 6.11 : Type of problems related to studies in the school.

Lack of learning & teaching materials	Teachers absenteesim	Medium of instruction	Tribal language /dialect	Lack of games	Financial problem (stipend scholarsh ip)	Lack of freedom	Unable to secure class promotion	Others	Total
47	10	4	4	0	3	2	5	4	79
59.49	12.66	5.06	5.06	0	3.80	2.53	6.33	5.06	100

Table 6.10, shows that 79 percent of the dropouts face problems related to education. The highest 59.5 percent of the respondents mentioned the problem of lack of learning and teaching materials. 12.66 percent pointing out teachers absenteeism and 6.3 percent stated their inablity to secure class promotion as the reason for discontinuing their studies. 5.1 percent had difficulty with the medium of instruction, 5.1 percent tribal language/dialect. 3.80 percent dropped out on account of financial problems 2.53 percent of dropout complained of lack of freedom at their schools. 5.06 percent of respondents mentioned other problems, which are not specific in nature but comprise multiple problems.

6.9: Suggestions of the dropouts for the reduction in dropout number

Table 6.12 : Suggestions of the dropout for the reduction in dropout number

Educational awareness	Further chance for failed students	Supply of Study materials	Financial condition	Fooding & clothing	Hostel rooms accommodation	Medical facilities	Teaching problem	Vocational training	Dialect	Games sports	Other	Total
8	9	12	20	6	9	7	18	2	6	3	7	107

7.48	8.41	11.21	18.69	5.61	8.41	6.54	16.82	1.87	5.61	2.80	6.54	100

In table 6.12 the school dropouts have given suggestions for th6 rectifications the dropout problem.

These relate to the problems which were faced by the respondents in the past.

18.67 percent suggest enhancement of financial support given to the students followed by 16.82 percent who want quality of teaching to be improved, 1 1.21 percent suggest that study materials be provided and 8.41 of the percent respondents want accommodation in the hostel.

5.6% of the dropouts suggest that, if of the text books could be explained in their dialect, they will be ale to understand better and perform better and will not drop out of the school. Similarly another 5.6 want improvement in the quality of food and clothing provided to them in the school/hostel. 6.5 percent of the respondents feel that better medical facilities should also be provided. 6.54 percent of the respondents laid stress on multiple facilities, which are grouped under as other in the table. 6.5% of the respondents give a variety of suggestion which include development of proper curriculum for SC/ST students, engagement of teachers, proper maintenance of the school as well as the hostels, prevention of early marriage, good relationship between students and teachers, special coaching for the students and exposure to events of the world thought.

Chapter - VII

PASSOUTS

The students, who were studying in secondary schools and have passed the Board of Secondary Education's were interviewed in the villages near by to the sampled secondary schools for getting requisite information with the help of a semi-structured interview schedule specifically designed for the present study. In all 107 passout students were interviewed in four educational administrative zones of Orissa. The main purpose of interviewing the passout students was to know their opinions about various aspects of secondary schools as well as their role and responsibility towards the society. The level of education and occupation also measure the level of socialisation of a community which are backward and underdeveloped.

The passout respondents were interviewed from the four educational administration zones. The highest 48.6 percent respondents were from south-west or Koraput zone, followed by 29.3 percent from northern zone, 12.15 percent from southern zone and 9.35 percent from central zone. In the sample of passouts, 30.8 percent were from girls' high school and 69.2 percent were from co-educational high schools. Considering the sexwise distribution of respondents, it is seen that 62.6 percent are male and 37.4 percent are female passouts. 93.46 percent passouts belong to Hindu community and the rest 6.54 percent are from the Christian religion. More tribal passout students have been interviewed to know the level of socialisation of the tribal community. 79.44 percept of the respondents were from scheduled tribe and only 14.95 percent belonged to scheduled caste. Considering the distribution of the tribes, 31.76 percent of respondents belong to Kandha tribe followed by 11.76 percent of Bhuiyan, 9.41 percent Shabar, 8.24 percent for Paraja, 5.88 percent each of Banga, Santal, Soura, 4.71 percent each for Ganda, Lodha, 2.35 percent each of Kohla, Munda and 1.18 percent each of Jhodia, Kisan , Oraon, Khatia, Bhatudi and Bhatra respectively.

7.1: Educational level of passouts

Table 7.1 : Educational level of passouts

Opinion	10th	Intermediate	Graduate	Post graduate and above	Total
No. of respondent	32	68	7	0	107
%	29.90	63.55	6.54	(0)	100

About 30 percent, respondents have put an end to their studies after passing HSC examination, but 63.55 percent of respondents reached the intermediate level of education (10+2). The table also shows that 6.5 percent respondents are graduates. On the other hand not a single respondent has reached post-graduation and above level.

7.2 : Occupation of the pass-out students.

Table 7.   2: Occupation of the passout students.

Labourer	Farmer	Unskilled worker	Skilled worker	Business man	Domestic work	Office worker	Other (not specific)	total
2	6	3	0	0	18	1	77	107
1.87	5.61	2.8	0	0	16.82	0.93	71.96	100

The table 7.2 shows that 16.82 percent respondents are engaged in household work, 5.61 percent are farmers and 2.8 percent work as unskilled worker. Out of 107 respondents only 1 respondent is office worker and two are labourers. About 72% respondents do not have any specific occupation. They take up different jobs depending on their availability.

7.3 : Time spent after passing out from the secondary school.

Table 7.3-Time spent after passing out from the school.

Unemployed/ idle	Employed	Pursuing higher studies	Vocational training	Not specific	Total
30	4	70	2	1	107
28.04	3.74	65.72	1.87	0.93	100

It is found from the table 7.3 that 65.72 percent respondents pursue higher study after passing out from the secondary school whereas 28.04 percent of the respondents were unemployed/idle. Only 3.74 percent respondents found employment and 1.87 percent respondents underwent vocational training for self development.

7.4 : Educational level of the parents and other family member

Table 7.4: Educational level of the parents and other family members

Sl.	Parents	Primary	middle	HSC (8th+ 9th+10th	HSC (10thpass)	HS	Graduation	PG and above	Total
1	Father	39	27	12	14	15	0	0	107
	%	30.45	25.23	11.21	13.08	14.02	0	0	100
2	Mother	82	18	5	2	0	.0	0	107
	%	76.64	16.82	4.67	1.87	0	0	0	100
3.	Highest edn. Level among the family members	?	7	10	9	34	15	2	107
	%	6.54	6.54	9.35	8.41	31.78	14.02	1.87	100

The table 7.4 shows that not a single father or mother is a graduate or post graduate. About 61 percent of the father of the respondents are at middle level education (M.E) or . less. Only 11.21 percent father touched the HSC and 13.08 percent passed the HSC. On the other hand, 76.64 percent mother of respondents are primary educated next to 16.82 percent for middle education (M.E). There is not a single mother, who has reached the higher secondary level. The table also shows that 31. 78 percent state that the highest level of education among the family members of the respondents is higher secondary next to 14.02 percent of graduation. The percentage response for primary to HSC(pass) level is in the range of (6 to 9) percent of the total respondents.

7.5 : Parents Occupation

Table 7.5 : Parents Occupation

SI.	Parents	Domestic worker	Govt. employee	Private employee	Cultivation/ Daily labourer	Collection of forest product	Business	Other(not specific)	Total
1	Father	0	11	0	85	1	1	9	107
%		0	10.28	0	79.44	0.93	0.93	8.41	100
'2	Mother	74	0	0	30	0	0	3	107
%		69.16	0	0	28.04	0	9	2.80	100

It is found from the table 7.5 that the highest of 79.4 percent of the father of the respondents are engaged as daily labourer and only 10.28 percent work as government employee. On the otherhand 69.16 percent of the mother of the respondents are domestic worker as well as 28.04 percent who work as agricultural labourer/daily labourer.

7.6 Appreciation of Educational Achievements.

Table 7.6: Appreciation of educational achievement.

SI.	Appreciated by	Yes	No	Total
1	Parents	104	3	104
	In%	97.2	2.8	100
2	Friends	65	42	107
	In %	60.75	39.25	100
3	Villagers	66	41	107
	In %	61.08	38.32	100

The table 7.6 shows that the educational achievements of the respondents are appreciated by their parents, friends and villagers. About 97 percent respondents were appreciated by their parents for their education whereas more than 60 percent appreciated by their friends and villagers.

7.7 : Approach towards Education.

Table 7.7: Approach towards education.

Opinion	Meaningless	Meaningful!	Total
No. of respondents	16	91	107
In%	14.95	85.05	100

About 15 percent of the respondents mentioned that the education is meaningless (table 7.7). Many i.e. 30 percent of the respondents have completed their board of secondary education but unable to go for higher studying due to poor financial condition. Most of the respondents have completed their higher studies and graduation courses but they are unable to get a job or be self reliant. After completing their education respondents come home and work in the field with their parents. At that stage parents and villagers compare the educated with an illiterate person because for both the occupation is same. Hence education seems meaningless to some respondents.

7.8 : Provision of Occupational/Vocational training at school

Table 7.8: Occupational/Vocational training was provided in the school.

Opinion	Yes	No	Total
No. of respondents	27	80	107
In%	25.23	74.77	100

Only 25.2 percent of passout respondents mentioned that the occupational/vocational training was provided in the school. The rest of the respondents go against the training (table 7.8). From this we can observe that most of the schools are not providing

vocational/occupational training either due to lack of facilities or shortage of staff or administration.

7.9 : Suggestion of the passout respondents for the tribal development.

Table 1.9: Suggestion for the tribal development by the passout respondents.

Hostel Accom odation	Study Material	Improveth e facilities of fooding and dresses	Vocation al training	Proper teaching	Good rela-tionship between student and teachers	Financia l conditio n improve ment	Awarene ss among the parents	other	Total
11	19	21	24	22	9	4	6	6	122
9.02	15.57	17.21	19.67	18.03	7.38	3.28	4.92	4.92	100

- other problems : Supply of newspaper, T.V, Radio, more teachers needed, different science programmme, study tour, village committee to be empowered, teachers and headmasters should stay in the scho61.

The table 7.9 shows that 19.7 percent passout respondents have mentioned that there is a need for vocational training for the students. The provision of vocational training/occupational training is quite meagre these days. These training will include professional training, course of electrical or mechanical fitter which can help in securing a job/providing a livelihood after they passout from the school. If some schools have vocational training till now then it is seen that the machines are outdated and there is no further supply of clothes, tailoring machine, carpenter instruments etc. 18 percent advocate proper teaching in the schools. About 42 percent respondents mentioned that there should be proper infrastructure in the hostels which includes 17.2 percent for improving the facilities in items of fooding and dresses, 15.6 percent for study material and 9.02 percents for hostel accommodation. On the other hand very few (7.38 percent) respondents have focused on good relationship between student and teachers. 4.92 percent respondents have stressed on awareness among the parents and 3.28 percent for improvement in financial condition of the students. There are also 4.9 percent respondents who have mentioned other measures which include more teachers, different science programme, study tour, supply of newspaper, TV. The teachers and headmasters should stay in the school campus. The total number of responses exceed the no. of respondents as there are multiple suggestion by the respondents.

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Chapter - VIII

RECOMMENDATIONS

Subsequent to the evaluation of the secondary schools in terms their style of functioning, performance and problem areas, alongwith perception of other stake holders in the school system, the following recommendations are made in order to improve the effectiveness and efficiency of the ST/SC secondary schools. These recommendations are made on the basis of the analysis of primary data, secondary data and other observations.

1. There are many GHS/HS with 'Zero Pass' and very poor result in the HSC examination. A special drive may be launched to sort out the problem areas of such schools on priority basis.

2. There is wide disparity in the infrastructural facilities of various schools. Some high schools are operating with 'no infrastructure', as UP schools have been upgraded without any addsion/improvement in infrastructure. Construction/repair of buildings in semi-completeltage should therefore taken up immediately.

3. Many schools do not have adequate number of hostel rooms. The classrooms are also used as living rooms and even for cooking purpose. This is detrimental to the creation of the proper study environments. In such cases, construction of hostels should be taken up immediately.

4. Classrooms do not have adequate number of desks and benches to accommodate all students. Class rooms are also cramped. Bigger class rooms with proper furniture are required. '

5. Besides regular education, tribal students should be provided with vocational/occupational education. This is conspicuous by its absence. To enhance the relevance of education and to prepare the students to earn their livelihood, arrangements must be made to provide them with their vocational/occupational training by posting trained teachers and supplying equipment and materials.

6. Even through most schools have large tracts of land, these are lying fallow. Only about 10% of the land is used as kitchen garden. By providing suitable irrigation facility, the land could be put to productive use. The produce of the kitchen garden will supplement the diet of the boarders in the hostels.

7. Proper drinking water is a major problem in many schools/hostels. Tubewells should be sunk immediately in these schools.

8. In almost all hostels, there is an absence of properly functioning bath rooms and toilets. In most cases, there is no provision for adequate supply of water. This should be rectified on priority basis especially for GHS.

9. The amount of stipend given to students of residential schools is inadequate to cover expenses on study materials, dress and food to the students. In many cases, the parents are forced to spend extra money for their children. The very poor financial condition coupled with rising prices forces many parents to withdraw their children from the school. In view of this, government should immediately consider enhancement of the stipend amount.

10. The hostels do not have cots and other beddings. Whatever beddings are provided are generally in a poor condition. Steps should therefore be taken to rectify this situation.

11. Many hostels do not have electricity, even though the school has electricity. In such cases, electrification of the hostels should be done immediately. The areas, where there is no electricity, the students cannot read at night due to the shortage of kerosene. Steps should be taken to supply kerosene in adequate quantities and to ensure that the headmaster/hostel superintendent properly manage the hostel.

12. In each school there is a small library, but the utilisation of that facility is minimal.The students need to have easier access to the books. Reading rooms should be provided and the teacher in charge of library may be given a small allowance to keep the library open beyond the school hours.

13. Many schools arc situated in remote areas to which there is no transportation/communication linkage. Efforts should be made to link them to other ' areas through cordinated efforts of ITDA, Gram Panchayat and possibly inputs from the MP fund.

14. The schools have trained teachers. However many of these teachers do not bother to upgrade their knowledge and skill. Steps may be taken to conduct training programmes/refresher courses to help them master new pedagogical tools and techniques. The teachers must also be sensitized to tribal culture/tradition.

15. Many tribal/scheduled caste students who join the school system feel like fish out of water. Efforts should be made at the school level to organise events which will foster in them respect and love their own culture and tradition.

16. Participation in sports/games should be encouraged. PETs in most of the schools are made to conduct general classes. Sports/Games equipment are either non existent or unsuitable for use. Since tribal children are sports-loving by nature, small investment in sports equipment will pay rich dividends and produce many Dilip Tirkey and Lazarus Barla in future.

17. Community participation and monitoring should be encouraged. There should be interaction among teacher and parents, which would benefit the students. These parent/teachers meeting should be held at least twice a year. Annual school day and annual sports meet should be occasions where parents/community can actively participate.

18. Many schools are located in remote areas, where malaria is rampant. When someone falls ill in these areas, he or she cannot be quickly shifted to a hospital. Therefore, in selected areas special medical facilities should be made available and regular health check-ups conducted.

19. 19. The vacant posts of teachers in different schools should be filled up immediately. The students complain of inadequate and improper teaching and the teachers complain of a heavy workload.

20. The teachers who are posted in interior areas feel as if they are on a punishment post. Some incentives/provisions/special facilities which are beneficial to them or to their families should be provided.

21. Many teachers do not understand the concept of the residential schools for SC/ST. They also lack an understanding of psychology of a tribal/backward class child. Many teachers consider their teaching efforts futile. There is an urgent need for reorientation and strengthening of motivation for such teachers. Investment in infrastructure will be meaningless without improvement in this area.

22.   Hostel Management

The school hostel functions under the supervision of hostel superintendent who is appointed among the teachers of the school on rotation basis for a period of one month. He is assisted by an assistant superintendent. The students also participate actively in the hostel management as they are put in charge of specific duties pertaining to the hostel life. The mess committee has members, also (Mantri), known as ministers from among the students who are in charge of finance (Artha Mantri), food minister (Khadya Mantri), sanitation and health minister (Swasthya Mantri), agriculture minister (Krushi Mantri) and Home minister (Gruha Mantri) for maintenance of discipline. These positions of ministers are by election by the students from among themselves, which is held in every month. The marketing for vegetables and grocery is carried out by the students themselves, after the requisite amount of money is given them the hostel superitendent. The school attendant with the help of students cooks the food.

In almost all schools, the food minister with the help of his school mates buy the dry groceries and vegetables required for the purpose. They receive the money from the hostel superintendent periodically and submit the vouchers for utilization of the same. The variety of vegetables purchased is minimal and mostly confined to potatoes. Quite often, as the grants are not released in time, the dry groceries are bought on credit. Perhaps, the mess management will collapse if the credit is not extended by the local grocery shops, especially in the month of July/ August.

Although the amount of rice given to the student is sufficient, the other items of food given are insufficient and of poor quality. The dal is watery and insufficient and vegetables non-existent. Addition of vegetables to dal is done rarely. Generally, the morning meal at about 9AM is all the student gets before the school hour and the evening meal is served at about 9pm. Thus, there is a gap of about 12 hours between the two meals. After the classes are over in the afternoon, the students suffer from pangs of hunger. In a few schools, some amount of watered rice (Pakhal) is given to the boarders, set aside from the daily quota of rice for the them at about 5PM. Otherwise, the students have to fend for themselves from the meagre pocket allowance of about Rs50 per month given by their parents to buy tiffin during the mid day recess and at the end of school hour.

It is suggested that there must be some provision for tiffin after the school hours by way of watered rice (pakhal)/flattered rice (chuda).

The scholarship disbursements to day-scholars are generally done towards the end of the academic year. As a result of which they fail to serve the purpose for which the scholarships are given (purchase of books and other stationaries). The department must ensure that this scholarship amount is released to the school latest by the end of the first quarter of the academic session.

Problem areas and suggestions

➤ The amount of stipend provided by the government is insufficient to provide food of sufficient quantity and reasonable quality to the students. The financial grants for the above purpose is not released in time, as a result of which there are often inadequate or no fund for purchase of groceries and vegetables. Quite often the students accuse that the hostel superintendent and school management is not giving them adequate money in time.

➤ An allowance Rs75 / PM is given to the hostel superintendents, this meager amount does not provide the requisite motivation and willingness to take interest in the hostel affairs. The allowance should be increased to Rs500 and Rs300 for hostel superintendents and assistant superintendents respectively. The grants/stipend amount to be released atleast one month in advance for any specific period instead of late release of fund. The department should place strong emphasis on release of funds in time, as this is the key problem in the hostel.

➤ One of the school attendants is generally assigned cooking duty for the hostel. Quite often, the attendant who is supposed to look after the kitchen garden is assigned cooking duty in the hostel also. As a result of which, neither the kitchen garden nor the cooking gets done properly. In most cases, the students take part in the cooking activities. The activities of the attendants needs to be monitored so that the students are not engaged in cooking but devote themselves to studies.

23   Inspection of the schools

The authorities who visit/inspect the schools are District Welfare Officers (DWO), Inspectors of schools of ST/SC Dept. and Project Administrator, ITDA (PAITDA) for schools under ITDA area.. The DWOs and ADWOs, who inspect the schools, generally put more emphasis on the administration of the school and hostel rather than the educational standard and teaching methodology adopted in the school. Quite often, they are less educated than the Head Master/Mistress and other teachers of the schools. Thus, there is a feeling among teachers that they are not competent to supervise or guide them in improving the standard of teaching. The Inspectors of school visit only about 80% of the schools, leaving out the schools located in the deep interior. In 32% of the cases, no follow of action is taken.

It is suggested that the DWOs should visit the school at least once in a quarter and each visit should include interaction with the students and teachers. Similarly, at least twice in a year they should meet the parents of the students. The visits of inspectors of schools should also be more regular and be at least twice a year. Annual review meetings of functioning of schools under a particular district could be done in the presence of DWO, inspector of school and all headmasters of the ST/SC Dept. schools for effective monitoring and follow up action.

24   Academic performance of the schools

On verification of the performance of the schools in 1999 HSC examinations, it is observed that 5 schools out of 55 GHS and 4 schools out of 163 HS have shown zero result. Thus, the problem is more acute in case of girls' high schools than HS. Besides school specific problems, some of the general problems associated with low performance schools can be listed as follows.

Location of the school:

➢ Location of the school plays an important role in the performance of the school. There are certain schools to which there is neither public transportation facility nor they have staff quarters, as a result of which the teachers have to commute long distances and are irregular in attending to their duties. A case in point is Gumma high school of Phulbani district, where there is no staff quarters and the school is located in a hilly area with bus service only at 5AM and 7PM.

➢ Schools such as Kandhamaligaon girls' high school of Rayagada district also face the locational problems. Generally one reaches the school by crossing the river Nagabali which has ankle knee deep water. But it runs in full spate during the rainy season. The alternative dry land approach from the main road is about 18 km, which is not preferred by the teachers and students. Thus there are hardly any classes during the rainy season. The academic session starts in a very erratic manner, the impact of which continues, through out the rest of the session. The other such locational problem faced by schools are Dahijira(GHS) of Sundargarh, Gonasika(HS) of Keonjhar, Gumma(GHS) of Gajapati and Birakalidihi(HS) of Sundargarh district.

➢ Certain schools are located in places along with a cluster of other general schools run by Education Department. The better students prefer to go to such schools. Only the students, who cannot get a seat there, turn up for the ST/SC Dept. run school. Poor input results in poor out put. Schools such as Madhapur and Pattangi Girls high school, have poor performance due to this reason.

Teachers

➢ Many schools do not have a full strength of teachers. Posts are lying vacant since many years and the alternative arrangement made for teaching various subjects

most often does not yield satisfactory results especially in case of science subjects. Kandhamaligaon(GHS) of Rayagada, Dahijira(GHS) of Sundargarh, Godaposi(GHS) of Sambalpur and Badambada(HS) of Nawarangpur district are examples of such a situation.

➢ The motivational level of teachers in general is very low. Most of the teachers hail from socio-economic higher classes and harbor poor opinion regarding the mental ability of the ST/SC student and hence as such do not exert themselves to improve the quality of education imparted.

➢ When the teachers are posted in comparatively interior area, it is taken as a punishment posting and they hardly take any interest in teaching in such assignments and continuously try to return to schools which are located in semi- urban/better localities.

➢ In many girls' high schools, even though there are staff quarters, lady teachers prefers to commute rather than reside in the quarter provided, as their spouses work in other village/town. This promotes absenteeism and late coming among the teachers and has adverse impact on the performance of the schools (as in the case schools Kandhamaligaon(GHS) of Rayagada, Mohana(HS) of Gajapati, Pattangi(GHS) of Koraput and Gumma (GHS) of Gajapati district). Of course, in all fairness it can be stated that in many of these quarters facilities such as adequate water supply, sanitation, transportation support etc, are not available.

➢ In certain cases, the teachers are from the same locality as the school or there is strong local political interference in the administration of the school. Thus, general discipline is not maintained in the school resulting in deterioration in the study atmosphere. A prominent case is that of Kandhamaligaon (GHS) of Rayagada, Badambada (HS) of Nawarangpur and Gumma (HS) of Phulbani district.

Infrastructure

➢ In many cases, there is no separate hostel building and the classrooms are used for boarding and even in certain cases for cooking also. This results in a general decline in the study atmosphere as in case of Banainnmda(HS) of Bolangir, Kantol(HS) of Dhenkanal, Madhapur(GHS) of Cuttack, Badambada(HS) of Nawarangpur and Dahijira(GHS) of Sundargarh district.

- Certain schools have been upgraded from primary school to high school without further addition in number of classrooms. The classrooms are inadequate and cramped as in the case of Badambada(GHS) of Nawarangpur and Gumma(HS) of Phulbani district. Proper teaching can not be carried out in such classrooms.

Student

- Due to poor economic condition, certain students enroll to get the free food facility and have no inclination for studies.
- Social customs such as observation of different festivals also result in many students remaining absent during the better part of the academic session, as some festival or other is celebrated through out the year.
- In certain areas there is a variation in the language (oriya) in which the teacher imparts lessons and the dialect which the students understand. Such are the cases of Govindapalli(HS) of Malkarigiri, Gunupur(HS) of Kalahandi, and Gumma(HS) of Kandhamal and Badambada(HS) of Nawarangpur district.
- In many schools, there is no entrance test or even if there is one, there is no real screening or elimination of poor standard entries due to inadequate number of students seeking admission and local political pressure.
- In many schools the annual examination is a mere ritual and the promotion to the next higher class is given irrespective of the student performance. Often the student reaches class-X without even knowing the alphabets properly. Hence, it is inevitable that the performance is the HSC examination is poor.
- The relationship between poor performance and poor quality student intake is circular. A poor performing school does not attract good students. The teachers being aware of the poor quality of students give up on them which results in poor performance in the final examination. Thus the vicious circle continues.

Factors influencing better performance

- On verification of the academic performance of the school in 1999 HSC examination, it is observed that some specific factors are associated with the better performing schools (Bahubandha GHS of Mayurbhanja, Basudevpur GHS Keonjhar, Raikia GHS of Phulbani, Topovan HS of Khurda, Arada HS of Jharsuguda, Birakalidihi HS of Sundargarh and Kailashpur HS of Rayagada district) which can be listed as follows :

- It is observed that the admission to such schools is based on a written test or written cum viva. This process ensures that students having a certain standard can take admission into the school. Ofcourse it is realised that this becomes feasible since the number of seats are less than the candidates seeking admission.

- The teachers of the school reside in the staff quarters provided in the school or stay very close to the school. Absenteeism and late coming of teachers is minimal, in such schools.

- Parent involvement also boosts the performance of the students. It is observed that parents take more interest in the performance of the students in such schools. This also ensures that both the teachers and students pay more attention to the studies.

- An atmosphere of cooperation and friendship must prevail in any organization to perform smoothly. Schools are no exception to this. In better performing schools, a high degree of cordiality and cooperation exists among the teachers. The interaction between the teachers and the students are also better. This ensures that the students are in a position to clear their doubt and seek guidance from the teachers.

- The administration of the school is also a major contributing factor for good performance. In such schools, the headmaster/headmistress have ensured discipline and monitor progress and performance closely.

- Quite often such schools enjoy a locational advantage in the sense that they are located in large population centers, semi-urban areas with relatively better communication and transport facilities and other amenities and facilities. This attracts more no. of students as well as the teachers seek transfer to such schools.

25   Comparison of performance of schools located in scheduled and non-scheduled areas.

In order to promote socio-economic development and prevent exploitation of people belonging to scheduled tribes and scheduled castes, Scheduled Areas of Orissa has been declared by a Presidential order. The scheduled areas of Orissa all most match the tribal sub-plan (TSP) area of the state except for a few Tahasils. These scheduled areas were created keeping in mind the urgent developmental requirements of the scheduled tribes residing in this area. Out of the 30 districts of the state the scheduled area covers 7 districts fully and 6 districts partially.

218 high schools function under ST/SC dept, out of which 163 are high schools for both boys and girls' and 55 are girls' high schools. The location of schools in scheduled area number 117 High Schools and 49 Girls' High Schools. A comparison of the performance of the schools in HSC examination of 1999 is carried out with the passing grade of the students in the HSC examination as criteria.

A comparison of performance of schools under ST/SC dept. operating in scheduled area vis-a-vis non-scheduled area is given in tabular form. It is observed that 46.2% of schools in non-scheduled area come under the category of high performance schools where as only 22.9% of schools in scheduled area can be termed as high performance schools. For low performance schools, the figures are reversed with 26.9% for non-scheduled area and 42.2% for scheduled area. Medium level performance is almost equal at 23.5% for non-scheduled area and 26.5% for scheduled area.

The overall performance of high schools and girls' high schools are almost alike. 29.1% of the girls high schools come under the high performance category whereas 28.2% of other high schools fall under this category. For medium performance, the figures stand at 27.3% and 25.2% and for low performance, 36.3% and 39.3% for girls' high schools and other high schools respectively. This is against the notion that the performance of girls' high schools are inferior to other high schools. As a matter of fact, the figures for high performing girls high schools in non-scheduled area stand at 66.7% against 43.5% for other high schools in non Scheduled area in the same category. The performance of the schools (both HS & GHS) located in non scheduled area is better than the schools in Scheduled area.

TABLE	Performance	of	schools	loc
TABLE	Performance	of	schools	loc

TABLE

Performanceofschools located in scheduled and non-scheduled area in hsc examination

Passing Rate of students in schools	Grade	No. of HS in Scheduled area	No. of HS in Non Scheduled area	No. of GHS in Scheduled area	No. of GHS in Non Scheduled area	Scheduled area high schools (HS+GHS)	Non scheduled area high schools (HS+GHS)	Total no. of high schools (HS)	Total no. of GHS
Up to 50%	Poor	52 (44.5)%	12 (26.1)%	18 (36.7)%	2 (33.3)%	70 (42.2)%	14 (26.9)%	64 (39.3)%	20 (36.3)%
(51-75)%	Medium	29 (24.8)%	12 (26.1)%	15 (30.6)%	0 ." (0)%	44 (26.5)%	12 (23.1)%	41 (25.2)%	15 (27.3)%
76% upward	High	26 (22.2)%	20 (43.5)%	12 (24.5)%	4 (66.7)%	38 (22.9)%	24 (46.2)%	46 (28.2)%	16 (29.1)%
	NA	10 (8.5)%	2 (4.3)%	4 (8.2)%	0 (0)%	14 (8.4)%	2 (3.8)%	12 (7.3)%	4 (7.3)%
	Total	117 (100)%	46 (100)%	49 (100)%	6 (100)%	166 (100)%	52 (100)%	163 (100)%	55 (100)%

Note: NA: Not available. HS high school, GHS: girls' high School.

Source: Performance of schools in HSC examination 1999 compiled by Dept. of ST & SC Development, Govt. of Orissa.

Teachers' absenteeism

A survey of the students in the sample schools revealed that the problem of teacher absenteeism, irregular teaching and insufficiency of teachers has been rated as the biggest problem faced by the students in the schools. It is also seen that 82.8% of the teachers live within one km. of radius the school, which includes 70.3% of the teachers who reside in the school, quarters. It is also seen that the average percentage of posts vacant in different schools stand at about 11 %. Thus, irregularity in teaching in many cases may be attributed to vacant positions and transportation difficulties faced by the teacher in commuting to the schools. None the less, the motivational level of teachers working in the school needs to be examined seriously. About 61% of the teachers have taken up teaching, as they had no other choice. But it is more disturbing that a similar percentage of teachers think teaching in the schools as a waste of time. During discussion with the teachers, many seemed to be a disgruntled lot, unhappy with the system, expressing great dissatisfaction about the mental caliber of the students they teach. The above reasons put together contribute to teacher absenteeism and spending insufficient hours (coming late and going early from the school). The head master/head mistress in many cases cannot enforce discipline as they belong to far off places, where as the teachers belong to the same district/locality. Quite often, they are able to bring in external influences to moderate or nullify any disciplinary action/tighter administration that the head master/head mistress may impose.

It is suggested that a multi-prong approach may be adopted to solve this problem.

- ➢ Filling up of vacancies of the various positions of teachers in different schools.
- ➢ Wherever quarters are available, they may be suitably repaired, so that the teachers may be attracted to live in such quarters.
- ➢ Above all, orientation/ training programmes must be organized periodically for all teachers, so as to bring about in them a more positive attitude towards teaching in general and teaching ST/SC students in particular.

27.   Methods of improving performance of students

The performance of students in schools located in non scheduled area is found to be generally better than the students of schools located in Scheduled area. Schools of scheduled area in general one located in interior and under developed localities/ villages. The following suggestions are given for improving the student performance.

➢ The performances of the students depend to a great extent on the input provided by the teachers. Towards this end, adequate no. of teachers with high motivational level is desired. Vacancies should be filled up immediately and training programme for teachers should be organized to orient them towards the special requirement of ST/SC children and their life style.

➢ Quite often the students fair poorly as their unable to understand properly what is being taught, due to the difference in medium of instruction (Oriya) and the dialect they are familiar with. Teachers posted in different schools should be encouraged to learn the local dialect, so as to facilitate class room interaction. This also necessitates that a posting of teachers in a school is comparatively longer (say minimum 3 years).

➢ There are many schools where the classrooms play the dual role of hostel room also. This is detrimental to the study atmosphere. In such cases, hostels should be constructed as soon as possible.

➢ A deliberate attempt should be made to ensure that the students comprehend the lesson taught in the class. Some amount of time should be reserved at the beginning of the period to review/clarify doubts regarding the lessons taught in the previous class and similarly towards the end of the period summarize and seek response from the students regarding the lesson taught in the current class.

➢ The tribal students are very shy and reluctant. Quite often, it is very difficult on part of the teachers to find out whether the students have understand the lesson, as no questions are asked. In order to do away with the students' fear of committing mistakes, when speaking out, class debates and group discussion etc must be arranged. At the beginning of the academic session in order to improve the

interaction among them and to do away with shyness at expressing themselves infront of others, events in the nature of antakshari, story-telling etc be organized. Cultural events to be organized by the students atleast once in a month so as to provide a platform for the students to express themselves and build a link between their social life and the school life. Efforts are to be made to invite the parents to such events so as to bring about the involvement of parents in their children's education/school.

➢ Periodically passouts from the school should be invited to narrate their success story.

➢ Provision for supply of electricity either from the grid or through installation of solar power lighting system should be made. The use of one lantern by a group of four or five students does not facilitate study.

➢ To make the lessons more interesting, the use of innovative teaching aids/methods developed by teachers be encouraged among the teachers. District wise competition may be organized at the teachers' level on annual basis to highlight such innovations that may be adopted by the others.

28.   **Preparing the students to earn a livelihood**

➢ It is the expectation of the parents as well as the students that they will be able to secure a job (preferably, in govt. organization) after they complete school. However, in the situation prevailing this is not feasible. Hence, in order to prepare the students to meet the challenges of earning a livelihood after they passout, it was envisioned to provide them with vocational training in tailoring, carpentry, farming etc. However, such training has been discontinued in almost 80% of the schools due to either absence of vocational training teachers or equipments and materials required for the purpose.

➢ Other areas of vocational like radio/TV repairing, cycle/two wheeler repairing furniture (cane, sabai) electrical fitting work may be looked into. Instead of appointing teachers, contractual arrangement may be made with proficient mechanics in these areas to provide training to the students along with the necessary funding arrangement. Wherever feasible the students may work as apprentice in weekends and vacations towards that end. Provision for awarding separate certificate after attaining the requisite skill may also be there.

➢ Deliberate efforts to be made by the school to orient the students towards self- employment than seek jobs in offices.

29   Impact of school environment on attitude formation/social adjustment

The school environment plays a major role in formation of attitudes and values in children, which in turn shapes their personality. Teachers are not often aware of the attitudes and values, the children are acquiring and which they themselves may be unconsciously teaching. Some of these may be desirable and some undesirable. Teachers should be clear about the attitudes and values they would like the children to learn and think how these can be taught. In day to day life, these involve values of human dignity, social justice, of concern for all human beings, of kindness, helpfulness, cooperation and social responsibility. The impact of the school environment in bringing about the transformation in the child may be demonstrated with the help of the following model.

When the ST/SC child comes to school, he already has certain attitudes towards it, which have been learnt from the attitude of his family. However, these attitudes are not likely to be very strong. More enduring attitude towards school, work and society will be formed on the basis of the child's experience in the school, the attitudes of his teachers and of other children.

The ST/SC children enrolling in the schools run by the department hail from families who are economically poor and backward. Most of the students 58% are first generation learners. As recorded in the survey of parents, passouts, dropouts and students, the children come to the school with expectation as may be stated below.

1   The completion of the school education will enable them to get a job (preferably a govt.

job)

2   They will be able to maintain the same life style as maintained by people of general

category in towns.

3   They will not be treated as backward and ignorant and will not be looked down upon.

The attitude of the children towards school and the teachers may be termed as follows.

1 Most of the teacher's belong to an economically and socially higher classes and speak a language (Oriya) which is different from the dialect they are used to. This immediately creates a social distance between the student and teacher.

2 Many students join the school with the hope that the school will provide a total solution in terms of providing them with a place to live properly, eat adequately and get a good education.

The other entry-level parameter is the acquired level of education and knowledge. In most cases, there is an automatic pass system practiced in middle school level. Eventhough, there is provision of entrance test for admission to high schools the purpose of screening out is not practically feasible due to inadequate number of aspiring students and interference of local politicians etc. The student enters the high school with a feeling of inferiority in educational standard he has attained so far and faces with trepidation the lessons taught in the school.

The school environment, which is responsible for bringing about the desired change in the attitude of the student and formation of right values, may be looked in the following manner.

➢ The ST/SC schools were set up with the objectives of providing education for social upliftment and sustainable development and an education which will lead to self-employment and improve the economic condition of the family. Towards this end, provisions of vocational training in these schools were made but in 22% of schools there is no or very little vocational training provided.

➢ Infrastructure in the way of school building with library and science laboratory and hostel building needs to be their for creating a proper study atmosphere. Many schools lack proper library and laboratory.

➢ The syllabus adopted in the same as the syllabus in other general schools. This is a static approach and does not take into account the culture, lifestyle and regional requirement of the people/ area in which the schools are established.

➢ The attitude of the teachers shapes the students. An enthusiastic, responsive teacher sensitive to the social background of the student is required. It is observed that generally the teachers are apathetic as about 61% the teachers of feel teaching this student are waste

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of time and no real improvement can be brought about in them.

➢ The administration of the schools in terms of ensuring disbursement of stipends/scholarships to the schools in time. The amount of stipend to be fixed at a level which will ensure that there is adequate food of reasonable quality and study materials can be provided to the students.

➢ The involvement of community is definitely desirable but at the same time undue interference of the local politician/people in administration, maintaining student and teacher discipline needs to be avoided.

➢ Given the nature of the input and the environment provided in the schools for bringing about suitable transformation, a survey of the passouts and dropouts provide some insight into the success of bringing about the positive change inattitude and values.

➢ The passing rate of students appearing at HSC examination studies and about 61. 7% and 66% pursue higher studies. Thus, the school system definitely contributes in providing education to this disadvantaged group of people. But unfortunately, it has failed to provide the desired level of economic development. Since jobs in government, private organization are few and competition very stiff, despite the reservation policy, the passouts from the high schools are not able to secure jobs.

➢ Self-employment is- also not there as there is no/inadequate/improper vocational training given. Students with school education are loathe to engage in their traditional family vocation of agriculture, minor forest produce collection and other job involving physical labor etc. Thus, they return as misfits with little knowledge and low inclination to work. The tribal students who are by nature simple, trusting and fond of entertainment find it difficult to work in the environment of the outside world. They get cheated, exploited easily and become disillusioned and return to their village/society. On the other hand, the inclination to roam freely and fondness for community festivals/celebration leads them to long absence from the job which they have taken up, which in turn results in the loss of job eventually. The passout and dropout feel that the school does not prepare them adequately to meet the challenges of the outside world.

IMPACT OF SCHOOL ENVIRONMENT ON ATTITUDE FORMATION/SOCIAL ADJUSTMENT

Student

Attitude towards school

Expectations of parents/self

Entry level knowledge of the students

School Environment

School objectives

Infrastructure
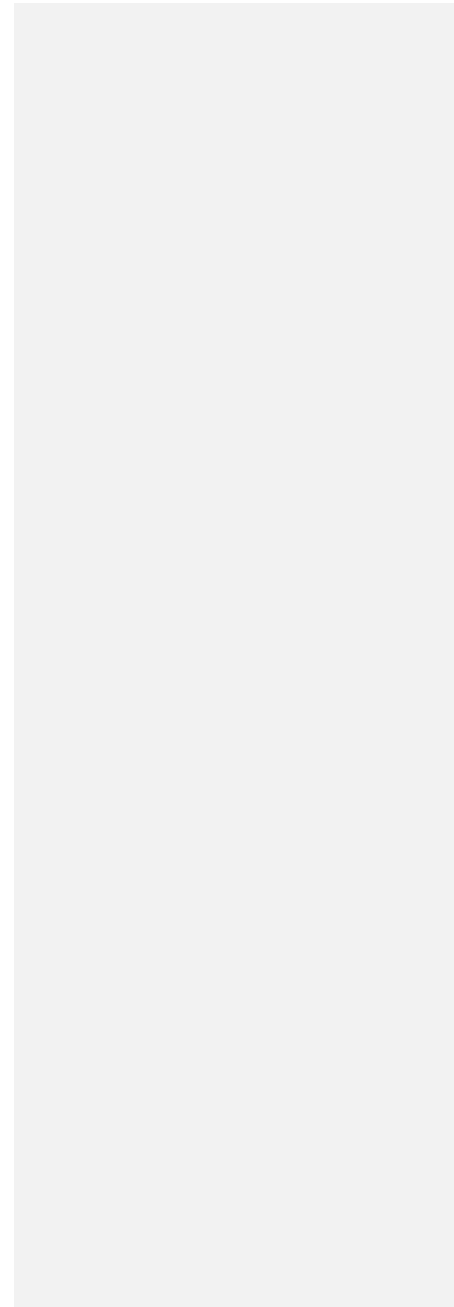
syllabus

Attitude of teacher

Administration

Schoolmates

Local politics.

Passout/dropout

• Ability to cope with society

• Selfemploymnet

• Dependency on other agencies to provide employment

• Misfit in own tribal society/home and general society

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Bhubaneswar.

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ANNEXURE-II

Name of the Students & Teachers Who are interviewed from 25 Secondary Schools
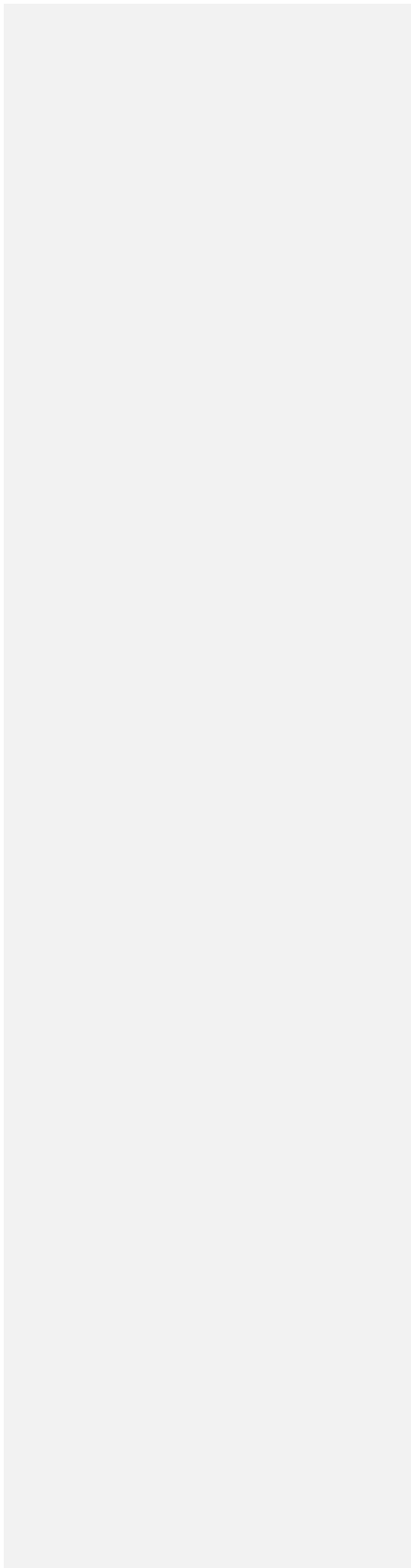
Name of the Students	Name of the Teachers
A. Madhapur Girls' High School	\ Namita Roy
Prabha Manjari Guru	Namita Dash
Anima Bhoi	Pramila Sethy
Chudamani Soren	Urmila Mishra
Laxmipriya Soren	
Ranjita Bhoi	
Sitamani Marai	
Prabhasini Behera	
Chandramani Sahoo	
Laxmipriya Mallick	
Panapati Hansdah	
Pranati Kisku	
Sitahari Hansdah	
Asima Patra	
Ashalata Pradhan	

B Bahubandha Girls' High School

Sukmari Dalai

Pranati Murmu

Jemamani Singh

Swaraswati Tudu

Pamamani Murmu

Mili Biswal

Santi Murmu

Malati Singh

Hiramani Soren

Payamani Hembram

Sakuntala Marandi

Reena Singh

Jemamani Naik

Bisnupriya Singh

Manjulaln Murmu

C. Basudevpur Girls' High School

Ritalnjali Rout

Puspanjali Behera

Jammuna Munda

Sailendri Behera

Gitanjali Gagrai

Gitanjali Naik

Ranjulabala Nayak

Jamuna Naik

Jayanti Naik

Sukanti Naik

Maya oram

Bramhani Khatua

Sasmita Majhi

Saraswati Barik

Kanaklata Naik

D. Dahijira Girls' High School

45 Jeeramati Toppo

Janhabi Devi Singh

Snehelata Choudhury

Rambhamani Swain

Manjusa Dei

Pratima Panda

SumitraDas

Falguni Oram

Annapurna Sarangi

Gouridulta Majhi

Putulrani Mandal

15 Basanti Kisan

Name of the Students   Name of the Teachers

Kunu Majhi

Padmabati Toppo

Lalita Kujur

Swapna Ekka

Ambika Turner

Anita Toppo

Dulari Minz

Hemadei Rajgandha

Dhatitri Chhura

Susma Toppo

Bina Kujur

Sarita Lakhra

Sakri Ekka

E.   Godapos Girls' High School

Rasmita. Kisan

Kaikei Naik

61   Sangeeta   Dung

62 Tanuja Naik

Sujata Kisan

Balumati Kujur

Muklit Soren

Kuntala Bankru

Droupadi Lakra

Nirupama Naik

Sulina Lakna

Chandrakanti Singhnaik

Tarangini Naik

Puspalata Majhi

Jyotshna Ekka

F.   Guma Girls' High School

Tanya Gomango

Prativa Mandal

Tulasi Gomango

Kumari Routa

Joshnarani Bhuiyan

Paibi Bhuan

Sabitri Devi

Chandrama Bhuiyan

Jayalaxmi Devi

Bharati Mandangi

SabitaPati

Sanjaya Kumar Hota

Rajendra Narayan Sahu

Pankajini Bhadra

Nayana Satapathy

Gourahari Sahoo
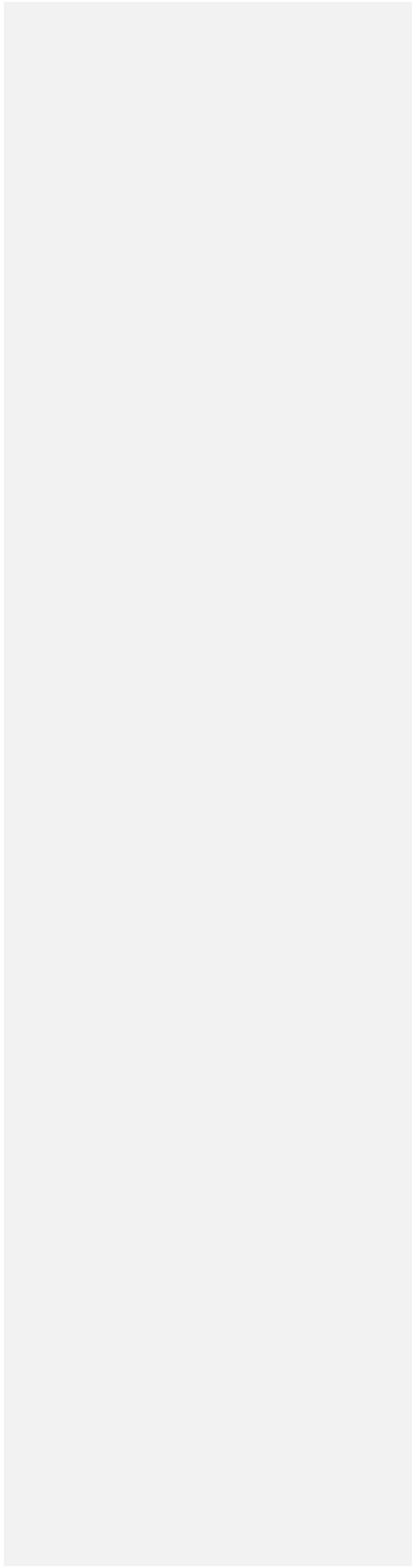
Hosiya Dora

Kabita Mohakuda

Usharani Nayak

Sunemi Singh

Name of the Students   Name of the Teachers

G. Kandhamaligaon Girls' High School

Gita Melaka

Draupadi Majhi

Satyabati Hikaka

Sanjukta Pedenti

Bhawani Bidika

Jayanti Majhi

Kundika Naik

Gyawamanjari Mallick

Sabita Timaka

Umkanti Tandingi

H. Pattangi Girls' High School

Ririka Banka

Gujari Mukta

Kanak Gemal

Lachmani Pangi

Sabita Haria

Moti Khillo

Rupa Jani

Laki Jani

Basanti Khillo

Rashmi Ranji Khillo

I. Raikia Girls' High School

Laxmipriya Pradhan

Nirupama Mallick

Subhadra Behera

Babita Pradhan

Runu Pradhan

Pratima Nayak

Subhashri Baliarsingh

Narmada Pradhan

Kunti Pradhan

Lipsita Pradhan

Ritanjali Pradhan

Remima Mallick

Annapurna Pradhan

Dharitri Pradhan

Ranjita Kanhar

J. Banigochha High School

Kishore Kumar Sahoo

Rajalaxmi Panda

Prafulla Kumar Behera

Madhumangal Jani

Prabhati Singh

Harapriya Panda

Rabichandra Behera

Biswamitra Kanhar

Ranjit Kumar Mallick

Sasmita Sahoo

Getarani Maiiick

Umakanta Behura

1. 31 Sarathi Kumar Kanhar

132 Laxminarayan Dora

158

Binodini Behera
Priyambada Mishra

Laxmipriya Padhi
Kabita Mohapatra
Sandhyarani Sahu

Muralidhara Kanhar
Sarojini Dalai
Premalata Panigrahi
Gayatri Mishra
Sanghamitra Bishoi

K. C. Sandhibigraha
Bishnu Charan Nanda
Jugal Charan Dehury
Pradipta Kumar Pattnaik
Upendra Mallick
Rajendra Kumar Dash
Baikunthanath Sarangi

Name of the Students   Name of the Teachers
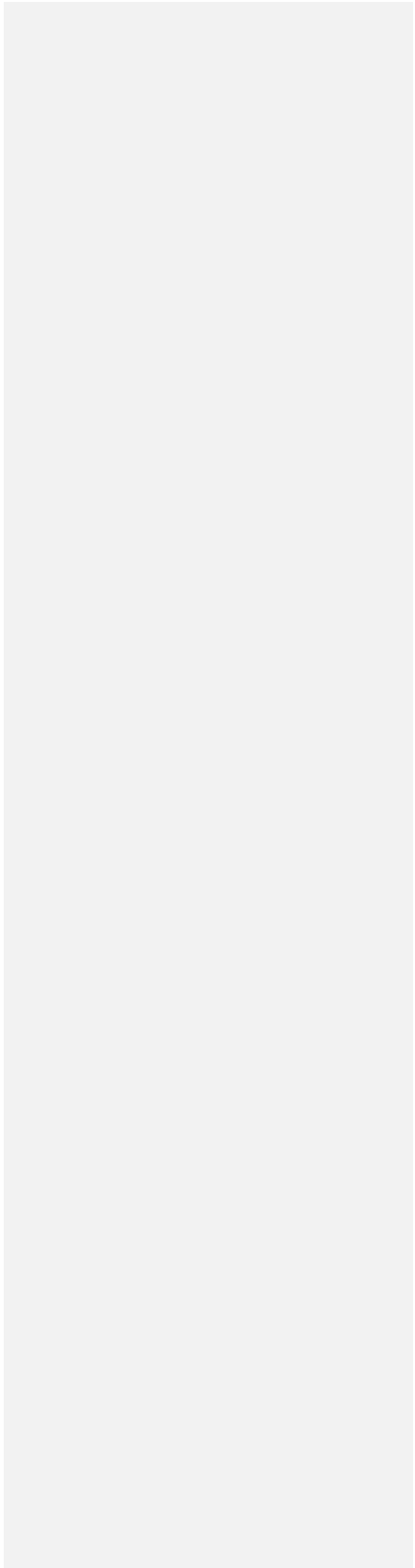
K. Topoban High School

Kisun Chandra Majhi

Bhagabat Soren

Jogendra Mallik

Padma Kumari Behera

Indra Mahali

Muniram Marandi

Anpa Baskey

Durgaprasad Murmu

Singray Singh

Kalandi Mallik

Rajeswar Nayak

Manoranjan Soren

Lakkan Tudu

Nunaram Baskey

Parthab Kanhar

L. Kantol High School

Ananta Dehury

Pradipta Kumar Patra

Pramila Singh

Srikant Behera

Sudhusansu   Dehury

153 Rukmani Singh

Kamalani Dehury

Mamata Patra

Tapaswini Dehury

Rita Dehury

Abanti Mahanta

Prabhashini Nayak

Pahanti Patra

Sangita Mohanta

Kuna Dehury

M. Bonaimunda High School"

Gobardhan Kumbhar

Dolamani Dhuraa

Biswanath Dalpati

Venus Kumbhar

Humum Deep.

SankarDharua

Dobilal Dharsua

Gouranga Dandasena

SushilPuta

Janmejaya Biswal

Sabyasachi Mohanandia

Dambarudhar Dhama

Muralidhar Bhoi

Gopal Chandra Bag

Pramod Kumar Bhoi

N. Gonaisika High School

Narendra Gayan

Kirtan Bihari Patra

Pratap Bihari Naik

Manmohan Juancj

Maniranjan Naik

Tuni Das

Ramakanta Mishra

Ramachandra Kuanar

Jayadeep Ray

Sudarshan Panda
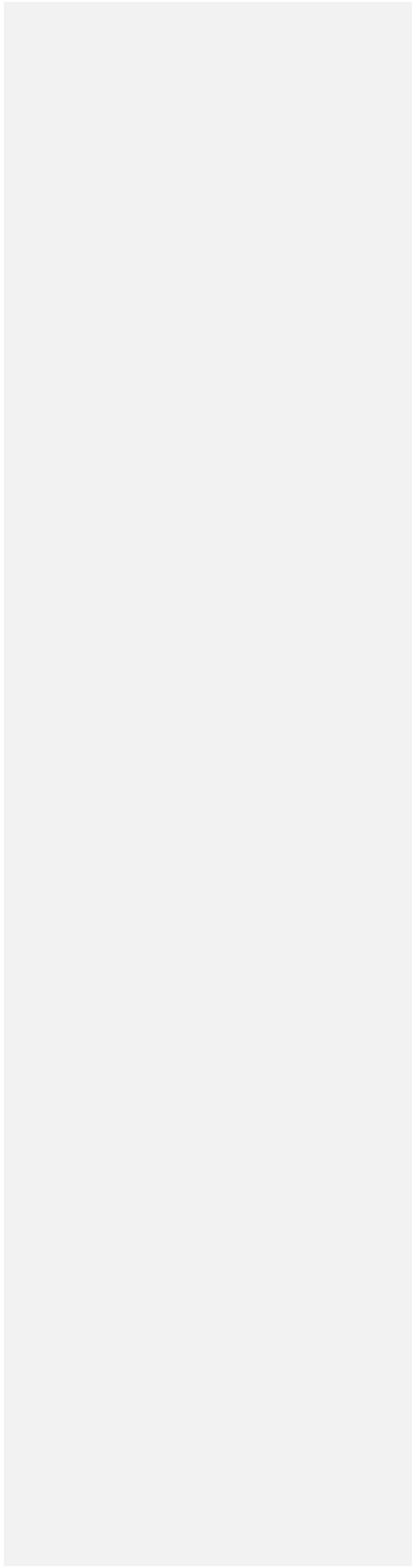
Gangadhar Dash

Bharat Behera

Manosini Sahoo

Ruchir Kumar Pani

Rabinarayan Puhan

Kishore Chandra Pradhan

Puma Chandra Mishra

Tirthabase Mohanty

Lalit Mohan Singh

Sudhir Ranjan Mishra

Tikamani Naik

Makardhoj Naik

Pandala Munda

Rabindranath Patra

Banabihari Sahoo

Swagat Kumar Sethi

Bhaneswar Nayak

Name of the Students   Name of the Teachers

Ajaya Kumar Naik

Braja Bihari Naik

Sukadeb Dehury

Guru Juang

Chaitargh ch. Dalai

Satrughna Patra

Gobardhan Naik

Susanta Ku. Naik

Karunakar Dehury

Mitrabhanu Naik

O   Blrakalidihi High School

Renulata Kallo

Muna Choudhury

Pradeep Bariha

Bedapati Amat

Pinky Shaha

Sanjukta Ghusi

Satyaban Tanti

Rajendra Gudia

Puspanjali Choudhury

Nakul Kachhu

Rajesh Sanchan

Sarojini Kachharia

Khirod Gardi

Sanjeeb Xess

Sunit Lanna

P. Arada High School

Harihar Bagarti

Naresh Kumar Badhei

Dambarudhar Hamsa

Babulendra Munda

Ananta Naik

Rajesh Munda

Amal Bara

Jibardhan Bagh

Babulal Kh'adia

Sanatan Bagh

Gayadhar Sarei

Biharilal Dhurdei

Jatindra Mohananda

Manoj Munda

Q. Gunupur High School

Barun Naik

Trilochan Naik

Gajendra Bagh

Nabin Bagh

Manjulata Naik

Rashmi Ranjan Sethi

Prafulla Kumar Naik

Sita Majhi

Sitaram Nial

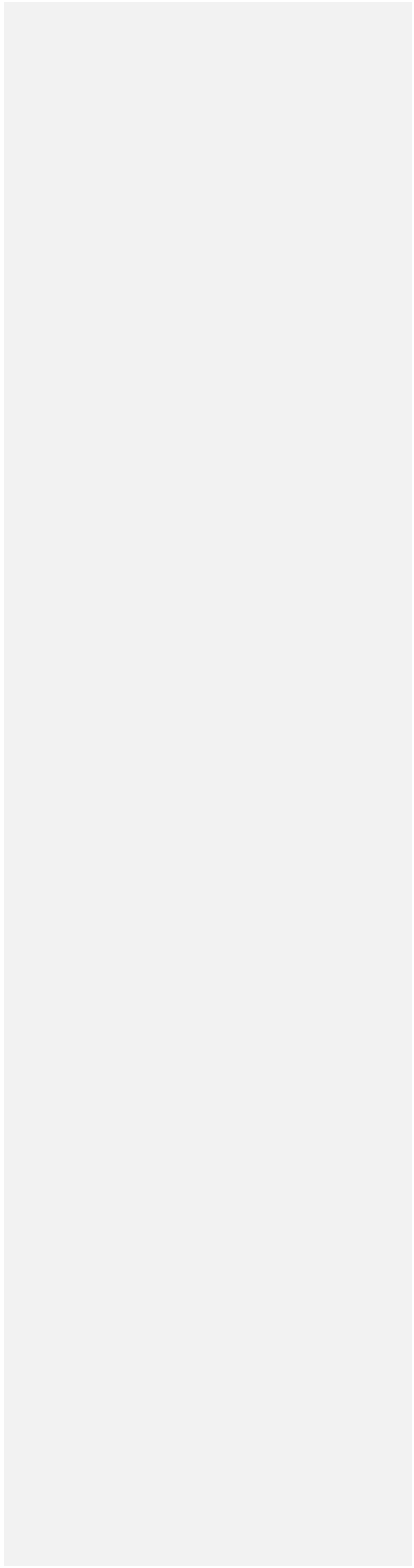Sudarshan Naik

Kabisurya Naik

Dasanan Majhi

65 Sibanatha Naik

Sanata Kumar Behera

Jayanta Kumar Patel

Kama Majhi

Uttam Kumar Naik

Trilochan Mahanta

BenudharBhoi

Rabindra Kumar Jena

Baramali Kar

Jayaprasad Samartha

Banshidhar Dandia

Sarata Kumar Mohapatra

Gadadhar Behera

Krushna Prasad Nayak

Paramananda Sahu

Manchanmala Das

Basanti Kumar Majhi

Agasti Sahu

Name of the Students   Name of the Teachers

R. Mohana High School

234 Bana Majhi 235 Nanu Majhi   Dhanatri Behera

236   Sahntilal Dalbehera   Umesh Chandra Mishra

237   Manasi Mandal   Saheb Dash

238   Sukant Mallick   Narsingh Padhi

239   Jagannath Sabar   Bijayabrata Tripathy

240   Suresh Mallick

241   Dhirendra Mallick   Bijaya Bhaskar Dora

Balaram Badaraita   Bijaya Kumar Gomango

Suniel Raika   Karunakar Nayak

Jisaya Raika   Jagannath Bhatra

245   Esso Gomango   Pankaj Kumar Chaoudhury

S. Badambada High School

Rajendra Harijan

Dhanmat Bhatra

Dayaram Harijan

Arjun Samabat

Sarsiagh Ramdhari

Muna Somrath

Bhanumati Bokraya

Niladhar Dhobi

Puma Chandra Bhatra

Arjuna Bhatra

Hiralal Chandal

Gopinath Majhi

Harihar Pujari

Rupadhara Harijan

260   Laxmi Chandra Batra

Name of the Students   Name of the Teachers
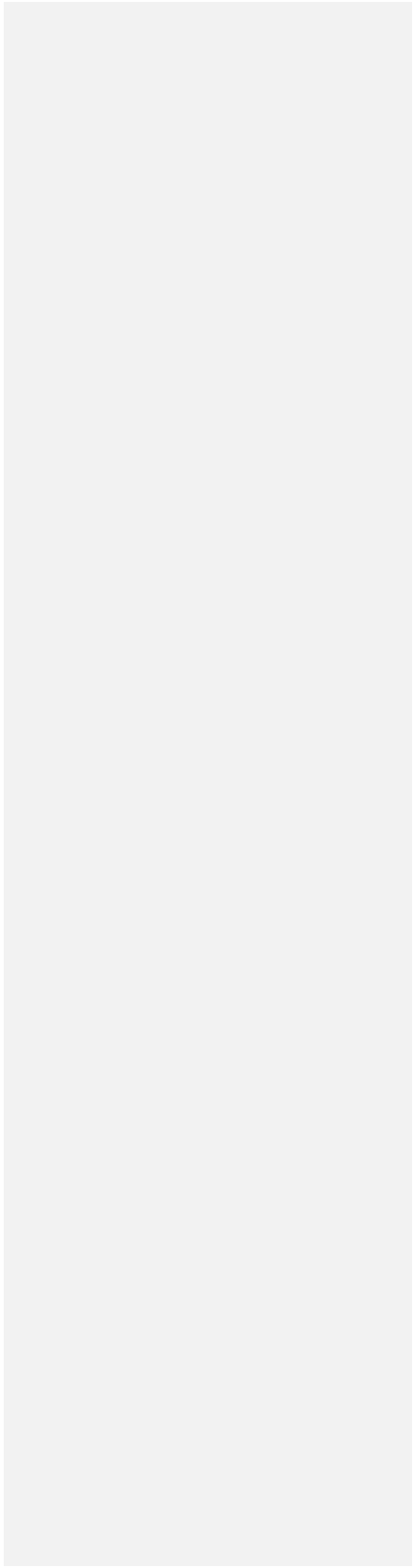
T. Kumbhariput High School

Rajiv Manda

Abhianyu   Melaka

. 263 Malati Mandongi

Ramesh Wadaka

Ramesh Majhi

Ramachandra Jhodia

Rohidas Goruda

Sontash Ku. Taika

Mukunda Sabara.

Bandhu Majhi

Monara Saraka

U. Gumma High School

Divyatum Pradhan

Mahendra Sethy

Abiswa Majhi

Manmohan Patra

Trilochan Patra

Suresh Pradhan

Trilochan Maghiaseth

Ajit Kumar Pradhan

Sarat Nayak

Pramod Pradhan

Paramunada Bisimaghia

Kishore Pradhan

Simanchal Pradhan

Naresh Pradhan

Saroj K. Nayak

Pabitra Maghiseth.

Sabat Pradhan

V. Kailashpur High School

Ramachandra Jagaranga

Jagannath Handaka

Somnath Dubruka

Nilambar Saraka

Bhaskara Jagaranga

Sahavev Modika

Subash Chandra Sabar

Mahesh Gomango

Pirandh Gomango

Purna Ch. Gomango

Singu Kondaguri

Sarthi Sabar

Damodar Ulaka

Anand Tadingi

Narmada Dalabehera

Prabhat Kumar Mohapatra

Saroj Kumar Swain

Devi Prasad Padhi

Sadananda Gomango

Ranjan Kumar Panda

Rabindra Kumar Mallick

Prahalada Chandra Sahoo

Jambeswar Pradhan

Rabinarayan Mohanty

Brajakishore Pradhan

Binodbihari Behera

Ananta Kumar Tripathy

Prasanna Kumar Panigrahi

Anuprabhat Das

KaluDakua

Biswanath Mishra

Rubeen Shankar Padhy

Ramesh Chandra Dash

Ganapati Gomango

Name of the Students   Name of the Teachers