

LIFE AND LEARNING IN HOSTELS IN TRIBAL AREA SCHOOLS IN ODISHA

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INTRODUCTION AND OBJECTIVES

Educating tribal children has been a challenge in India since long. Soon after independence, several measures were taken up by both the government and non-government agencies to uplift the educational status and improve economic conditions of the tribal population. Of course, the scenario of tribal education in the country as a whole has changed over the years but the changes are not up to the level of expectation and it has not been possible to bridge the socioeconomic developmental gaps between the tribal communities and the general population. Tribal literacy in India is still low. It is 47.10 per cent against the National literacy level of 65.34. In Odisha the literacy rate for the tribal population stands at 37.37 percent compared to State literacy level of 63.61 percent as per 2001 census. Tribals (84.3 million, 2001 Census) constitute a major bulk of our population with a share of over 8.2 percent of the national population and 22.13 per cent of the state population in Odisha. There are as many as 461 tribal communities in India (Singh, 1994). Odisha has 62 tribes in different levels of development. For example, some primitive tribes such as the Mankedias in Mayurbhanj district are still in a food gathering and hunting stage. On the other hand, tribes like Kond and Santhal tribes have done a lot better in terms of educational and economic development. Developmental schemes in the social and educational sectors as well as financial allocations for the development of the tribals have increased many fold over the five year plans but the implementation of the developmental programmes remain quite dismal making the major stakeholders in the developmental processes of the tribals question the efficacy of these policies. However, it is generally agreed that the lackadaisical attitude of the policy implementers is often responsible for the socio-economic as well as educational backwardness of the tribals who live in the lap of nature. The benefits of many welfare and educational programmes for the tribals have not percolated into the grassroots levels of the population.

Constitutional Provisions and Reports of Various Committees on Tribal Education

Education is considered the key to development. Welfare economist Amartya Sen speaks of education and health as the enabling factors for development. The State and the agencies of governance, as well as the schools, teachers, parents and the community as stakeholders are

responsible for quality of education and holistic development of children. State policies, planning and implementation, involvement, commitment and positive thinking of the major stakeholders, infrastructural sufficiency, proper utilization of resources, curriculum and technological knowhow are the important parameters for the achievement of educational goals. Deprivation or deficiency in any one of the parameters adversely affects the entire gamut of growth and the process of development slows down.

The Constitution of India envisions the development of all its citizens without any discrimination on the basis of caste, creed or religion. Article 45 of the Directive Principle of State Policy envisions that all children are to be provided free and compulsory education for until they complete 14 years of age. Right to education is a fundamental right. Article 46 of Indian Constitution has laid down that the state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of social exploitation. Kothari Commission (1964-66) recommended for equality of opportunity in education for all groups of society. There is a special section in the report which emphasizes equalization of educational opportunity with specific recommendations for the education of women and also for the promotion of this among the STs and others. The National Policy on Education (1986) has clearly specified educational measures for the Scheduled Tribes, and other communities like Scheduled Castes, Educationally Backward Sections and Minorities. Some of the major recommendations of the NPE (1986) were:

Priority to be accorded to opening of primary schools in tribal areas. The construction of school buildings to be undertaken in these areas on a priority basis under the normal funds for education, as well as under Jawahar Rozgar Yojana, Tribal Welfare Schemes, etc.

The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

Educated and promising Scheduled Tribe youths to be encouraged and trained to take up teaching in tribal areas.

Residential schools, including Ashram schools, to be established on a large scale.

Incentive schemes to be formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. Scholarships for higher education to focus on technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments to be provided to improve their performance in various courses.

Anganwadis, Non-formal and Adult Education Centers to be opened on a priority basis in areas predominantly inhabited by Scheduled Tribes.

The curriculum at all stages of education to be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

Consequent upon National Policy of Education (1986), Plan of Action (POA) was prepared in 1992. It launched some of the spectacular programmes for the mass education of the children namely, District Primary Education Programme (1994), National Programme on Nutritional Support to Primary Education which is otherwise known as Mid-Day Meal Scheme (1995), Sarva Siksha Abhiyan (2002) etc. The Right of Children to Free and Compulsory Education Act of 2009 (RTE) sought to introduce several measures for ensuring quality education for all 6- to 14-year olds. It mandates the Government, local authorities, schools and teachers to perform certain minimum duties and to assume responsibility for protection of the rights of every child and to provide education of a minimum assured standard. The Government of Odisha promulgated the Odisha Right of Children to Free and Compulsory Education Rules, 2010 u/s 38 of RTE. The Rules and the subsequent government of Odisha notifications and orders specify provisions and steps for implementation of the RTE provisions.

Educational Programmes for the Tribals

Some of the major educational programmes during the post-independence years and other important ongoing ones to promote primary education among the tribals need special mention to assess their relative success, predicaments and failures. These programmes include, Non-Formal Education (NFE), Operation Black Board, National Literacy Mission (NLM) programmes, Sarva Siksha Abhiyan (SSA), District Primary Education Programme (DPEP), Kasturba Gandhi Balika Vidyalaya (KGBV) National Programme for Education of Girls at Elementary Level

(NPEGEL), Prarambhik Shiksha Kosh (PSK), National Institute of Open Schooling (NIOS), Jan Sikshan Sansthan(JSS), Mahila Samakhya, Education for Womens' Equality, National Programme of Nutritional Support to Primary Education which is otherwise known as Mid-Day Meal(MDM) Scheme, and other schemes. Out of these, the three programmes, namely, Mahila Samakhya, KGBV, and NPEGEL are gender specific and they aim at boosting girls' education including the education of tribal girls. In order to increase the enrolment and retention of tribal children in schools, Ministry of tribal affairs at the centre, ST and SC development department of Government of Odisha, OPEPA and many other non-government agencies have introduced special incentives. These include book bank scheme, construction of hostels for ST boys and girls, educational complex in low literacy pockets for promoting women's literacy in tribal areas, distribution of bicycles to tribal girl students, cash awards for best scheduled tribe students, introduction of teaching in tribal languages under the multilingual education (MLE) programmes, ashram schools, pre-matric scholarships and stipends for the tribal students, admission facilities in higher educational institutions like college and universities, exemption of tuition fees etc.

Report based on survey (Ota & Mohanty, 2009) revealed that schools functioning under SSD (Scheduled Tribe and Scheduled Caste Development) department are somewhat better in terms of infrastructure, teacher strength, teacher-student ratio, teaching learning materials, play materials compared to the schools under SME (School and Mass Education) department. For example, availability of the required teaching staff in SSD schools it is 96.55 percent against 69.44 percent in case of SME department schools. However, teacher-student ratio is slightly higher in SSD school. It is 1:62 in SSD schools where as it is 1:50 in SME schools. Another encouraging finding is that the percentage of ST teachers is higher (10.71%) in SSD schools than in the SME department schools (8%). Similarly the percentage of female teachers is more in SSD schools (46.45%) than those in SME schools (20%). In addition to this there is high availability of science kits (87.5%) and other teaching-learning material (78.2%) in SSD schools against the lower levels of availability of science kits (75%) and other teaching-learning material (62%) in SME schools.

Right to Education Act (RTE)

The right of children to free and compulsory education Act, 2009 and Government of Odisha notifications (2010) envision several facilities for educating the children. Some of them are given below;

Absolutely free education

Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.

No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.

No school or person shall, while admitting the child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. People involved in such collection are punishable under the Act.

Government funding

The Central and State Government shall have concurrent responsibility for providing funds for carrying out the provisions of the Act.

No discrimination

Child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.

Infrastructure facilities

Every local authority shall provide infrastructure including school building, teaching staff and learning equipment. Moreover, there shall be provision for,

Safe and sufficient drinking water

Kitchen for preparing Mid-Day –Meal

Playground for children

Boundary walls for schools

Library having text books, story books, news paper and magazine

Separate bathrooms and latrines for boys and girls

Curriculum, method and quality education

It shall ensure timely prescribing of curriculum and courses of study for elementary education.

Good quality elementary education shall be provided conforming to the standards and norms as specified in the schedule.

It shall focus on all round development of the child; building up child's knowledge, potentiality and talent; and development of their physical as well as mental abilities to the fullest.

Learning shall be through activities, discovery, and exploration in a child-friendly and child-centered manner.

Education shall make the child free of fear, trauma and anxiety, and help the child to express views freely.

Medium of instruction

Medium of instructions shall, as far as practicable, be in child's mother tongue.

Teacher-Student Ratio

Teacher- Student Ratio shall not exceed 1: 40 from class I to V and it shall be 1:35 from class VI to VIII.

Teachers' training and other engagements

It shall provide training facility for teachers and monitor functioning of schools within its jurisdiction.

Teachers shall have to take minimum 45 hours of class per week along with preparation.

No teacher shall engage himself or herself in private tuition or private teaching activity.

No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to election to the local authority or the State Legislatures or Parliament, as the case may be.

Parental responsibility

It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Class promotion

No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

No punishment

No child shall be subjected to physical or mental harassment.

Parent-Teacher Association (PTA)

It is an Association consisting of parents of children studying in schools and the teachers of schools engaged in teaching as well as personality development of these children. The Association is formed on the basis of certain principles and it is assigned to discharge specific functions. It shall review from time to time the functioning of the different activities of the school. Its nature and functions are described below;

The Association shall meet as often as necessary, but not less than two times in a year.

It is desirable that the PTA may sit quarterly in a year.

The Headmaster shall be the convener.

It shall ensure universal access to education and enrolment.

PTA shall motivate regular attendance of the children of the school, their retention, and effectively arresting dropouts.

It shall create interest in education by improving infrastructural facilities in school and the quality of teaching and ensuring attainment of primary objectives of universal enrolment and zero dropout rate.

It shall aim at mobilization for collection of corpus fund for infrastructural developments of schools.

School Management Committee (SMC)

All schools excepting the unaided ones shall constitute School Management Committees. The characteristic features and functions of SMC are described below;

It shall consist of the elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers.

It shall consist of 12 to 16 members.

At least three-fourth of members of such committee shall be parents or guardians.

There shall be proportionate representation of parents or guardians of children belonging to disadvantaged group or weaker section.

Fifty per cent members of such committee shall be women.

The committee shall elect a Chairperson and Vice-Chairperson from among the parent members.

The Head Master or the nominated senior most teacher of the school shall be the ex-officio Member-Convener of SMC.

SMC meetings shall be held every month and record of proceedings shall be maintained.

It shall monitor the working of the school.

It shall prepare and recommend School Development Plan. It includes estimation of class-wise enrolment, requirement of teachers and Head teachers, subject teachers, requirement of infrastructural facilities and equipments

SMC shall monitor the utilization of the grants received from the Government or local authority or any other source.

It shall beautify the school environment, develop play ground and park for children, plantation in school campus.

SMC shall convene PTA and MTA (Mother Teacher Association).

It shall monitor academic matters, sports and games activities of the children in schools.

Education of Tribal Children in Odisha: Context and Conditions

Evaluation report of Educational Institution of Secondary Education (2006) prepared by Scheduled Tribe and Scheduled Caste Development Department, Government of Odisha, on Education of the Tribal Girl Child (Ota & Mohanty, 2009), Education for the Tribes of Orissa (2010) and Special Issues on Tribal Language and Culture(2012) published by SCSTRTI, Orissa Tribal Education: Issues and Approaches (2013), and several other research findings provide a grim picture of tribal education in the state of Odisha.

Many factors are responsible for poor educational outcomes for the tribal populations despite several special programmes and provisions for education of tribal children(Mohanty,2000,2008;Mohanty,2013) Some of the major problems associated with the education of tribal children include;

Enrolment and retention

Parents in tribal areas do not understand the value of education as many of them are illiterate. Their ignorance, low expectation and apathetic attitude towards the education, keep their children away from schools. Even though there is door-to-door drive to send children to schools, parents often turn a deaf ear to the campaigns undertaken by the teachers for enrolments. It has also been noticed that many children dropout as they do not comprehend classroom teaching. Thus, mere enrolment in schools does not solve the purpose of educating these children as the dropout rate is enormously high. Quite often schools do not get or fail to retain adequate number of children.

Location of schools

Schools have problems in getting adequate number of students if schools are closely clustered or if the schools are located in far flung remote areas. Communication from one place to the other, crossing rivers, streams and forests is a difficult task for the young tribal children and parents too are reluctant to send them to schools when the life of these children is under threat. On the other hand, some of the schools especially those that are close to small towns are overcrowded because of proximity, accessibility and better teaching and learning conditions.

Infrastructure

Quality of education in the schools for tribal children is compromised to a great extent, due to poor infrastructure of schools and inadequate hostel facilities. School buildings are not attractive and many of them are in dilapidated conditions. This does not attract students. There are not sufficient numbers of classrooms to accommodate students. Sometimes students studying in different classes are huddled together in one room which adversely affects the process of teaching. Hostels for these children are also not well equipped. It is overcrowded and many children sleep on the floor without proper bedding. Bathrooms and toilets are not only inadequate, they are unhygienic too.

Teachers

Lack of adequate number of teachers makes the teaching-learning process ineffective. There are single teacher schools also where the teacher manages with much difficulty both teaching and official work single handedly. Moreover, absenteeism among teachers disrupts the academic activities in schools. Many teachers commute from the nearby villages where living conditions are relatively better and on some pretext or the other they remain absent from schools.

Medium of instruction

Language used in schools is one of the major bottlenecks while teaching tribal children. Tribals have their own languages and many young children understand their mother tongue only. However, teachers in schools teach in Odia which is the language of State of Odisha and the medium of instruction in government schools. There is a communication gap between the teachers and students as they do not understand each others language. Thus, the non-tribal

teachers are not in a position to help tribal students in grasping subject matters taught in the class. As a result, students lose interest in studies and dropout from the school. Government of Odisha and OPEPA have started pilot programme for Mother Tongue based Multilingual Education of Tribal Children since 2006-07 (Mohanty, Mishra, Reddy & Ramesh,2009; See also OPEPA website for details). The MLE programme is now available in 19 tribal languages in more than 1000 schools. Recently, Govt. of Odisha has approved a MLE Policy for tribal children in the State of Odisha (Mohanty et al., 2014)

Teaching aids

In most of the tribal schools, there are no teaching aids to facilitate the process of teaching, hence students do not have a clear understanding of the lessons. Schools do not have standard blackboards, maps, globes, models and other tools for teaching lessons from science as well as other subjects. When model schools or schools in urban areas use sophisticated technology in teaching, schools in tribal areas do not have minimum teaching aids to use in classrooms..

Poverty and domestic work

Poverty compels many tribal children to work in fields and forests to supplement to the family income and sustenance. They collect forest produce and sell them in the village market. Some of them are into cattle grazing, help their parents in domestic work and also look after the younger siblings when parents go out to work. Their playful childhood is heavily burdened with family responsibilities.

Community participation

Community support is essential for educating the tribal children. In tribal areas, a large number of community members remain indifferent and insensitive towards the educational institutions and their functioning. It is also being observed that even the educated tribals do not take interest in the education and developments of their fellow brethren. They migrate to urban areas and cities in search of jobs and personal achievements.

There are additional problems like administrative loopholes including mismanagement of schools and hostels which slow down spread of education among the tribals. Teachers' misbehavior including physical and sexual abuse, inadequate safety and security measures for

the young students is matters of serious concern. Parents and communities often do not object or protest to such inhuman practices and silently withdraw their children from the schools. Thus, universalisation of primary education still remains as a distant dream. Retention of children and adequacy of the living and learning conditions in schools and hostels for tribal children are issues which need to be taken up with urgency.

Need and Provision of Hostels for Tribal Students

The concept of residential schools gathered momentum as it served dual purpose of providing education as well as sustenance support to the tribal children. As tribals live in utter poverty and many of them are unable to provide two square meals a day, free education along with lodging and boarding convinced the parents and put them at ease to admit their children in Ashram schools. Indeed several research studies have revealed that students' enrollment and retention as well as educational success rate are higher among the children of Ashram schools compared to the schools without hostel facilities. Odisha has been one of the pioneering states in India with both the Departments of SC and ST Development and the Department of School and Mass Education (SME) initiating different types of residential and hostel facilities for Tribal students and also Tribal girls. The following Table 1 gives the ST and SC Development Department, Government of Odisha figures for the number of Residential School/Hostel facilities of different categories for the Tribal children in schools in Odisha as in 2012:

Table 1

Residential Schools/ Hostel facilities for Tribal Children in Odisha

Residential High Schools for Boys	156
Residential High Schools for Girls	143
Total Schools	299
Higher Secondary Schools (Upgraded from High Schools @ 1 in each KBK District)	8
Establishment of Model Tribal Schools on the pattern of Navodaya Vidyalaya	13
Ashram Schools	766
Residential Sevashrams	5
Sevashrams	506
Primary School Hostels (1 per each Grama Panchayat of the Tribal Sub-Plan areas)	1548
Special Adivasi Hostels	7
Teachers Training Schools	2

However, despite the advantages of residential school facilities, the same are fraught with many problems. The hostel rooms are overcrowded. On an average, 20 boarders live in one room and in quite a few schools the classrooms are used as living space. There are frequent complain about the poor quality and quantity of food being served in the hostels and unfriendly or rude behavior of teachers and other members' in-charge of the hostels. There are reported incidences of boarders leaving the hostels en mass as a silent protest against the discrimination and

harassment. Most of them comeback after the intervention of the school personnel and educational administrators but a few do not come back to the schools adding to the high 'push out' rate. There are reports of lack of parental involvement in hostel activities, infrequent visits to the schools and the hostels to meet their children and also lack of participation in various academic and non-academic activities. The school personnel, in turn, seem to be indifferent; they neither show any interest nor do they encourage parent-teacher interactions. The school advisory committee consisting of the headmaster, a teacher's representative, community leaders and local administrators generally meets once in a year and, thus, they contribute very little towards the development of the school and the children.

Student 'push out' rate is alarming in schools located in tribal areas. Dropping out of the school is related to several factors beyond the control of the parents and their children, such as, poor classroom participation, and teaching practices leading to failure in understanding the subject matters taught to the children, failure in class examination, language barrier, boarders' feeling of homesickness, communication gap between the teachers and students,. The external factors mitigating against keeping a child in schools are many and formidable; it is, therefore, more appropriate to speak of the "push out" factors than the "drop out" in school education.

Hostels for tribal children can be a great support in keeping children in schools. In fact, as pointed out earlier, hostel facilities have substantially reduced school "push out" rates (or the so called dropout rates in Government records), increased retention, enhanced continuation as well as completion school education. Children residing in hostels stay close to the schools and are regular in attending classes. Opening up of tribal hostel is definitely a welcome measure, as it guarantees a strong and positive step towards retention in schools and better educational success.

In order to facilitate education among the tribal children, many schemes of opening of hostels are in practice since the Third Five Year plan period. In fact special efforts have been undertaken to ensure establishment of hostels for the girls. The scheme has been successful to a large extent as it reduced the number of school push outs and attracted a large number of children for enrolment. Government of Odisha in the year 2007-08 has opened 1003 girls' hostels spreading over all the 30 districts. These hostels provide accommodation to a total number of 100231 tribal girls (Annual Report, SSD Department, 2007-08). In addition to this, there are 1548 primary school

hostels in ITDA blocks, and 400 Primary School hostels in KBK districts. All these schools run under ST and SC Development Department of Government of Odisha.

There are also several instances where both boys and girls studying in schools managed by School and Mass Education Department are admitted to the nearby hostels managed by STSCD Department. In the hostels, boarders are provided with cots, bedding, utensils, blankets, mosquito nets etc. free of cost. The ST & SC Development Department has opened 52 new Residential girls' high schools from class VI to X in tribal blocks during 2008-09. These facilities are created for 250 girls in each hostel with an expenditure of over 10 million rupees per hostel. Another notable step that has been taken by the Government of Odisha is the establishment of Eklavya Model Residential School (EMRS) through Odisha Model Tribal Education Society (OMTES). These schools are functioning under ST & SC Development Department. The basic objective of these schools is to provide quality education to the tribal students with financial assistance from Ministry of Tribal Affairs, Government of India, under article 275 (1) of the Constitution of India. Science stream has been opened for class XI students in all the EMRS for promoting higher education among the tribals. The success rate of students from these schools has been quite high with 86% of EMRS students passing the High School Examination of the Board of Secondary Education, Odisha in the year 2007.

In all the schools under SSD Department, either the Headmaster/Headmistress functions as the hostel superintendent. It is the duty and responsibility of the superintendent to monitor the overall management of the hostel. An Assistant Teacher is given responsibility, as Assistant Superintendent to work with the Headmaster or the Headmistress. As per the Government guidelines, there has to be a Mess Committee in each hostel. Elected students from each class become mess committee members and work with the Superintendent and the Assistant Superintendent for mess management. A purchase committee is also formed with student representatives and Assistant Superintendent. Accounts are maintained from time to time regarding purchases and expenditures. It is the sole responsibility of the Assistant Superintendent to maintain the Cash book and for any lapses Assistant Superintendent is held responsible.

A study conducted by Ota, Mall and Das (2010) on tribal high schools in Koraput, Balangir and Kalahandi (popularly known as KBK districts) and non-KBK districts revealed that some schools had separate hostel facilities and others did not have. Where there were no separate hostels for

students, some of the rooms of the schools were used as hostel rooms. There were also instances of lack of school buildings but separate hostels were available for students. Parts of the hostel building were used to accommodate classes, office, Headmaster's room, laboratory, store, Headmaster's living quarters, and the remaining rooms were left for use by the boarders. In each room 20 to 30 students of lower classes from class IV to class VII were packed. Thus, the rooms were overcrowded and congested. But life style was much better when there were separate buildings for schools and hostels. For the students of higher class like class IX and X separate rooms were provided. Ota and Mohanty (2009) reported that the students were not satisfied with the frequency and amount of food being served in the hotel. They get two principal meals comprising of rice and watery dal. Vegetable curry is served once a week (except in winter when vegetables are available at a cheaper rate and the hostel kitchen garden also supplements the requirement to some extent. Non-vegetarian items are occasionally served. There was no provision for breakfast or evening snacks. Money on food is spent from the meager amount of stipend that the children get. Till 1998-99, the amount of stipend per month was Rs.200/ for boys and Rs.225/ for girls. However, since the year 1999 2000, the amount has been enhanced to Rs.300/ and Rs.325/ for boys and girls, respectively. Thus, with this paltry amount and high market rate of food stuff, the children remain semi-starved and malnourished. A study by Ota, Mall and Das (2010) shows that majority of the students find the hostel food insufficient, tasteless and worse than the food they eat at home.

Further, it was also pointed out that after the school hours, the boarders are engaged in menial works in the hostel like cleaning, sweeping of hostel rooms and premises, cleaning the utensils and watering the kitchen garden and taking care of other plants in the school campus. Some of them collect fire wood for cooking, fetch water from the well, tube well or pond, help the cooks in the kitchen, and serve food ,. In tribal schools and hostels, the available physical facilities are moderately good. As children in these schools come from poverty stricken backgrounds, they find the hostel facilities quite attractive. They get food, uniform and reading materials free of cost and this gives a sense of satisfaction to the children and provides relief to the parents. However, despite the physical and infrastructural facilities, it is observed from a review of available research that the quality of life in hostels for these children is neither exciting nor enriching. For optimal utilization of the resources and facilities available for the tribal children in the hostels, it is necessary to examine closely how are the facilities utilized and what are the

possible draw backs in the system. It is therefore pertinent to study the possibilities of providing better living conditions and educational exposure to improve the quality of life of these children. It seems that the various tribal development schemes aiming to benefit the social, economic and educational status of the tribals do not percolate to the grassroots level to mitigate the problems and the deficiencies in education of children from these communities. Therefore, there is a need to further examine and look at the various possibilities associated with school and hostel facilities for the tribal children for quality of education and general well-being of the tribal children for a better life ahead.

Objectives

The present study intends to examine comprehensively the status and the conditions of various types of residential/hostel facilities for tribal children in different types of schools in Odisha. It aims at finding out the availability of infrastructural facilities and the functioning of tribal schools and hostels in two districts namely Gajapati and Mayurbhanj in Odisha. Looking at the bottlenecks in the spread of tribal education in tribal dominated areas of the state, the research focused at studying extensively the various factors responsible for the dismal academic progress of tribal children. An attempt has been made in this research to probe deep into the problems through an in depth study taking into consideration the responses of the stakeholders in respect of the effective functioning of the hostel facilities for tribal children for their optimal impact of their education. Identification of problems and feasible remediation measures in the present socio-economic and cultural context would definitely pave the way for mitigating the problems encountered in functioning of the Hostels for betterment of different aspects of tribal education. The specific objectives of the present study are the following:

- To find out the different facilities available in the tribal hostels and the experience of hostel life and the extent to which they contribute to the educational development of the tribal children
- To find out the extent to which the Ashram Schools and Schools-cum-Residential Hostels comply with the RTE and Kasturba Gandhi Vidyalaya Norms
- To study issues of security and protection especially for girl children and examine whether a gender sensitive environment is prevalent in the Hostels for the Tribal children

- To study the extent to which the learning environment is congruent with the tribal language and culture of the children
- To understand governance structures and the role of the community in running of the residential facilities for tribal children in different types of schools
- To understand the convergence between Department of Schools and Mass Education and Department of SC and ST Development
- To look at the financial allocation and the funding pattern of Ashram schools.
- To assess the resources and functioning of the tribal schools and hostels from the perspective of the boarders, teachers and community members.
- To recommend need based feasible changes, on the basis of the findings of the present study in tribal schools and hostels to enhance their effectiveness.

METHOD OF STUDY

Sample

The study was undertaken in two districts in Odisha with high proportions of Tribal population, namely, Mayurbhanj and Gajapati. The districts are located in the northern and southern parts of the state, respectively, and have different parameters of development. In each district six schools with Hostel facilities were selected from one Block – Kaptipada Block of Mayurbhanj District and Guma Block of Gajapati District. All types of Schools/Hostels in the state of Odisha, run by the School and Mass Education (SME) and by the SC and ST Development (SSD) Departments of the Government of Odisha were selected for the study. Altogether 12 schools were selected and some of these schools had separate Hostels for Boys and Girls. Thus, 15 Hostels were studied from Government Upper Primary and High Schools, Kasturba Gandhi Balika Vidyalaya (KGBV) run by the SME Department and Ashram Schools (for Boys and Girls) run by SSD Department were selected for the study. The infrastructural facilities, fiscal provisions, management practices and human resources in the Schools as well as the Hostels were studied through questionnaires and observation reports filled in by the Field Investigators with inputs

from the School records. Besides this, samples of Teachers, Boarders and Community Members were interviewed individually. These samples included 111 Boarders (65 Girls and 46 Boys), 12 Headmasters, 24 Teachers and 96 Community Members. The Sample details for the Schools/Hostels, Teachers, Boarders and Community Members are given in the following Table.

Table 2

Sample Details

(Schools, Hostels, Head masters, Teachers, Boarders, and Community Members)

Block and District	Kaptipada , Mayurbhanj	Gumma, Gajapati	Total
No. of School	6	6	12
No. of Hostels	7 (Boys Hostel: 3 Girls Hostel:4)	8 (Boys Hostel:3 Girls Hostel: 5)	15 (Boys Hostel:6 Girls Hostel:9)
	1) (Boys Hostel) Dolipada Upper Primary School	1) (Boys Hostel) Angada Upper Primary School, Angada	
	2) (Boys Hostel) Kalamagadia Upper Primary School	2) (Girls Hostel)Tumula Upper Primary School, Tumula	
	3) (Girls Hostel) Kasturba Gandhi Balika Vidyalaya, Kaptipada	3) (Girls Hostel) Kasturba Gandhi Balika Vidyalaya, Gumma	
	4)(Boys Hostel) Katuria Ashram School, Katuria 5)(Girls Hostel)) Katuria Ashram School, Katuria	4) (Boys Hostel) Bhubani Ashram School, Bhubani 5) (Girls Hostel) Bhubani Ashram School, Bhubani	
	6) (Girls Hostel) Itagadh Ashram School	6) (Boys Hostel) Badakolakot Ashram School, Badakolakot	

			7) (Girls Hostel) Badakolakot Ashram School, Badakolakot	
		7) (Girls Hostel) Kaptipada Girls High School, Kaptipada	8) (Girls Hostel) Govt. Girls High School, Keshipur	
No. of Boarders	Boys	46		
	Girls	65		
Total		111		
No. of Headmasters	M	8		
	F	4		
	Total	12		
No. of Teachers	M	10		
	F	14		
Total	T	24		
No. of Community Members	M	67		
	F	29		
Total	T	96		
Grand Total		243		

Study Tools

Focus Group Discussions were held as part of the study to assess general community perception of the functioning and problems in management of the hostels. Four FGDs were held. The FGDs included different categories of community members such as elected representative and community leader from villages and Panchayat (Samiti member, Sarpanch, Ex-Sarpanch, Ward member etc), Member of School Management Committee, Anganwadi workers, parents of

boarders, members of Self Help Groups, teachers from other schools, and alumni of the Schools/Hostels. Altogether 82 members attended the four FGDs. The number of members in each category is given in Table3:

Table 3

Number of different Categories of Members in the Focus Group Discussions

Parents/ Guardian of Ashram School/ KGBV/ 40 seated hostels	PRI member	Parents of KGBV/ Ashram school	SMC Members	SSG member/ social activists/ youth committee members	PTA/ MTA	Student Organi- zation members / Alumni/ dropout students	Other school Teachers/ school staff/ Anganwadi workers
20	12	6	12	10	5	12	5

The schedules/questionnaires for the study were developed in three phases. In the first phase, a workshop was organised for a group of psychologists, experts on education of tribal children, social workers in the tribal areas in Odisha and specialists in research methodology identified the major themes and issues to be taken up in the study through interview schedules/questionnaires and Focus Group Discussions. In the second phase, a smaller group of psychologists and social workers developed the schedules/questionnaires on the basis of the suggestions from the workshop. Finally, these developed tools were vetted by a Senior Educational Psychologist with long experience of research work with various tribal groups in Odisha.

Four schedules were developed. Out of these four, one was an information schedule for the schools/hostels and the rest were Interview schedules for boarders/children, teachers, and community members. Besides these, a broad structure for Focus Group Discussion with Community Members was also worked out. The School Information Schedule was to be filled up by the Headmasters or a teacher as per instruction of the Headmaster. All the tools were

developed in Odia language¹ with the understanding that the tools for the children and community members would be translated into the tribal language if any respondent had difficulty with the Odia templates. However, none of the schedules or the item therein posed any comprehension problem for the respondents; there were occasional requests for clarification or elaboration on certain areas, but, they were not on account of the language of the tools. The Focus Group Discussions were carried on in the local tribal mother tongue and were later translated into Odia for analysis. Broad features of the schedules are given below:

Information Schedule for Schools

The School Information schedule (Appendix A) contained 32 major items to collect information regarding the schools and hostels in tribal areas. There were close ended questions with Yes/No type response alternatives and open ended questions to express personal views and opinions on certain issues pertaining to education in the tribal hostel/school. Responses were collected either from the Headmaster of the selected schools or from a teacher as recommended by the Headmaster. There were also items which were responded to by the field investigators on the basis of their observation while visiting the schools and hostels. The items in the schedule collected information on the location of schools, type of schools (boys, girls or co-ed schools), students strength, class-wise distribution of number of boys and girls, caste/tribe categories, teacher strength, nature of the posts held by teachers (regular, contractual, siksha sahayak, language teachers etc.), number of male and female teachers, number of teachers required and the number of teachers actually present, subject-wise availability of teachers, teachers' work load, existing infrastructural facilities and the facilities required for smooth functioning of the school (such as availability of classrooms, office, kitchen, facilities for children with disabilities, lavatories for boys and girls, safe drinking water, boundary walls and play grounds etc); responsibilities of hostel superintendents, students attendance in the school and hostels on the day of data collection, separate hostels or class rooms used as hostel rooms, number of students staying in a hostel, number of bathrooms, latrines, store rooms, kitchen, dining room and playgrounds, sources and sufficiency of water for drinking and other usages in schools and hostels, availability of electricity, other sources of lighting, pucca or asbestos school and hostel

¹ Odia is the official language of Odisha. All the adult members of the Tribal Communities in Odisha speak and comprehend Odia with varying degrees of proficiency depending on their nature of contact with native speakers of Odia.

buildings, health and treatment facilities available in case of sickness, first aid provisions in schools and hostels, school and hostel monitoring, number of meetings held for school and hostel matters, topics of discussion in the meeting, methods of admission into the school, existence of child protection committee, school and hostel management committees, parent-teachers association, availability of child help line number, suggestions for improving school and hostel management systems, observation of national days, celebration of festivals and entertainment programmes, quality of food, library, accommodation, health and sanitation, provisions for games and sports, students participation in different activities, method of solving students' problems, child protection committee, entertainment facilities etc.

Interview Schedule for Boarders

The schedule consisted of 27 major items (Appendix B). Part of the schedule involved collection of personal information about the child, followed by both close ended and open ended questions. The open ended questions sought opinions and views of the boarders on several issues concerning their living conditions and the extent to which the life in hostel contributed to their learning, safety and well-being.

Interview Schedule for Teachers

This schedule had 19 items (Appendix C) and all of them were in Yes/No format excepting 4 items which had more number of alternatives. The first 9 items recorded personal/demographic information of the teachers. These were followed by items that aimed at assessing teachers' knowledge about local language and other languages and their proficiency in these languages,; other teaching engagements before and after school hours, adequate number of teachers in schools, membership of school management and other committees, roles and responsibilities as members of the committees, extracurricular activities in hostels, opinion regarding the functioning school management committees, existence of child security committee, procedure for lodging complaints by the teachers and students, nature of relationship between the school and the community etc.

Interview schedule for community members

The interview schedule for Community Members consisted of 31 items (Appendix D). The first items concerned demographic variables and the other 21 items related to information regarding education of children of tribal community. There were both Yes/No type of questions and open ended questions in the schedule to collect objective data as well as subjective views. The items aimed at collecting wide variety of information from the community members regarding schools, hostels, children's willingness to live in the hostel, the various incentives that the children receive, average amount of money spent per child by the parents toward education, parental perception of the facilities available in the hostels, awareness about and participation in hostel management committees, the extent to which children show interest in coming back home, nature of cultural programmes arranged by the hostel, children's participation in these programmes, frequency of parents' visit to hostels, children's views on hostel facilities, parents' knowledge about the child security committee in schools and hostels and grievance redressal mechanisms, need for vocational education for these children, language that children use, mother tongue or language of the school, language that the child prefers to use while talking to the parents, suggestion for bringing in improvements in the hostels etc.

Procedure

The study was based on random sampling from different strata focusing on the objectives of the study and issues relating to tribal hostels from two districts of Odisha. Interview schedules were prepared to collect relevant information regarding the day-to-day functioning of the tribal hostels in the tribal / ashram schools of Mayurbhanj and Gajapati districts of Odisha.

The interview schedules were administered individually to the sample of boarders of hostel (both boys and girls), teachers of the schools, and the parents of the boarders and other community members. Information about the schools and Hostels were collected from the schools offices and through direct observation.

The study was undertaken after obtaining necessary permission from the Director, SSD Department and with consent from the Headmasters of sample Schools. The Field Investigators (FIs) were given a brief session of training on how to administer the schedules and to collect necessary information. They were also given some initial on-the-spot training on observation of

the physical infrastructure facilities in the schools/hostels and their rating as per the requirements of the School Information Schedule. The FIs were also given detailed training on how to conduct the face-to-face interviews with the teachers, boarders, and community members as required. The Schedules were pilot tested for minor modifications to the wordings of the schedules as well as modulation of the data collection processes by the FIs. The schedules were framed in simple conversational Odia and the FIs, who knew the local tribal languages as well as Odia, were asked to use the local language whenever necessary for effective communication with the interviewees. For the data collection, the FIs first took the consent of the available teachers, boarders and parents/community members explaining the nature of the study and assuring them of confidentiality of their responses which were to be used only for research purposes. The Boarders and the Community Members who volunteered for the study were given some token incentives for their participation and cooperation.

Four sessions of Focused group Discussions were held in the communities close to the Schools/Hostels selected for the study. Some local leaders or prominent members of the community were approached to help organize the FGD in a convenient place and time and to identify 8 – 10 community members from different categories (such as parents of boarders, members of the Village Education Committees or other village/Panchayat level committees, different school committees, Anganwadi workers, former students/boarders etc). Consent of each of the community members in the FGDs was taken for their participation. As far as possible, attempts were made to have equal number of male and female participants in each FGD sessions. Effort was made to include at least one member from the Village Education Committee, SHG, and PTA. Also attempts were made to include some parents whose children were in the school or hostel. Teachers or employees of the schools/hostels were not included in the FGDs. The FGDs were organized mostly in the late afternoon or early evening hours. Despite the initial stipulation regarding limiting the size of the FGDs, a larger number of community members showed interest in participating in the discussion. Thus, the actual size of the FGD groups varied from 18 to 23. The FGDs were conducted as per a FGD information sheet and guidelines by a senior Field Level Officer with substantial experience of community level work. In each FGD, following the initial greetings and introduction, the participants were thanked for their willingness and interest in participating in the FGD. The purpose of the FGD was communicated to the participants who were also asked to indicate and use their preferred language or to use any language they felt

comfortable with in the FGD. They were informed that the proceedings will be audio-recorded for research analysis and that their views and discussions will remain confidential. they were also informed that the discussion will be around some specific themes relating to the functioning of the schools and hostels for the children from their community. A set of 10 broad themes was pre-identified for the FGDs.

The data collection was undertaken during the months of February and March 2014 with a gap due to the High School Examinations in Odisha. The actual period of Field level Contact by 8 FIs (fours in each of the Districts) was for a period of 3 weeks. Field Work training was given to the FIs prior to the actual contact and their work was supervised by a Project manager who conducted the FGDs.

A week following the completion of the fieldwork and data collection, a 10% random cross-checking of the data was taken up by an external expert who found the data collected highly reliable with over 95% of the random cross-checking yielding positive feedback of genuine original responses.

The data were analyzed individually and were clubbed together for interpretation and reporting. The findings of the study are presented in the next section of the report.

RESULTS

Analysis of Information about Schools and Hostels

An information schedule for schools was prepared to obtain details about the location of the schools, class coverage and other details about the nature and functioning of schools. The schedule was filled up by the respective Headmasters or a designated teacher giving details about the student input, school or hostel finances, availability of man power resources and other infrastructural facilities in the schools and hostels. The schedule also had one item to be filled in by the field investigator giving his or her observation on the quality of different facilities in the school. Detailed analyses of the information are given below;

In this study altogether 12 schools are included. Out of them, 2 are girls' schools and 10 co-educational schools.

Different schools receive different amount of financial grant depending upon the number of students studying in these schools. The range of annual grant varies from Rs. 2,40,000/- to Rs.30,00,000/- and the grant comes only from the State government, Department of School and Mass Education and SCST, depending on the nature of schools. The grants for KGBV are received from the Central government (routed through the State government) with proportionate share of 50% grants from the State government. None of the schools receives financial grant from any other sources or private organizations.

Total annual grant received by the 12 schools is Rs 355, 89,397/-. Out of this amount the schools received an amount of Rs 203, 26,080 /- which is 57% of the total grant and the hostels get Rs 152, 63,317 which is 43% of the total grant. However, expenditures on different heads like salary, educational aids, sports equipments and security etc. both for schools and hostels could not be obtained from the schools since the expenditures are incurred at different levels, such as Zilla Parishad, Office of the District Project Coordinator and Block Development Office. It seems the Headmasters or the school teachers have limited fiscal autonomy; their role in fiscal planning and management remains very limited. This is likely to affect the effective functioning of the local institutions independent of the central controls. On the whole, a large proportion of the available grants is spent on salary, repairing and construction of infrastructure, stipend of students etc leaving little scope for developmental expenditure and new plans.

Table 4

Area-wise Students' representation in schools and hostels

	Percentage of students from local panchayat	Percentage of students from local block	Percentage. of students from other blocks
Schools	73%	24%	3%
Hostels	40%	57%	3%

Students in schools come mostly from local panchayats (73%). 24% come from local block, 3% from other blocks of the same district. In case of hostels, 40% of the boarders are from local panchayats, 57% come from local blocks and the remaining 3% belong to other blocks of the same district. It shows that majority of the students in the schools and hostels came from local panchayat and blocks. Understandably, the students living somewhat farther from the school preferred staying in hostel.

Table 5

Class-wise student strength in schools

Class	ST		SC		General category and others		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total students
1	166	151	4	1	4	4	174	156	330
2	170	151	-	3	3	3	173	157	330
3	158	113	5	1	3	2	166	116	282
4	177	157	6	6	7	3	190	166	356
5	154	142	4	7	9	15	167	164	331
6	208	318	1	1	44	42	253	361	614
7	157	256	4	8	51	37	212	301	513
8	68	111	3	6	7	43	78	160	238
Total	1258	1399	27	33	128	149	1413	1581	2994

The sample schools had a total strength of 2994 students studying in class I to VIII. This includes ST (86%), SC (3%) as well as students from other categories (11%). There are 42% of ST boys and 45% ST girls out of the total student population in the schools. The SC categories are much less since the schools are located primarily in tribal areas. Only 1.9 % of the boys and

2.1% of girls are in the SC category. 9.06% of the boys and 9.42% of the girls are from the general category.

Table 6

No. and Percentage of teaching staff (including headmaster) in schools

Regular		Contractual		Siksha Sahayak		Language teachers		Others		Total	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
24	20	3	9	18	3	3	3	8	5	56	40

Comparison of different types of teachers' reveals that maximum number of teachers comes under regular category compared to other category of teachers like contractual, SS, language teachers and others. There are 24 (25%) male teachers and 20 (21%) of female teachers under the regular category. They constitute 46% of teachers' strength. With regard to contractual teachers, there is more number of female 9 (9%) teachers than male teachers 3 (3%). Their strength is 12%. 22% teachers working as Siksha Sahayak have larger number of male teachers 18 (19%) compared to their female counterparts 3 (3%). In case of 6% of Language teachers the male 3 (3%) and female 3 (3%) teachers have equal representation. Another group of 14% teachers 8 (9%) male teachers and 5 (5%) female teachers are engaged in teaching children who do not come under these different categories of teachers. Data reveal that gender-wise, male teachers outnumber the female teachers in schools under study.

With the introduction of Mother Tongue based programmes of Multilingual Education (MLE), some teachers have been appointed as Language Teachers for Tribal mother tongues for MLE Programme.

Table 7

No. and Percentage of non-teaching staff in schools

Clerk/office assistants		Cook		Security guard		Others
Male	Female	Male	Female	Male	Female	Male
4	2	20	18	4	1	5

Out of the 53 non-teaching staff in schools, majority are engaged in cooking. There are 18 (31%) female cooks against 20 (35%) male cooks. Office assistants are very few in number. There are 4 (7%) office assistants who are males and only 2 (3%) are females. The number of security guard is equally negligible. Hostels have 4 (7%) male security guards and only 1 (2%) female security guard. Moreover, a significant number of male workers 5 (9%) are assigned with other official works.

Table 8

Existing and required number of teachers as per RTE norm in primary and upper primary schools

Class	Strength of students	Existing number of teachers	Additional number of teachers Required
Class I to V	1629	48	7
Class VI to VIII	1365	43	12

Strength of Students' and teachers' is higher in class I to V category compared to those in class VI to VIII category. There is a shortage of teaching staff in both these categories (primary and upper primary). As per RTE norm 7 more teachers are required for primary classes and 12 more teachers are required for upper primary classes.

At upper primary level of schooling, it is very rare to find specialized subject teachers. In fact, all teachers teach all subjects to the students.

Table 9

Availability and requirement of infrastructure and other facilities in schools as per RTE norm in School (Observed and reported by field investigators)

Facilities	Available		Requirement as per RTE Norms
	Yes	No	Yes/No
class room	6	6	Yes(6 schools)
Office room	6	6	Yes
Kitchen	8	4	Yes
Ramp for disabled	7	5	Yes
Latrine	11	1	Yes (5 schools)
Latrine for boys	5	7	Yes (7 school)
Latrine for girls	7	5	Yes (5 schools)
Safe drinking water	10	2	Yes (2 schools)
Compound wall	9	3	Yes in 3 and modification in 5 school)
Play ground	6	6	Yes (6 schools)

Investigators have reported that out of 12 schools, adequate number of classrooms are present only in 6 (50%) of the schools. The other 6(50%) schools do not have required number of classrooms. Likewise only in 6 (50%) schools office rooms are available and 6 (50%) schools need additional office rooms. Kitchen and ramp for the disabled are available in 8 (67%) and 7 (58%) schools respectively. Kitchen is not available in 4 (33%) schools. Latrine is available in 11 (92%) schools and it is not available only in 1 (8%) school. Thus, there is still the requirement of another 5 (42%) latrines for the use of students. Separate latrines for boys are available in 5(42%) schools and it is not available in 7 (58%) schools. Indeed, 7 (58%) more latrines are required for boys. The picture is almost similar in case of latrines available for girls. It is

available only in 7 (58%) schools and not available in 5(42%). Thus, there is the requirement of latrines in 5 (42%) more schools. Safe drinking water is available in 10 (83%) schools and in 2 (17%) schools it is not available. Field Investigators have reported about the requirements of safe drinking water in schools in 2 (17%). Compound wall is found in 9 (75%) schools but many of them are in broken conditions. There are 3 (25%) schools without compound walls. Thus, there is the need to construct compound wall in 3 (25%) schools and 5 (42%) schools need repairing of compound walls. Field investigators have mentioned that the compound walls of the schools are weak and in broken condition. Play grounds exist only in 6 (50%) schools and there is no play ground for children in the other 6 (50%) schools. Thus, there is the need for the development of play grounds in another 6 (50%) schools. On the whole, all schools are lacking in infrastructural facilities as per RTE norms. This creates problems for teachers, students and non-teaching staffs to function in a smooth and effective manner.

Table 10

Responsibilities of teachers and headmasters

Designation of teachers	Subjects taught	No. of classes per week	Engagement in other activities
Head master	All subjects	20	All teachers look after games, sports and cultural activities. Headmasters of all the schools are in charge of hostel management
Regular teacher	All subjects	35	
Sikshya Sahayak (SS)	All subjects	35	
Gram Sikshak (GS)	All subjects	35	

Teachers of different categories like, Headmasters, Regular teachers, Siksha Sahayak and Gana Sikshak teach all subjects to the students and on an average they take 35 classes per week. The average number of classes taken by Headmasters in a week is 20. It is less because Headmaster are assigned with other administrative work of the schools and hostels. Besides taking classes, teachers also look after extracurricular activities of the students. The Headmasters of the schools look after the management of the hostels.

Table 11

Nature of work and responsibilities of Headmaster, Teacher and SS in charge of hostels

Designation of teacher in charge of Hostels	Subjects teaching in the class	No. of classes per week	Engagement in other activities
Headmaster	All subjects	20	Sports, dance, music and gardening, etc.
Teacher	All subjects	23	
SS	All subjects	23	

Teachers in charge of hostels comparatively take less number of classes as they are also involved in other co-curricular activities of the boarders. The headmasters in charge of the hostel take 20 classes per week and they teach all subjects. Other teachers who are in-charge of hostels take 23 classes per week.

Table 12

Class- wise attendance of students on the day of data collection

Class	No. of students enrolled	No. of students present on the day of data collection	No. of students enrolled in the hostel	No. of students present in the hostel on the day of data collection
	Strength	present	Strength	Present
1	312	284	164	157
2	357	312	198	192
3	282	260	194	190
4	345	318	238	234
5	313	283	234	224
6	606	546	387	372
7	511	45	316	304
8	268	242	203	194
Total	2994	2704	1934	1876

On the day of data collection, a large number of students both in the schools and in the hostels were present. The attendance of the students was 2704 (90.31%) in the schools and it was 1876 (97%) in the hostel. The data show the regular attendance of large number students both in schools and hostels. It can be said that by staying in the hostels, attendance of students in schools has increased and as a result absenteeism has significantly decreased.

Table 13

Accommodation for boarders

	Staying in class rooms	Staying in hostel rooms
No. of Hostels	1	14

It is observed that students of 14 schools (93%), stay in the hostel rooms and students of only 1 (7%) school stay in classroom. As there is paucity of rooms in hostels, it creates problems in accommodating all boarders in hostel rooms. As an alternative, students stay in classrooms and thus, they face difficulties on a regular basis. They usually keep their luggage in a corner of the classroom during the day. The classrooms are used for teaching during the day and at night the students sleep on the floors of the class rooms in the schools.

Table 14

Facilities available in hostels

Facilities	Nature of accommodation and number of hostels having facilities
Boarders per room	26 (range 20-40)
Boarders per cot/bed	2
Bath room	9 (60%)
Kitchen	14
Store room	13
Latrine	14
Play ground	8
Dining room	9

There are 6 boys hostels and 9 girls hostels attached to the school buildings. The hostel rooms are overcrowded and the average number of boarders is 26 both in boys and girls hostels. In hostels, the number of boarders per room varies from 20 to 40 with an average of 26 children. It is a pitiable condition as boarders do not get enough space for movement. Cots are available for children in some of the hostels and two children share the same cot. Bath rooms are available in 9 (60%) hostels and kitchens exist in 14 (93%) hostels. There are store rooms in 13 (87%) hostels. In 14 (93%) hostels, there are latrines for the boarders. Moreover, all hostels do not have playgrounds for the boarders. It is available only in 8 (53%) hostels. In other words, the other forty seven percent of hostels do not have play grounds for their boarders. Dining room is present only in 9 (60%) hostels. Thus, there are a good number of bathrooms, latrines and kitchens in tribal hostels. However there is a scarcity of play grounds and dining halls for the children staying in the hostels.

Table 15

Water source for drinking and other purposes in hostels

Purpose	Number				
	Well	Tube well	Pond/ Stream	Tap	Filter
Drinking and Other purpose	77	15 (100%)	6 (40%)	4 (27)	5 (33%)

Boarders of 15 (100%) hostels mostly depend on tube wells for drinking water and water for other purposes. This is followed by use of water from 7 wells (47%) and 6 ponds/stream (40%). Tap 4 (27%) and Filtered water 5(33%) are available to a limited extent. There should be more facilities for tap and filter water for better health and comfortable living.

Table 16

Adequacy of water supply for drinking and other purposes in schools and hostels

Purpose of water supply	Adequacy
	Yes
Drinking water for school	8
Water for other usages in schools	6
Drinking water for hostels	10
Water for other purposes in hostels	8

Even if water for drinking and other usages is available for students, somehow it is not adequate for both schools and hostels. Only in 8 (67%) schools drinking water is adequate and for other usages it is sufficient only in 6 (50%) schools. The picture is worse in hostels. Water for drinking and for other purposes is adequate in 10 (67%) and 8 (53%) hostels respectively. Thus, in tribal schools and hostels, the supply of drinking water is almost same. However, water supply in hostels for other uses is better than the schools. Boarders in hostels are more in need

water for bath, cleaning utensils, washing clothes etc. On the whole, water supply to schools and hostels in tribal areas is inadequate for drinking and other usages.

Table 17

Electricity supply in schools, hostels and provision for alternative sources of light

	Supply of electricity		Alternative sources				
	Yes	No	Solar	Kerosene /lantern/ lamps	Candles	Emergency light	Generator
Schools	8	4	-	-	-	-	-
Hostels	13	2	10	7	2	-	3)

Supply of electricity is also not adequate both for schools and hostels. It is supplied to 8 (67%) schools and 13 (87%) hostels. Thus, the condition is better in hostel than in schools. There are 4 (33%) schools and 2 (13%) hostels without electricity. When the supply of electricity gets disrupted, as an alternative solar light is used in maximum number of 10 (66%) of hostels. Other alternative sources of light includes kerosene lamps which is mostly used in 7 (47%) hostels followed by candles in 2 (13%) hostels and generators in 3 (20%) hostels. Inverter is used only in 1 (7%) hostel. As schools function during the day, there is no arrangement for the alternative sources of energy for them.

Table 18

Type of buildings for schools and hostels

	No. of Pucca buildings	No. of asbestos / tin houses	Others (Tiles)
Schools	12	8	1
Hostels	13	7	-

All 12 (100%) schools have pucca buildings. There are also 8 (67%) asbestos and 1 (8%) other structures (made up of other materials like tiles) attached to the pucca buildings. However, in case of hostels, 13(87%) hostels have pucca buildings and there are 7 (47%) asbestos structures attached to the hostels. This shows that school buildings have better concrete infrastructures than the hostels.

Table 19

Availability of Health care facilities and First aid box in schools and hostels

Health care facilities	Yes	No
Treatment in schools	7	5
Treatment in hostels	13	2
First aid box in school	11	1
First aid box in hostels	14	1

With regard to health care and treatment of students, 13 (87%) hostels have health care facilities against 7 (58%) schools with such facilities. In the context of availability of First aid box, it is available in 11 (92%) schools and 14 (93%) hostels. In 5 (42%) schools and 2 (13%) hostels, there are no facilities available for health care of the students. It is also found that in 1 (8.33%) school and 1 (6.66%) hostel, First aid box is not available. First aid box contains cotton, bandage, scissor, dettol, band aids, medicines for fever, malaria indigestion and diarrhea etc to provide immediate medical service to the victims and then they are taken to the nearby health centre for further treatment. It indicates that hostels are better equipped with first aid boxes and health care facilities compared to schools.

Table 20

No. of hostels taking boarders to different places of treatment

place of treatment	PHC	Private clinic	Community Healer (Disari)	Home
No. of hostels taking children for treatment	13	1	-	1

When students fall sick in hostels, majority of them go from 13 (87%) hostels to public health centers for treatment. Visit to private clinic is rare. On the other hand, ailing inmates of 1 (7%) hostel go to private clinic for treatment. Likewise, limited number of boarders i.e. of only 1 (7%) hostel go back home for care and treatment. However, there is no mention by any of the residents in this study about the process of treatment and healing through Community Healer. Though it is a common practice in the tribal community to visit Community healer when they fall sick, who is known as *Disari* in local language. But the students in the hostels do not visit the Community Healer. Thus, on the whole boarders in large numbers consult the doctors in government hospitals for treatment in case of illness.

Table 21

Frequency of health check-ups in schools and hostels

Health check up	Provision		Frequency			
	Yes	No	Occasionally	Quarterly	Monthly	Fortnightly
Schools	9	3	9	-	-	-
Hostels	14	1	-	1	6	7

Health check up provision is available both in 9 (75%) schools and 14 (93%) hostels. Overall health provision is good in hostels compared to schools as there is no such health check up provision in 3 (25%) schools and 1 (7%) hostel. Most of the boarders undergo health checkups either on a quarterly basis 1 (7%), monthly basis 6 (40%) or fortnightly basis 7 (47%). Thus, in most of the hostels, boarders have health check-ups mostly in 15 days or followed by one month. Doctors and other health professionals visit schools and hostels in a mobile van functioning under NRHM schemes. They examine health condition of students and supply medicines for treatment free of cost.

Table 22

Official supervision in schools and hostels

Types of schools/ hostels	Visits by officials
School and mass education hostel(40 seated hostel)	CRCC, BRCC,ADWO, BDO,WEO
TRW	DWO,CRCC, BRCC,ADWO, BDO,WEO, CI OF SCHOOLS, DIST. COLLECTOR
Kasturba Gandhi girls hostel	GENDER COORDINATOR, BRCC, CRCC, DEO,

Different officials visit the schools and hostels on a monthly basis. Schools run by School and Mass Education Department are supervised by CRCC (Cluster Resource Center Coordinator), BRCC (Block Resource Centre Coordinator), ADWO (Additional District Welfare Officer), BDO (Block Development Officer) and WEO (Welfare Extension Officers). TRW schools functioning under ST and SC Development Department are also supervised many officials. They include, DWO,CRCC, BRCC, ADWO, BDO, WEO, CI (Circle Inspector) of schools and District Collector. Kasturba Gandhi Balika Vidyalaya (KGBV) are supervised by Gender Coordinator, BRCC, CRCC and DEO (District Extension Officer). Officers supervise and discuss with the Headmasters/ hostel superintendents and other teachers about the activities of schools and hostels namely academic matters, food, sanitation, discipline, and health condition of tribal children. They often suggest and monitor the different welfare schemes of the Government that are implemented by the school authorities. The Gender Coordinators of the district working under School and Mass Education Department, who is in charge of KGBV take special interest in the education of girls in tribal areas.

Table 23

Name of committees, number of meetings held and important matters discussed in last academic session in Schools and Hostels

Name of committees		No. of meetings held	Important matters discussed
School	Hostel	School and Hostel	School and Hostel
SMC		In all schools SMC meeting is held once in a month. Decision is also taken about the hostel by SMC. Other meetings like PTA MTA are held once in six months.	Education
MTA	Hostel Cabinet		Health
PTA	PTA		MDM
Ranch Committee	MTA		Uniforms
Gain Committee			School building
Child cabinet			Development of school
			Sanitation
			Attendance of students

There are several committees for school and hostel management in tribal areas. SMC meets once in a month and other meetings like PTA and MTA are held once in six months. Various developmental issues are discussed in this meeting, starting from education, health, MDM, uniforms, school building, development of school, sanitation to students' attendance etc. Parents come to meet their children in hostels and often request the teachers to take care of their children as they are young and away from whom. SMC arranges for Parent Teachers meetings.. This becomes a platform for the parents and teachers to exchange ideas and opinions about the children in schools. The possibilities and difficulties associated with promoting the academic and personal-social life of tribal children are discussed at length. For the poor parents, teachers in the schools are the mentors for their children as no one else is there to guide them in matters of education and all round development. MTA or the Mother Child Association is another strong body to protect and promote the health and talent of tribal children. Hostels do not have Hostel

Management Committee (HMC). It is the SMC which looks after the hostel management. The headmaster has the primary responsibility for monitoring hostel activities. However, there are hostel cabinet consisting of a group of boarders who are assigned with different responsibilities to discharge like food, discipline, cleanliness and study habit of boarders in the hostels Tribal children are simple and shy, and they do not come forward to express their difficulties directly before the teachers. They share their problems with parents and parents in turn speak to the teachers for the redressal of problems. Schools often interact with Janch and Gaon committees which are formed by the community members to monitor the activities of the schools, Janch committee is a scrutiny committee for scrutinizing the functioning of the schools and the Gaon committees look after the various activities of the teachers, students and school as a whole. Thus, there is cross checking of various activities of the schools and hostels, and transparency is maintained in audit reports. Hostels do not have HHC to manage hostel affairs but the SMC and the Hostel cabinet jointly carry out the responsibility.

Table 24

Admission procedure for students in schools and hostels

Place of admission	Procedure		
	Lottery	First come first served	Entrance test
Schools	-	9	3
Hostels	1	3	11

Different schools adopt different methods for admission of students both into schools and hostels. For admission into schools, 9 (75%) schools give first come first served basis as priority over entrance test which is followed in 3 (25%) schools. Lottery method is not used for admission of students into schools. But for hostel admission, entrance test is given maximum weightage in 11 (73%) hostels. It is followed by 3 (20%) hostels which admit students on first come first served basis followed by lottery system being adopted only in 1 (7%) hostel. It is evident that there is heavy demand for hostels seats /accommodations for students in tribal areas.

Parents want their children to stay in hostel because of free food, teachers care, coaching facilities and regular attendance in class. Children staying in far off places have problems in commutation and for which they remain absent from school for long periods. Hostels provide several facilities to children which parents are unable to provide at home. Moreover, as hostels are located within the school premises, it is convenient for students to go to schools every day.

Table 25

Existence and functioning of SMC

	Existence of SMC		No. of meetings held		Topics discussed	No. of schools/hostels informing parents of SMC proceedings
	Yes	No				
Schools	12 (100%)	-	1-6 3 (25%)	7-12 9 (75%)	Education Health MDM Uniforms	2
Hostels	15 (100%)	-	10	5	School building Development of schools and hostels Sanitation Attendance of students	3

SMCs exist in all 12(100%) tribal schools. Basically the task of SMCs is to monitor the functioning of school management but along with this it also takes up planning and monitoring of the hostel as there are no HMCs. It is reported that 3 (25%) schools hold meetings of SMC 1

to 6 times in a year. Meetings are held more frequently (7 to 9 times) in 9 (75%) schools. SMCs conduct meetings on hostel matters, 1 to 6 times in 10 (67%) schools. Such meetings are held more frequently (7 to 12 times) in 5 (33%) schools. Thus, the SMC meets approximately once in two months for school management matters and the meetings for hostel matters, it seems, are less frequent. Various developmental programmes for schools and hostels are discussed in these meetings. The discussion mostly focus on education of the children, their health care, Mid-Day-Meal, uniforms, school building and its development, sanitation, and attendance of students. However, in only 2 (17%) schools the parents are intimated regarding the decisions taken in these meetings about the schools and in case of 3 (20%) of the hostels parents are informed about the decisions on hostel related matters. This seems to be an improper practice. All parents have a right to know the decisions regarding school and hostel matters as they and their children directly get affected by the decisions. Parents' participation and knowledge about the proceedings of the meeting will certainly contribute to the richness of the decisions taken on various issues relating to schools and hostels.

Table 26

Formation and functioning of PTA in schools and hostels

	Formation		Functioning		Topics discussed
	Yes	No	No. of meetings held		
Schools	10	2	1-6	7-12	Education Health MDM Uniforms School building Development of school Sanitation Attendance of students
			6	4	
Hostels	12	3	1-6	7-12	
			3	2	

PTAs are found in majority of schools as well as hostels. There are 10 (83%) schools and 12 (80%) hostels where parents and teachers meet to discuss about various issues relating to schools and hostels. Discussions centre on education, health, mid-day- meal, uniform, school building, developments of schools, sanitation and attendance of students in schools and hostels. PTA meetings are held more frequently in schools compared to hostels. On an average in 6 (50%) schools and 3(20%) hostels, PTAs are held 1 to 6 times in a year, where as in 4 (33%) schools and 3 (20%) hostels, such meetings are held more frequently like 7 to 12 times annually. The developmental issues discussed in SMCs are also discussed in PTA meetings.

Table 27

Parents/ guardians visit to schools and hostels

Place of visit	No. of schools / hostels visited
	Yes
Schools	12
Hostels	15

It is heartening to observe that all parents of day scholars of 12(100%) schools and boarders of 15(100%) hostels visit the schools and hostels respectively to meet their children. The bond of attachment and concern for the education of their children make them keep coming to the educational institutions on a regular basis.

Table 28

Provisions for child protection committee, child helpline, problem redressal committee in schools

Provisions	Schools		Hostels	
	Yes	No	Yes	No
Child protection committee	3	9	5	10
Child helpline	8	4	10	5
Problem redressal committee	9	3	11	4

Only in 3 (25%) schools and 5 (33%) hostels child protection committees exist. However, the scenario for child helpline is definitely a shade better compared to child protection committee. In 8 (67%) of schools and 10 (66.66%) hostels child helpline is available. In many cases child helpline is not accessible because students do not have telephones/cell phones to call the helpline number. On the other hand, it is observed that problem redressal committees are largely available both in schools 9 (75%) and hostels 11 (73.33%).

There are 9 (75%) schools and 9 (60%) hostels which have problem redressal committees to probe into students' problems and find out possible solutions for mitigating them. On the whole, hostels are better equipped for the protection of boarders than the students in school with regard to child protection committee and provision of child helpline.

Table 29

Authorities involved in redressal of grievances in schools and hostels

Place	Student- teacher meeting	Teacher –headmaster meeting	Teacher-teacher meeting
Schools	5	5	2
Hostel s	5	5	5

In order to solve the various problems faced by the students of 5 (42%) schools and 5 (33%) hostels, student- teacher meeting is held very often. Teacher -headmaster meeting is held more frequently in 5 (42%) schools than in 5 (33%) hostels. Teacher- teacher meeting is convened very less like 2 (16%) schools to solve the problems of children in the schools but such practice is absent in hostels to mitigate problems of children staying in hostels.

Table 30

Suggestions by teachers for improving school and hostel management

Suggestions
Appointment of teachers well versed with the tribal language.
Need for appointment of five teachers in primary schools and three more teachers for M.E schools as per RTE norm.
Need for play ground and play materials.
A full time teacher as warden for the hostel.
Need for construction of sufficient number of classrooms, kitchens, bathrooms and latrines.
Adequate supply of drinking water and electricity.

Teachers have given a number of suggestions for improving the conditions of both schools and hostels in tribal areas. It includes appointment of teachers having knowledge of tribal language for accelerating communication and enhancing the academic performance of students. The need for more number of teachers, better infrastructural facilities, supply of drinking water, play ground and play materials etc. have also been highlighted by the teachers for enhancing quality education in tribal schools. They have also suggested for a full time warden for the better management of hostels. Teachers have suggested that both in primary and upper primary classes there is the requirement of additional number of teachers as the existing strength is inadequate as per RTE norms. According to RTE norms, in primary schools there should be one teachers for every 30 students. However the ratio between teachers and students will not exceed 1:40.

Table 31

Students of schools and hostels participating in different activities

Activities	No. of schools	No. of Hostels
Festivals	12	15
National day celebration	12	15
Gardening	9	14
Food preparation	-	2
Mess management	-	9
Campus cleaning	10	15
Solving problems/difficulties	6	12
Child protection committee	4	7
Monitoring the activities of classmates	-	14
Entertainment programme	-	14

Students of all 12 (100%) schools and 15 (100%) hostels participate whole heartedly in celebrating various festivals and observing national days. Thus, the participation is cent percent by both school students and boarders showing their interest and enthusiasm in cultural activities. It is followed by campus cleaning and gardening. Students of 10 (88%) schools and 15 (100%) hostels cleaning the school and hostel premises on a daily basis. In majority of tribal schools 9(75%) and 14 (93%) hostels both flower and kitchen gardens are maintained. Often vegetables from the gardens are cooked and served to the boarders in meals. Cooks are appointed for preparing food in the hostels and students mostly remain away from such activity. However, boarders from only 2 (13%) hostels are engaged in cooking. Moreover, inmates of 9 (60%) hostels participate in activities relating to hostel management. Students of 6 (50%) schools and 12 (80%) hostels help each other in solving their problems and overcoming difficulties. In as

many as 12 (80%) hostels, problems mostly centre around difficulties in understanding lessons, completion of home assignments, performance in examination, friendship, misunderstanding, in-group fighting, loneliness due to separation from parents and staying in the hostels etc. Boarders in 14 (93%) hostels are mostly engaged in monitoring the activities of their classmates and derive pleasure out of entertainment programmes like singing, dancing, enacting drama etc. They also sometimes participate in dance and music programmes specially based on their culture. This is one of the best sources of entertainment for them.

Table 32

Overall evaluation of various provisions in schools/hostels by Field Investigators

Provisions	Ratings					
	Very good	Good	Manageable	Bad	Very bad	Average rating
Food	1	8	2	1		3.75
Library	-	6	3	1	-	3.50
Accommodation	1	6	4	1	-	3.58
Health and sanitation	2	7	3	-	-	3.92
Games and sports	-	4	6	2	-	3.17
Participation in cultural activities	1	7	4	-	-	3.75
Complaint redressal cell	-	7	1	2	1	3.0
Child protection committee	-	3	3	1	2	2.08
Entertainment	2	6	2	1	-	3.82

Field investigators have made an evaluation of various provisions available in schools and hostels on a 5 point rating scale from 'Very Bad' to 'Very Good': scale values ranging from 1 to 5. A score value of 1 is assigned to 'Very Bad' response category, value of 2 to 'Bad' category of response, 3 to 'Manageable' category of response, 4 to 'Good' response category and 5 to

‘Very Good’ response category. The number of responses under each response category is multiplied by the scale value of respective categories. A total rating score is obtained by adding together on the calculated value of different response categories and then the total value was divided by 12 (no. of schools) to get an average rating regarding each of the provisions mentioned in the tables.

Observations and ratings made by field investigator have revealed that the facilities available in schools and hostels varied substantially. Rating was ‘Good’ relating to food in 8 (67%), library in 6 (50%), health and sanitation in 7(58%), participation in cultural activities in 7 (58%) and compliant redressal cell in 7 (58%) schools and hostels. On the other hand, provision regarding Child protection committee is rated as ‘Good’ in 3 (25%) cases of schools and hostels. There are few provisions like food 1 (8%) and complaint redressal cell 1 (8%) are rated as ‘Very good’ and ‘very bad’ respectively. Such poor ratings are given only in a very small percentage of cases. However, the overall picture of various provisions available in tribal schools and hostels appears to be moderately good. The average rating for different provisions are the following : 3.75 for food, 3.50 for library, 3.58 for accommodation, 3.92 for health and sanitation, 3.17 for games and sports, 3.75 for participation in cultural activities, 3.0 for compliant redressal cell and 3.82 for entertainment. Thus, the average rating for all these provisions are ‘Manageable’. However, the average rating for child protection committee is 2.08 which indicates that it is ‘Bad’. It is evident that the functioning of the child protection committee needs to be strengthened for safeguarding and protecting the life and dignity of children in schools and hostels in tribal areas.

Views of Teachers on Schools and Hostels

Teachers play a central role in educating the tribal children who are poverty stricken and perhaps unable to protect their rights.. It is the teachers who make them learn the basics of language, literacy, mathematics and sciences with sincerity, discipline and value of dedication and hard work. Teachers are heavily burdened with class work, school work, co-curricular and extra-curricular work. In addition to this, government often engages them in Census, election and other surveys. Such engagements are additional burdens on them. Moreover, paucity of teachers in schools often create problems for the teachers in discharging their duties to the best possible extent. It is acknowledged that teachers’ knowledge, attitude, and behaviours directly influence the students’ behavior and academic performance. They are the role models for students. As

most of the tribal parents are illiterate and often lack interest in the studies of their children, the teachers can only help them in understanding the values of education and showing them the path of success. Information provided by the teachers on various aspects of tribal education relating to schools, hostels, language as a medium of instruction, parental involvement etc are presented below to visualize the problems associated with tribal education and the possible remedies for future academic growth of this disadvantaged group of children.

Table-33

Number of Teachers and their Educational Qualification

Educational qualification				Training				Nature of service		
Class 10	+2	B.A/ B.Sc	M.A/ M.Sc	CT	B.Ed	M.Ed	No training	Regular	SS	GS
2	9	7	6	14	5	2	3	16	7	1

Educational qualification of teachers ranges from class X to Post Graduation. Out of 24 teachers, 2 teachers (8.33%) have passed class X, 9 teachers(37.5%) are +2 pass outs, 7 teachers(29.16%) are Graduates and 6 teachers(25%) have Post Graduation degrees. 21(87.5%) teachers are trained either with CT or B.Ed training and 3 (12.5%) have not gone through any formal training. More specifically 14 teachers (66.66%) have CT, 5(23.80%) have B.Ed and 2(9.52%) of them have M.Ed degrees. There are 16 Regular teachers (66.66%), 7 Siksha Sahayak (29.16%) and 1 Gana Sikshaka (4.16%). Their teaching experience varies from 1 to 31 years.

Table-34

No. of teachers by gender, religion, caste and tribe

Gender		Religion		Caste			ST category		
Male	Female	Non-Christian	Christian	ST	SC	Others	Soura	Bhumija	Others
14	10	19	5	6	1	17	4	1	1

Teachers are in the age group of 22 to 57 years. Both male and female teachers are engaged in teaching and their numbers are 14 (58.33%) and 10 (41.66%) respectively. Teachers are from non-Christian and Christian religious groups. There are 19 non-Christian (79.16%) and 5 (20.83%) Christian teachers. Regarding caste wise distribution, 6 teachers belong to ST (25%) category, 1 belongs to SC category (4.16%) and the rest 17(70.83%) are in other category. It is further observed that in ST category, 4 teachers are from Soura tribe (66.66%), 1 from Bhumija tribe (16.66%) and 1 from the other category (16.66%).

With regard to knowledge of teachers in different languages such as tribal languages, Odia which is the state and school language, and other languages as well as their efficiency in understanding, speaking, reading and writing; only 6 tribal teachers (25%) know their respective tribal languages and the remaining 18 non-tribal teachers (75%) have no knowledge of tribal language.. However, these teachers know other languages like English and Hindi besides Odia.

Table-35

No. of teachers teaching students in hostels after school hours and their adequacy

Teaching			Adequacy	
	Yes	No	Yes	No
Number of teachers	15	9	15	9

Majority of teachers i.e. 15(16.5%) report that they teach students before and after school hours and they are satisfied with number of teachers present in the schools. However, 9 teachers (37.5%) have reported about the inadequacy of teaching staff while imparting education to the children in these schools.

Table-36

Teachers Membership in SMC and other involvement in School Activities

Membership in SMC			Involvement in other activities (games, sports etc.)	
Response Categories	Yes	No	Yes	No
Number of teachers	5	19	22	2

Only 5 teachers (20.83%) are functioning as members of School Management Committee, and the rest 19 teachers (75%) are non-members. As member of SMC, these teachers look after the enrolment of students, look after their regular attendance of school, As per rules of composition of SMC, it consists of 12 to 16 members. The headmaster is the member-convener of SMC and one teacher from the school remains as a member of the SMC. Therefore, many teachers of the schools remain out of School Management Committee. Out of 24 teachers, majority of them . 22 (91.66%), are actively involved in different activities of the hostel like games and sports, gardening, cultural activities and celebration of National days besides teaching

Table-37

Teachers' opinion on SMC

Very good		Good	Manageable	Not good	Bad	Average Rating
No. of teachers	7	13	2	2	0	4.04

SMC is a planning and monitoring committee for the development of the schools. School Management Committees look after various developmental activities and prepares the blue print for all the work of the schools and hostels. Teachers differ in their opinions on the various meetings convened by School Management Committee. It is rated as "Extremely good" by 7 teachers (29.16%), "Good" by 13 of them (54.16%), "Average" by 2 teachers (8.33%), "Not good" by another 2 teachers (8.33%) and none of them has reported the function of SMC as

“Bad”. The average rating by teachers on the function of SMC is 4.04 which is slightly above ‘Good’.

So far as supervision and monitoring of SMC is concerned, most of the teachers, 22 (91.66%) report that the SMC is discharging its duties and responsibilities with commitment and only 2 (8.33%) teachers have expressed their dissatisfaction in the functioning of SMC.

Provision of Child Protection Committee in schools

Child Protection Committee looks after the rights of Children and also their security and protection. Only 7 teachers (30.43%) report that their schools have Child Protection Committee and a significant number of teachers i.e. 16 of them (69.56%) report about the nonexistence of such a committee. Every school should have a child protection committee but there are instances where child protection committee does not exist in some schools. Absence of such committee fail to register the problems of children regarding their safety and security. This also creates problems in helping out children mitigating their problems.

Provision of grievance cell for students and teachers

When students and teachers have problems, 12 (54.54%) teachers say that there is a separate room and provision for lodging complaints where as 10 teachers (45.45%) deny the existence of such facility. In schools there are complaint boxes where students can write their grievances on pieces of paper and drop them in the boxes. It is observed that students often lodge verbal complain before the teachers when they face difficult situations in school and hostels. Most of the times, the problems are dealt with by the headmasters. When teachers have problems, they lodge their complaints with the higher authorities like DWO, WEO, Gender Coordinator, etc. Teachers of KGBVs meet the Gender Coordinator and teachers of SSD schools meet the DWO and WEO for the redressal of their problem. On the other hand, teachers of SME schools lodge complaints with CRCC, BRCC, S.I. and request them to take necessary steps for redressal of their problems.

Table-38

Relationship between schools and community members

Very good		Good	Manageable	Not good	Bad	Average rating
No. Of teachers	7	10	5	1	0	4.0

On the whole, teachers express a positive view relating to the relationship existing between the schools and community members. A good number of teachers i.e. 7 of them (30.43%) find the relationship as “Very good”, 10 teachers (43.47%) opine that it is “Good”, 5 of them(21.73%) point it as “ Average / Moderately good” and only a single teacher (4.34%) points out at the relationship as “Not good”. None of the teachers reports the relationship as “Bad”. The average rating of teachers is 4.0 which indicates their relationship with school and community members is ‘Good’. This is a healthy trend. Understanding between schools and community is very much required for the development of school and education of the tribal children.

Boarders Perception of Hostel Conditions and Hostel Life

Boarders’ sample consisted of 111 tribal children (46 boys and 65 girls) belonging to classes III to VIII. They all are from 7 tribal communities, namely, Soura, Santhal, Bhumija, Bathudi, Lodha and Kolha. Most of the respondents (110) like to stay in the hostel excepting one who prefers to stay at home. In other words, 99.09% of students have a preference for hostel accommodation to continue with their studies. Some of the respondents did not answer to few items of the interview schedule and remained silent. However, on the basis of their responses data have been analyzed and discussed below;

Daily activities in the hostel

Children in hostels get up early in the morning around 4 am then they brush their teeth and complete other morning chores. They join the mass prayer at 5 am. Thereafter they clean the hostel premises and work in the garden. Boarders take care of the plants and trees, and water them regularly. These children are served breakfast at 6 am and they study in the morning for 2

hours from 7 am to 9 am. They take their lunch (rice meal) around 9.30 am and go to schools. Boarders come back from the school at 4 pm and play for an hour with their friends. At 5 O' clock in the afternoon, they have evening snacks and they study with their friends in the evening. Dinner is served at 9 pm and at 10 O' clock they go to bed. On Sundays, they clean their uniforms and work for longer hours in the garden.

Table-39

Response of boarders on use of bathrooms and other places of bath (N=111)

Provisions	Numbers
Taking bath in hostel bathrooms	65
Taking bath in nearby canals/rivers	46
Latrines in use	86
Clean latrines and bathrooms	65
Dirty bathrooms and latrines	6

Hostel bathrooms are used by 65 (58.55%) boarders where as 46 of them (41.14 %) go to nearby canal or river to take bath. Only 86 of them report regarding the availability of number of latrines and their use. However, there is wide variation on sanitation facilities across hostels. 39 (45.34%) respondents have mentioned that the number of latrines is from 1 to 5, 25 (29.06%) respondents report that the number varies from 6 to 10 and 22 of them (25.58%) mention that the number varies from 11 to 15. As far as cleanliness of bath rooms and latrines are concerned, 65 boarders (91.54%) report that these are well maintained in contrast to 6 boarders (8.45 %) who do not find them as neat and clean. It is observed that girls mostly use bathrooms and latrines attached to the hostels. Younger girls and many boys, go to fields and use nearby water sources for bath and other purposes. It is because of irregular supply of water in latrines and bathrooms.

Sources of drinking water

Drinking water facilities are available in the hostels. It is not always a single source rather there are multiple sources like tube well, filter water and sometimes boiled water. 100% boarders are provided drinking water from the tube well, 75 (68.18%) of them have access to filtered water and only 10 (9.09%) boarders report that they get boiled water to drink.

Table-40

Primary health care facilities in schools and hostels (N=111)

Facilities	Health check up		Frequency of health check up			Availability of first aid box		Treatment in case of serious illness	
	Yes	no	Once in a month	Once in one to three months	Once in a year	Yes	No	Hospital	Home
No. of respondents	94	-	94	-	-	103	-	104	5

Primary Health care facilities are available in hostels and 94 (85.45 %) boarders report that health check up is done once in a month. They further report that first aid box is available in the hostel premises. Only 6 boarders (5.50%) mention that they have no primary health care facilities in the hostel. Many boarders do not know about the first aid box being available in schools and hostels. When children in the hostels suffer from serious diseases or when their conditions deteriorate, most of them are admitted in the hospital as mentioned by 104 boarders (94.54%) and only 6 inmates (4.58%) report that they go back home for treatment and care.

Table-41

Admission procedure for schools and hostels (N=109)

Place of admission	Procedure of admission			
	Lottery	First come first served basis	Entrance examination	others
Schools	5	51	38	15
Hostels	20	31	48	10

There is no fixed procedure for admission into the schools and hostels. Students report different procedures that are adopted when they take admission. However, the methods of admission differ from school to school. The same trend is also evident in case of hostels. Teachers' responses also varies because of different practices that are adopted across schools and hostels. In fact, for schools first come first served basis is the most frequently used method of admission as reported by 51 (46.78%) respondents. 38(34.86%) report that it is done through entrance test, 5(4.58%) mentioned that it is through lottery and 15 (13.76 %) of them reveal that there are some other methods for admission. On the other hand, for admission into hostels only 31 (28.44%) responded that first come first served as a method of admission. A larger number of boarders i.e. 48 (44.03%) of them report that hostel admission is based on entrance test, 20 (18.34%) report that it is through lottery and the rest 10 (9.17%) mention that it is done through other methods.

Table-42

Frequency of parents meeting with boarders (N=109)

	Meeting parents		Frequency of meeting		
	Yes	No	Weekly	Monthly	quarterly
No. of respondents	109	-	54	48	5

All the respondents reported that they meet their family members at frequent intervals; Out of them 54(49.54%) get to see them once in a week, 48(48.03%) meet them once in a month and 5(4.58%) of the boarders meet their family members once in three months. However, 2 (1.80) did not respond to the questions.

Table-43

Frequency of meeting of family members with teachers (N=78)

	Discussion		Frequency		
	Yes	No	Weekly	Monthly	Quarterly
No. of respondents	67	11	27	35	11

Family members usually have discussions with teachers and this is reported by 67 (85.89%) boarders and only 11 (14.10%) of them said that their family members do not meet and discuss with their teachers. 27 (36.98%) inmates report that such meeting takes place once in a week, 35(47.94%) say it is once in a month and the rest 11 (15.06%) reveal that it takes place once in three months. Thus, it seems that family members of the boarders keep in touch with the teachers and hostels, as would be expected primarily for the well-being of their wards in the hostels.

Table-44

Preparation of lessons after school hours (N=109)

	In the presence of teachers	Without teachers	Alone	With others
No. of respondents	37	4	48	20

After returning from the schools, boarders engage in some study and work on school assignments. Most of the boarders, i.e. 48 of them (44.44%) study on their own, 37 (34.25%) study in the presence of the teachers, 4 (3.70%) study in the absence of the teachers and the other 20 (18.51%) study with other boarders in a group. Sometimes, teachers are present in student

studies after the regular school hours. In fact, schools assign teachers such responsibility for helping the boarders in their after class-work. However, it seems, the presence of teachers is not a regular feature of hostel life and experience of the tribal boarders. At the same time, it is a positive indication that quite a few of the boarders prefer to study in groups.

Table-45

Provision of electricity in hostels and alternative sources (N=108)

			Alternative sources				
	Yes	No	Solar	Lantern/ Lamp	Candles	Generator	others
No. of respondents	108	-	46	42	15	8	-

All hostels have electricity. When there is disruption in the supply of electricity, boarders are supplied with alternative sources of light which include solar light, kerosene, lantern, lamps, candles and generators. This is reported by 108 (97.29%) boarders. When there is no electricity, boarders are supplied with alternative sources of light. Solar lamp is used by 46(41.44%) boarders, 42 (37.83%) of them use kerosene lanterns or lamps, 15 (13.51%) use candles and only 8(7.20%) have access to generators.

Table-46

Security arrangements in hostel (N=111)

	Security guard		Boundary		Hostel being locked	
	Yes	No	Yes	No	Yes	No
No. of respondents	41	70	96	15	102	8

Security provisions in hostels are not up to the mark. 70 (63.03%) respondents report that hostels do not have security guards where as 41 (36.93%) report that they have security guards. Majority of hostels have boundary walls but many of them are in broken condition and are of

low heights as reported by 96(86.48%) boarders. 15 (13.51%) of them reveal that hostels in which they live do not have boundary walls. It has been pointed out by 102 (92.72%) boarders that their hostel gates are locked in the evening after 6 pm for safety and security of the inmates.. However, 8 (7.27%) respondents have reported that there is no provision for locking up hostel gates. On the whole, there is better security arrangement for girls' hostels compared to boys' hostels.

Table-47

Language used by teachers and other workers with boarders while communicating (N=111)

	Mother tongue	Odia	Other languages
No. of respondents	-	105	6

It is found that the teachers and other workers in the hostel talk to the boarders in Odia language. This is reported by 105 (94. 59%) boarders. None of them use tribal language for communicating with the residents of the hostels. However, 6 (5.4%) respondents have reported that some of the teachers use languages like Telugu and Hindi while interacting with the boarders.

Table-48

Monitoring the hostel study of boarders (N=105)

	Monitoring available		Officials involved in monitoring		
	Yes	No	Class teachers	Teachers from outside	others
No. of respondents	85	20	60	15	10

A large number of boarders' like 85 (80.95%) are helped by class teachers in learning different subjects. In fact, 60 (57.14%) boarders report that class teachers help and monitor their study activities, 15 (14.28%) report that outside teachers help them in this regard and 10 (9.52%) of them reveal that they get assistance from other persons. However, 20 (19.04%) boarders report

that nobody helps them in their studies. Thus, boarders are mostly helped by the class teacher in studying and completing their home assignments.

Table-49

Provision for coaching facilities and resource persons (N=110)

	Coaching facilities		Resource persons			
	Yes	No	Regular teachers	Tutors (appointed by the school)	Tutors from outside	others
No. of respondent	71	39	41	40	-	10

There is provision for coaching classes for these boarders in hostels and 71 (64.54%) boarders have revealed this. On the contrary, 39 (35.45%) boarders have reported non-availability of such provisions. Both the regular teachers of the schools and tutors arranged by the school teach these children. Responses given by 41 (45.05%) boarders indicate that teachers of their school provide coaching, where as 40 (43.95%) boarders mentioned that teachers from outside are engaged in this task. Other resource persons include part time teachers as well as educated community members and they sometimes help the tribal children in hostels in teaching and learning.

Table-50

No. of teachers looking after hostel matters (N=110)

	One teacher	More than one teacher
No. of respondents	25	85

With regard to hostel management, 25 (22.72%) boarders report that a single teacher is assigned hostel duty whereas 85 (77.27%) boarders reveal that more than one teacher look after the hostel matters. Headmaster of the school assigns different duties to a group of teachers including the warden to carry out different activities in the hostels like buying grocery, vegetables and taking

boarders to hospitals for medical care. This is indeed a good arrangement as it becomes burdensome on the part of a single teacher to shoulder so many responsibilities.

Table-51

Accommodation for hostel superintendents and frequency of hostel visits (N=110)

No. of respondents	Within hostel premises	Outside the hostel	Frequency of hostel visit	
	86	24	Daily	weekly
			110	-

As has been reported by 86 (78.18%) boarders, majority of hostel superintendents stay in the hostel with the children. On the other hand, 24 (21.81%) respondents say that the hostel superintendents stay outside the hostel campus. Majority of the boarders i.e. 110 (99.09%) report that the hostel superintendents visit and monitor the hostel activities on a daily basis.

Gender--wise distribution of hostel superintendents

There were 15 hostels, 6 boys' hostels and 9 girls' hostels. In girls hostel only lady teachers are appointed as hostel superintendents and in 6 boys hostels there are both male as well as lady hostel superintendents. In fact, 4 boys' hostels have 4 male superintendents and in the other 2 boys hostels there are 2 lady superintendents. It is a good practice that lady superintendents are in charge of girls hostels which minimizes the interference of other male teacher in the affairs of girls' hostels.

Table52

Languages used by hostel superintendents for communication with boarders (N=110)

	Mother tongue	Odia
No. of respondents	-	110

Both male and female hostel superintendents talk to the boarders in Odia language. This is reported by 100% boarders. None of the teachers talks in the mother tongue of the children i.e. in tribal language.

Table-53

Preparation, distribution and sufficiency of food (N-110)

	Gender of cooks			No. of meals			Sufficiency of food	
	Male	Female	Both	Twice	Thrice	Four times	Yes	No
No. of respondents	34	15	61	-	54	60	109	1

There are both male and female cooks in the hostel. Some hostels engage male cooks, some other female cooks and there are hostels where both male and female cooks prepare food for the boarders. In fact, 61(55.45%) respondents report about both male and female cooks, 34 (30.90%) mention about only male cooks and 15 (13.63%) point out the presence of only female cooks.

Regarding the number of meals that are served to the boarders, it is observed that children get 3 to 4 meals per day. 60 (54.54%) respondents mention about 4 meals a day where as 54 (49.09%) of them report about 3 meals on a daily basis. It is always more than 2 meals in a day for all the boarders of all hostels. Regarding the adequacy of food, all 109 (99.09%) respondents agreed that the amount of food given to them is sufficient. Only 1 (0.9%) of them is not satisfied with the amount of food given in the hostel.

Table-54

Boarders reporting difficulties faced in the hostel (N=94)

	Difficulties reported	
	Yes	No
No. of respondents	89	5

When boarders face difficulties in the hostels, 89 (94.68%) of them report the matter and only 5 (5.31%) refrain from reporting. Difficulties of boarders include in-group fighting, bullying among them, illness, personal requirements like soaps, oil, snacks, etc. Fighting and bullying among the boarders is not quite frequent and it is of mild nature.

Table-55

Authorities reported about problems (N=110)

	Male teachers	Female teachers	Headmasters	Hostel superintendents	Guardians	Others
No. of respondents	15	5	15	51	-	24

Boarders intimate their difficulties to teachers and also tell their problems to others. Maximum of them 51 (46.36%) report the matter to the hostel superintendents, followed by male teachers 15 (13.63%), headmasters 15 (13.63%), and female teachers 5 (4.54%). 24 (21.81%) of them present their problems to others like friends, parents, senior students and SMC members.

Table-56

Reporting about teachers' objectionable behaviour by boarders (N=95)

	Headmaster	Administrative officials	Guardians	Others
No. of respondents	81	-	5	9

When boarders do not like any of the behaviours of a teacher i.e. regarding objectionable behaviours, 81 (85.26%) of them indicate that they complain regarding this to the Headmaster followed by guardian 5 (5.26%) and others 9 (9.47%). None of the boarders complains before

administrative authority. Objectionable behavior usually includes physical punishment and verbal abuses.

Table-57

Lodging complaints about teachers' objectionable behaviour by boarders and their friends
(N=111)

	Lodging complaint		Nature of complaints		
	Yes	No	Verbal	Written	both
No. of respondents	58	53	53	-	-

In connection with lodging complaints by the boarders or their friends, 53 (47.74%) respondents report that they do lodge complaints and they have mostly lodged verbal complaints. However, 58 (52.25%) boarders have never lodged any complaint regarding the unacceptable behaviours of their teachers. None of the boarders has lodged complaint in writing.

Complaints lodged for problems relating to food and hostel superintendents

Boarders lodge complaint before the head master when they have something against any teacher, food or against the superintendents.

Table-58

Availability, use and outcome of helpline (N=110)

	Availability		Use		Outcome	
	Yes	No	Yes	No	Steps taken	Not taken
No. of respondents	80	30	25	65	15	30

Helpline is available in most of the hostels. 80(72.72%) boarders report about the availability of helpline facility in the hostels in contrast to 30 (27.27%) respondents who report about the non-availability of such system in hostels. Moreover, regarding its use, only 25 (27.77%) respondents have used it and a great majority of the boarders, 65 (72.22%) of them have never

used or availed of the services provided by it. Boarders have expressed their views regarding the effectiveness of helpline. Only 15 (33.33%) respondents report that steps have been taken up to mitigate their problems but 30 (66.66%) respondents report that no steps have been taken for the redressal of their problems.

Table-59

Boarders' perceptions of behaviour of hostel superintendents (N=111)

	Extremely good	Good	Manageable	Not good	Not good at all	Average rating
No. of respondents	56	45	10	-	-	4.41

Responses of the boarders vary considerably regarding their perception or views of the hostel superintendents. 56 (50.45 %) of the boarders perceive them as 'Extremely good', 45 (40.54%) find them 'Good' and 10 (9%) as 'Average'. None of the respondents viewed the superintendent as 'Not good' or 'Not at all good'. The average rating is 4.41 indicating that on the average boarders perceive the behavior of hostel superintendent as good.

Table-60

Provision and type of punishment for committing mistakes (N=111)

	Punishment		Types of punishment				
	Yes	No	Verbal Reprimand	Physical punishment	Food deprivation	Insult	Begging apology
No. of respondents	92	19	68	19	-	2	19

Most of the boarders 92 (82.88%) reported that they are punished for committing mistakes. However, only 19 (17.11%) of them state that they do not get any punishment even if they commit mistakes. Teachers punish students by adopting different methods. Some boarders

reported multiple methods of punishment. Majority of boarders 68 (62.96%) are reprimanded verbally. 19 (13.59%) boarders reported some physical punishment and 19 (13.59%) reported that they are asked to apologize. Only 2 (1.85%) report feeling insulted by the teachers. No one has reported about punishment by depriving them of food and water.

Table-61

Discrimination on the basis of caste in schools and hostels (N=108)

	Discriminatory practices	
	Yes	No
No. of respondents	1	107

So far as the practices like speaking ill of others and discrimination on the basis of caste are concerned, almost all the participants 107 (99.07%) report that such practices are not in existence, neither in schools nor in hostels. Only 1 (0.92%) boarder reveals the existence of such discriminatory practices. This is an encouraging finding as casteism is not in practice among the boarders in hostels. Children feel confident and motivated when teachers and friends accept them and they are not stigmatized as belonging to a low caste/tribe.

Table -62

Problems associated with hostel life

Nature of problems	No. of responses		N
	Yes	No	
Feeling bad about behaviour of teachers	2	107	109
Fear for staying alone	33	65	98
Threat of security and loss of dignity	5	104	109
Expressing the problems before others	15	86	101

With regard to life in hostel and problems associated with it, 107 (98.16%) boarders report that they do not find anything wrong with the behaviours of teachers and other workers. Only 2 (1.86%) of boarders do not like their dealings. 65 (66.32%) of the residents do not feel afraid to stay alone in the hostel but 33 (33.67%) express their fear in staying alone. Likewise majority of the boarders 104 (95.41%) have never felt any kind of threat to their security and degradation in dignity, where as only a few 5 (4.58%) have felt so. When they are negative incidences or experiences, 86 (85.14%) of them report that they do not express before others regarding such matters. However, only 15 (14.85%) respondents reveal that they report regarding these matters. On the whole, children in hostels have a free and joyous life excepting some amount of fear for staying alone. This is perhaps because of early separation from parents which creates a feeling of insecurity in them.

Table-63

Facilities for indoor and outdoor games in hostels (N=110)

	Indoor games	Outdoor games
No. of respondents	45	101

Boarders play different games for pleasure and physical fitness. There are provisions to play outdoor as well as indoor games. A large number of boarders i.e. 101 (91.81%) report about outdoor games, where as 45 (40.90%) boarders mention about provisions for indoor games. Outdoor games like cricket, football, kabadi, etc are played in groups with friends and this is also encouraged by the teachers and hostel superintendents for maintaining good physical health. Indoor games include ludo, carom, chess, skipping, etc.

Table-64

Timing for play and exercise (N=110)

	Timing			
	Morning	Evening	Both the times	No such activities
No. of respondents	44	41	55	-

Boarders play in morning and evening. So far as timing for play is concerned, 44 (40%) boarders report about playing in the morning, 41 (37.27%) boarders report that they play in the evening and the rest 55(50%) boarders mention that they play both in the morning and evening hours.

Table-65

Library facilities in the hostel

Facilities	Reponses	
	Yes	No
Availability of books other than text books	83	27
Reading other books	78	32
Encouragement for reading other books	73	37
Reading newspapers	87	23

Information regarding hostel library was collected from the boarders. Majority of boarders 83 (75.45%) report that besides text books other books are also available in hostel libraries. But 27 (24.54%) boarders mention that their libraries have only text books. 78 (70.90%) of boarders issue books other than text books from the library and read them. However, 32 (29.09%) boarders do not do this. Similarly 73 (66.36%) respondents report that in the hostels boarders are encouraged not to focus only on text books but to read different types of books. On the other hand, 37(33.63%) boarders deny the existence of such practice in the hostels. 87 (79.09%) boarders go through newspapers.

Group Discussion and Debate

Group discussion and debate are co-curricular activities practiced in hostels. 93 (84.54%) boarders report that they debate and discuss among themselves on different relevant topics, but 17 (15.45%) boarders have mentioned that they do not have such activities in the hostels. Activities like debate and group discussion help in the development of communication skills and confidence among the boarders.

Table-66

Celebration of cultural activities festivals and type of activities (N=100)

	Cultural festivals held		Types of activities				
	Yes	No	From own culture	From mythological play	Modern play	Cinema	others
No. of respondents	81	19	51	10	30	20	35

Cultural activities are an integral part of hostel life. 81 (81%) boarders report that such activities are held in their hostels where as 19 (19%) of them deny the celebration of cultural functions. It is heartening to note that a large number of boarders i.e. 51 (62.96%) feel that such activities are based on their cultural moorings, a reflection of cultural milieu. 30 (37.03%) boarders report that modern dramas are staged, 20 (24.69%) boarders report about cinemas are screened and 10 (12.34%) boarders mention that mythological plays are enacted. 35 (43.20%) respondents report that other kinds of entertainment programmes are also held during cultural festivals.

Table-67

Training and rehearsal for cultural programmes (N =110)

No. of respondents	Training imparted by			
	Self	Friends	School teachers	Others
	31	51	20	36

Boarders are helped during training and rehearsal for the stage show by friends, teachers and others. 31 respondents (28.18%) report that they take initiatives on their own to showcase their talent. In fact, 51 (46.36%) respondents have mentioned that friends play a major role in the preparation and final performance of different items in the cultural programmes. It is reported by 20 (18.18%) boarders that teachers help them in learning different art forms for the programme. 36 (32.72%) boarders report that professionals from outside also help them in learning and performing different roles for the cultural festival. Many of the respondents are involved in more than one cultural programmes. Therefore, they are being trained by different groups of people.

Table-68

Boarders' contribution to hostel management (N=110)

No. of respondents	Nature of work				
	Cleaning of hostel and school	Celebration of festivals	Gardening	Cooking	Hostel management
	109	94	105	50	61

Boarders participate in different activities of the hostels. Most of them take part in multiple tasks. 109 (99.09%) boarders are engaged in cleaning the premises of schools and hostels. This is followed by gardening and 105 (95.45%) boarders work in the garden. In addition to this, 94 (85.45%) of them work for the arrangement and celebration of different festivals. In preparation of food, 50(45.25%) boarders extend a helping hand to the cooks and other working in the

kitchen. Apart from this, boarders also help in overall management of hostels and 61 (55.45%) boarders report about their involvement in hostel management. Thus, boarders take part in multifarious activities of the hostels.

Experiences of hostel life

Boarders have described their feelings regarding hostel life before the field investigator. Their experiences are mentioned below:

Initially when children stay in the hostels, they become afraid of the new place, teachers and other workers in the hostels. But with the passage of time and with love, care and affection of the teachers, they begin to adjust with the hostel life. They make new friends, play with them and begin to enjoy hostel life. They express that getting food in time free of cost is a privilege. They are extremely happy that they are provided with uniforms, blankets, rugs, soaps and body oil which are otherwise not easily available.. They do understand that their parents are too poor and are not in opposition to fulfill all their necessities.. They seem to appreciate their teachers who help them with their lessons and teach them the basic manners. All of them enjoy hostel life and prefer to stay in hostels.

Response analysis of Community members

In the present study, parents of the boarders, educated members as well as those interested in the education of tribal children constituted the community sample. Altogether 96 parents participated in this study. Their responses are collected through an interview schedule on various aspects of tribal education including schools and hostels. Some of them did not respond to certain items of the schedule. Demographic profile of the parents and analysis of their responses are given below:

Table-69
Demographic profile of parents

	Religion		Tribe
	Non-Christians	Christian	Soura, Kolha, Santhal
No. of participants	59	37	

Tribal parents were Christians and non-Christians. 59 (61.45%) parents are non-Christians and 37 (38.54%) belong to Christianity. They are mostly from three tribes namely, Soura, Kolha and Santhal.

Annual income of family

Parents income per annum ranges from less than Rs.10,000/ to more than Rs. 30,000/-. In fact, 29 (30.20%) respondents belong to less than Rs.10,000/ category, 47 (%) fall in the category of Rs.10,000/ to Rs. 20,000/, 10 (10.41%) of them belong to Rs. 20,000/ to Rs. 30,000/ income group and 8 (8.33%%) are in more than Rs. 30,000/ category. Thus, maximum of number of parents have an annual income of Rs.10,000/ to Rs. 20,000/.

Family type

There are both nuclear and joint families in tribal community but nuclear families are more in number. 93(96.87%) community members stay in nuclear families and 3 (3.12%) reside in joint families. In nuclear families husband, wife and children stay together under one roof. On the other hand in joint families, parents, grandparents, grandchildren, paternal uncles and aunts live together and have a common kitchen. Food is cooked in one place and all the family members eat together.

There are 103 children in the age group of 6 to 14 years and a total number of 101 (98.04%) of these children are going to schools. Moreover, 96 (95.05%) parents report that their children stay in the hostels and attend classes regularly in the schools.

Table-70

Children's liking for hostel (N=96)

	Very much like	Like	Manageable	Not like	Not at all like	Average Rating
No. of students	22	71	2	1	0	4.18

With regard to students' liking for hostels, 71 (73.95%) parents report that their children 'Like' to stay in the hostel, 22 (23.95%) parents mention that their children 'Very much like' to stay in the hostel, 2 (2.08%) parents mention that their children find it 'Manageable', and only 1(1.04%) parent reports that children 'Do not like' to stay in a hostel. Nobody reports that their children 'Do not like at all' to stay in a hostel. Average rating is 4.18 which indicates that children like to stay in hostels.

There are various reasons for which children like to stay in the hostel. The reasons given by the parents are:

Children get food regularly.

They enjoy staying with other children.

They get a chance to talk in Odia with others.

They sing and dance together/ there is scope for fun and merrymaking.

They get benefits from the government.

Table-71

Free supply of materials in the schools and hostels (N=96)

	Books	Teaching aids	Uniforms	Merit scholarship	Stipend	Bedding	others
Schools	8	-	63	2	32	-	-
Hostels	88	55	32	-	64	95	-

Regarding free supply of different materials to students and boarders in schools and hostels respectively, 65 (65.62%) parents report that their children get free uniforms in schools where as only 32 (33.33%) parents acknowledge that their children staying in hostels get this benefit. Similarly 32 (33.33%) respondents mention that their children get stipend in schools but comparatively more number of parents 64 (66.66%) report that their children who are staying in the hostels get stipend. So far as merit scholarship is concerned, only 2 (2.08%) parents report

that their children in schools get it. Only 8 (8.33%) parents have mentioned that books are freely distributed to the school students where as 88 (91.66%) respondents report that boarders get books free of cost. According to 55 (57.29%) parents, boarders receive educational aids and a large number of parents 95 (98.95%) have mentioned about free supply of beddings to the boarders too.

Table-72

Money spent by parents annually on books and other educational aids (N=96)

	Less than Rs 500	Rs 500 to Rs 1000	Rs 1000 and above
No. of respondents	54	28	10

Even if students are provided with books and other materials free of cost, still parents spend some amount of money on them for their education. The range of expenditure is from less than Rs. 500/ to a little above Rs.1000/ per annum. 54 (59.34%) parents mentioned that they spend less than Rs. 500/, 28(30.76%) mention the amount as Rs. 500/ to Rs. 1000/, and 10 (10.98%) of them spend more than Rs. 1000/ per annum on their children for buying educational aids.

Table-73

Parental Perception of hostel facilities

Facilities	Very good	Good	Manageable	Bad	Very bad	N	Average rating
Hostel building	16	58	14	-	-	88	3.90
Hostel activities	56	20	2	-	-	78	4.69
Hostel room	13	55	12	-	-	80	4.01
Drinking water	3	60	19	5	-	81	3.47
Cleanliness and Sanitation	14	57	19	5	-	95	3.84
Food	15	62	9	2	-	88	3.97
Accommodation	17	67	4	-	-	88	4.03
Behaviour of hostel superintendents	14	66	9	-	-	89	4.05
Behaviour of teachers in the hostel premises	25	54	11	-	-	90	4.15
Behaviour of peon/cook/security guard	18	63	3	-	-	84	4.17

Parents' views are taken on various facilities that are available in hostels. Regarding hostel buildings, 16 (18.18%) parents have reported that it is 'Very Good', 58 (65.90%) mention it is 'Good' and 14 (15.90%) perceive it as 'Manageable'. The average rating is 3.90 which indicates that the hostel buildings are in a 'Manageable' conditions. Hostel activities are considered as 'Very Good' by 56 (63.63%) parents, 'Good' by 20 (22.72%) parents, 'Manageable' by only 2 (2.27%) of them. The average rating is 4.69 which shows that the various activities that go on in hostels are really 'Good'. With regard to room facilities in the hostels, 13 (16.25%) parents

report that it is 'Very Good', 55 (68.75%) parents rate it as 'Good' and 12 (15%) parents report it as 'Manageable'. The average rating is 4.01 which indicates that the hostel rooms are 'Good' for accommodating boarders. Regarding drinking water facilities, majority of the parents 60 (68.95%) opine that it is 'Good', 19 (21.83%) parents report it as 'Manageable', 3 (3.44%) perceive it as 'Very Good', and only 5 (5.74%) parents report it as 'Bad'. The average rating is 3.47 which indicates that drinking water facility is 'Manageable' in hostels.

On cleanliness and sanitation, 14 (14.73%) parents report that it is 'Very Good', 57 (60%) rate it as 'Good', 19(20%) parents find it as 'Manageable' and 5 (5.26%) report the condition as 'Bad'. The average rating is 3.84 which indicates that sanitary provision in hostels is 'Manageable'. So far as parents' perception food is concern, 15 (17.04%) parents report that it is 'Very good'. Majority 62 parents (70.45%) find it as 'Good', 9 (10.22%) perceived it as 'Manageable' and 2 (2.27%) parents report that food in hostel as 'Bad'. Average rating on food 3.97 which indicates that the food served to the students is 'Manageable' in nature. Regarding accommodation, 17 (19.31%) parents feel that it is 'Very good', 67(76.13%) find it as 'Good' and 4 (4.54%) parents find it as 'Manageable'. Average rating is 4.03 which indicates that the accommodation facilities in hostels is 'Good'. Parents' perception of behaviour and dealings of the hostel superintendents shows wide variations. Although 14 (15.73%) parents find it as 'Very good', majority of them 66 (74.15%) report it to be 'Good' and 9 (88.76%) of them report it as 'Manageable'. Average rating is 4.05 which shows indicates that the behavior of hostel superintendent is 'Good' towards the boarders.

Parents differ in their reporting on behaviours of teachers staying within the hostel premises. 25 (27.47%) parents find the behavior of teachers as 'Very good', 54 (59.34%) report it as 'Good', and 11(12.08%) view it as 'Manageable'. Average rating is 4.15 which reveals that the behavior of teachers towards the boarders in the hostel premises is 'Good'. Behaviour of peons, cook and security guard is perceived as 'Very good' by 18(21.42%) parents, 'Good' by 63 (75%) and 'Manageable by 3 (3.57%) parents. Average rating is 4.17 which indicates the behavior of service providers in hostels is 'Good'. An analysis of responses given by parents regarding most of the facilities available in the hostels reveals that they are 'Good'.

Knowledge of and membership in Hostel Management Committee

Results reveals that 32 (35.55%) parents have information regarding hostel management committee and rest 58 (64.44%) are ignorant about it. 24 (42.85%) of them are members of hostel management committee where as 32 (57.14%) parents do not have membership. Regarding parents' participation in meetings organized by the hostels, 34(57.62%) parents report that they have attended but 25(42.37%) of them have not done so. The Headmaster cum Convener of School Management Committee usually calls for meetings thrice in a year, at the beginning of the session, mid of the session and at the end of the academic session. Meetings are attended by the parents who are members of the committee as well as those who are non-members of the committee. The various provided and difficulties encountered in the hostels are discussed in Hostel Management Committees.

Table-74

Subject matters discussed in the meetings (N=96)

	Education	Health	Food	Relationship among children	Teacher student relationship	Other matters
No. of responses	49	46	37	35	34	41

Parents report that various issues are discussed in these meetings like, education, health, food, relationship among children, relationship between teacher and children, and some other topics. According to 49 (51.04%) parents these discussions centre around matters of education, 46 (47.91%) mention about health, 37 (38.54%) point at food, 35 (36.45%) report about relationship among children, and 34 (35.41%) of them report about discussions on teacher and students relationship. On the other hand, 41 (42.70%) respondents have indicated that other matters like discipline, punctuality, study habits, hard works etc. are also discussed in the hostel meetings.

Table-75

Children’s interest in coming back home (N=95)

	No interest at all	No interest	Sometimes shows interest	Shows interest	Always shows interest	Average rating
No. of responses	15	19	44	16	1	3.3

Parents differ in their views on children’s interest in coming back home. In this context 15 (15.78%) parents report that their children ‘Do not show interest at all’, 19 (20%) parents mention that children ‘Do not show interest’, 44 (46.31%) parents report that their children ‘Sometimes show interest’, 16 (16.84%) parents indicate that children ‘Show interest’ and only 1 (1.05%) parent which reveals that children ‘Always show interest’ to come back home. The average rating is 3.3 which indicates that sometimes boarders show interest in going back home from the hostel.

Table-76

Children’s interest in household work

	Yes	No
No. of responses	59	36

When children visit their homes, 59 (62.10%) parents report that their children like to do household work where as 36 (37.89%) parents report that children do not like to get engaged in such activities. Children go to paddy fields and help their parents in agricultural activities, collecting firewood, forest produce, cattle grazing, etc. Girls also help in agricultural activities, collect forest produce, fetch water for cooking, prepare food, sweep the house and look after the younger siblings. On the whole, it is evident that children enjoy doing household activities when they come home during vacations.

Table-77

Students' participation in cultural function in hostels (N=95)

Celebration of functions	Yes	No
No. of participants	63	32

63 (66.31%) parents have reported that their children participate in cultural activities held in the hostels. On the other hand 32 (33.68%) parents report that their children do not take part in such cultural activities and remain away from such functions of the hostels. In general, students enjoy cultural functions and many of them are involved in more than one programme such as drama, dance, songs, etc.

Table-78

Different types of cultural activities held in hostels (N=96)

	Dance	Song	Drama	Others
No. of respondents	56	55	10	8

Many boarders participate in cultural activities of the hostels. 56 (58.33%) parents have mention that children perform dance, 55 (57.29%) report about singing, 10 (10.41%) report regarding participation in drama, and 8 (8.33%) parents mention about other types of activities in which their children take part.

Boarders in their response have also mentioned their active participations in cultural programmes staged by the hostels. Frequency of their responses are higher than the parents regarding their participation and cultural activities as they are directly involved in the programmes. Parents gather knowledge regarding this only through their children. Thus boarders' responses provide a more objective information than their parents.

Table-79

Parents visit to hostels and frequency of visits (N=94)

	Frequency of visit						
	Yes	No	Occasionally	Once in a month	Once in a fortnight	Once in a week	Twice in a week
No. of parents visiting hostels	89	5	26	30	14	18	2

A significantly large number of 89(94.68%) parents visit their children in the hostels. Only 5 (5.31%) parents have mentioned that they do not make such visits. Frequency of parental visits

to hostels also varies from ‘At times’ to ‘Twice a week’. 26 (29.21%) parents visit ‘At times’, 30(31.91%) visit ‘once in a month’, 14 (14.89%) parents visit ‘Once in a fortnight’, 18 (19.14%) report visiting ‘ Once a week’ and 2(2.12%) parents report that they visit hostel ‘Twice a week’ to meet their children.

Parents often have discussion with their children about the type of life they lead in hostels. 86 (91.48%) parents report that they are engage in such discussions and children describe in detail how they spend time and lead life in hostels. However, only 4 (4.25%) parents mention that they do not get into such discussion with their children.

Table 80

Reported feedback from children about their hostel (N=96)

Facilities	Very good	Good	Manageable	Bad	Very bad	Average rating
Accommodation	18	67	10	1	-	4.04
Food	15	61	3	-	-	4.15
Behaviour of senior students	15	61	11	-	-	4.04
Behaviour of teachers	26	54	7	-	-	4.33
Overall impression	18	60	8	-	-	4.11

Parents get feedbacks from their children on different aspects of the life they lead in the hostels. With regard to accommodation, 18 (18.75%) parents have mentioned that it is ‘Very Good’. 69.79 % of them reported that it is ‘Good’, 10 (10.41%) parents have given a rating as ‘ Manageable’ and only 1 (1.04%) has mentioned it as ‘Bad’. The average rating is 4.04 which indicates that on the whole the accommodation of boarders in the hostels is ‘Good’.

With regard to food, 15 (15.62%) parents have reported that food served in the hostels is ‘Very Good’. On the other hand 61 (63.54%) have rated it as ‘Good’ and 3 (3.13%) parents have rated food served in hostel as ‘Manageable’. The average rating is 3.41 which indicates that the food available in the hostel is ‘Manageable’ in nature. Likewise, there are varied responses too regarding the relationship with senior batch students. 15(17.24%) parents report the relationship as ‘Very Good’, 61(70.11%) find it ‘Good’, and 11 (12.64%) mention it as ‘Manageable’. The average rating is 3.66 indicating that the behavior of students in the hostels is close to Good.

Parents rating of teachers’ behaviour reveals that 26 (29.88%) of them find it as ‘Very Good’, 54(62.06%) rate it as ‘Good’ and 7 (8.04%) parents report it as ‘Manageable’. The average rating is 3.92 which indicates that the behavior of teachers with the students is ‘Manageable’. On the whole, teachers’ behaviour is rated by 18(18.20%) parents as ‘Very Good’, 60(69.76%) as ‘Good’, and 8(9.30%) as ‘Manageable’. Average rating is 3.68 which shows that parents on the basis of their children feedback have a nearly good impression regarding the different aspects of hostel life.

Table-81

Reported complaints from Wards about hostels (N =95)

	Yes	No
No. of respondents	16	79

79(83.16%) parents report that their children do not complain before them about the mismanagement in hostels. Only 16 (16.84%) parents mention that their children do complain regarding the mismanagement and children speak it out before the Chairman of School Management Committee.

Table-82

Parents' complaints regarding hostel

	Complaint lodged with			
	Teachers	Headmasters	Hostel superintendents	Others
No. of respondents	13	26	22	-

Parents do lodge complaints against the facilities provided by the hostel. 13(21.31%) parents complain before the teachers, 26 (42.62 %) parents complain before the Headmasters, and 22 (36.06%) do so before the hostel superintendents.

Table-83

Parents' knowledge about child protection committee and redressal systems in schools and hostels (N =96)

	Yes	No
No. of respondents	33	63

Not all of the parents have knowledge about Child Protection Committees, and Problem Redressal committees in schools and hostels. In both the cases, 33(34.37%) parents know about them where as 63 (65.62%) parents are ignorant about the existence and functioning of these committees. When children face problems regarding their safety, security and dignity, they often report the matters to the headmasters and teachers. Headmaster and teachers discuss the problems that the students face and take necessary steps to protect and save the children from such difficult situations. Some of the parents discuss about the problems with the community leaders and report the matter before the headmaster of the schools. In case of serious issues, the matter is placed before WEO and DWO for redressal.

Table-84

Vocational Training Preferred by the Parents for the Boarders

Type of Trainings Required
Tailoring
Knitting
Cycle repairing
Computer education
Screen printing
Carpentry
Motor mechanic

Parents’ opinion was sought for vocational training of their children. In fact, they have given a long list of vocations for skill development and future employment. The list includes, Stitching, knitting, tailoring, cycle repairing, computer training, screen printing, carpentry etc. Training in these skills will enable them to take up jobs in various shops and companies and at the same time they can have their own independent workshops for a decent livelihood.

Table-85

Language used by children in home during vacation (N=94)

	Mother tongue	School language (Odia)
No. of respondents	75	19

During vacation when children come home, 75(79.78%) parents have mentioned that children talk to parents in their mother tongue i.e. in tribal language and in contrast 19 (20.21%) parents report that children communicate in Odia, the language that is used in schools. Students find that their parents better understand the native language than Odia language which is learned in

schools. Though the parents at times use Odia, they are somehow not very comfortable in using it on a regular basis.

Table-86

Languages children preferred to talk with parents (N=96)

	Mother tongue	School language (Odia)
No. of respondents	74	22

A large number of parents 74 (77.08%) acknowledge that children generally love to talk in mother tongue in comparison to 22 (22.91%) parents who report that children like to talk in the language of the school i.e. Odia. Children feel comfortable and are at ease to talk in their mother tongue which is a tribal language. However, in schools they are taught in Odia and gradually they develop competence in Odia, which becomes their second language. In fact, children use both the languages but more frequently they use their native language at home which their parents find easy to understand. However, the fact that 22.91% of the children prefer to use Odia rather than the usual home language or the mother tongue, shows that school language may have a subtractive effect on mother tongue (Mohanty & Skutnabb-Kangas. Kangas, 2013).

Table-87

Parents' suggestions for hostel development

Subject	Suggestions
Food	Need for a dining hall, rice of good quality
Sanitation	Cleaning of toilets and bathrooms on a daily basis, and fitting of taps in latrine and the bathrooms.
Study	Appointment of subject teachers, facilities for tuition
Utensils	Clean utensils for cooking and serving food
Security	Tight security arrangement
Uniform	Content with regular supply of uniforms
Bedding	Supply of adequate number of cots
Management	Appointment of male teachers for Hostel Management
Others if any	Exposure to better teaching learning methods

Parents were asked to suggest ways to improve the various conditions of the hostels. Regarding food, parents suggest that children should be given rice of good quality. There is the requirement of a dining hall in every hostel where boarders can eat comfortably with their friends in a neat and clean dining hall. Sanitary condition needs improvement. There should be regular cleaning of toilets and bathrooms. Taps need to be fitted in bathrooms. In the context of boarders' studies, subject teachers need to be appointed. Parents have further expressed the need to have provision for coaching classes to facilitate learning among students. Regarding utensils used for cooking, serving and eating, parents want these to be cleaned well from hygiene point of view.

Unanimously parents demand for better security arrangements for the safety and protection of children. It is interesting to note that parents are satisfied with the distribution of uniforms among the students. Regarding sleeping arrangements, parents emphasized the supply of cots to the boarders who otherwise sleep on the floors. Parents feel that the Hostel Management Committees need to be managed by male teachers for improving the condition of the hostels. Regarding their views on other matters, parents insisted on good exposure for their children to the outside world and tight security measures for the schools and hostels. All these recommendation need to be carefully assessed and evaluated by expert committees and implemented specifically for the education and welfare of tribal students.

Focused Group Discussion

Focused Group Discussions (FGD) were conducted to find out views and opinions of the community members regarding the schools and hostels in tribal areas. In the present study, there were four FGDs, two from each block/ district namely Gumma (Gajapati) and Kaptipada (Mayurbhanj). The members in the FGD groups were parents, PRI members, SHG members, SMC members, village head, youth leaders and students' members from School Cabinet. The discussion centered on expectations from residential schools, infrastructure facilities, health and hygiene, security, language and culture, enrollment of students in hostel etc. The transcripts of the FGD proceedings were read by two independent experts each of whom underscored the major themes or the recurrent points of stress in the discussion. The two experts then met to discuss and evolve a consensus regarding the major themes around which the views of the FGD participants were expressed. The responses were qualitatively analyzed for each of the themes around which views were expressed. The various views and opinions that emerged from group discussions around the major themes are highlighted below:

Expectations from residential schools

The aspirations and expectations of the community members regarding sending their children to hostels can be grouped under the following themes:

Goals of education

Participants emphasized on two important goals of education namely, education for knowledge and getting suitable employment in future.

Regularity in attending schools

Several parents pointed out one of the key reasons for sending their children to hostels was to ensure that they attended the school regularly. Some parents said that on several occasions the students are irregular in attending school due to difficult weather conditions, family functions or other household works. They expressed that by sending their children to hostels; they can control absenteeism and thereby ensure better education for their children.

Academic support

Several parents across the villages were of the opinion that they are able to ensure better academic support for their children if children stay in hostel. Such academic support included - tuition facilities after class hours, library facilities and reading rooms. Free learning materials and extra guidance by teachers and senior students were also emphasized by several parents as part of their expectations from the residential schools regarding academic support.

Physical infrastructure

The parents noted that school and hostel buildings should have good roofing, so that the rooms would be leak proof during rains. The parents also expected that the hostel rooms should be more spacious, airy and well-lighted.

Playgrounds

Most of the community members emphasized the need for their children to get involved in sports and games. They also wanted that the schools should have spacious playgrounds and also trained PET to guide their children.

Electricity

Parents wanted that the hostel should have electricity. In most of the cases, there are supplementary sources of light like generator, solar light etc. They strongly

felt that with adequate supply of light, the children would get an appropriate environment to study in the evening and early hours of morning.

Health & hygiene

Food: Most of the community members expressed their views that their children should get sufficient, nutritious and hygienic food in the hostels in time.

Safe drinking water: The community members strongly felt that the children who stay in hostels should be provided with safe drinking water in the hostel premises.

Hygienic toilets: The community members wanted that the hostel should have good number of toilets and cleanliness maintained. . They too emphasized that there should be 24 hours water supply and tap water should be available in the toilets.

Medical aid: The community members wanted their children to get medical facilities in the hostel in case of sickness or health problems. They also expressed their view that the hostel authorities should take care of the child when required. It was further mentioned that hostels should be equipped with first aid boxes for initial treatment and in case of emergency, the authorities must take their children to the nearest hospital for further treatment.

Security : The Community members felt that their children should be provided with full security measures in the hostel. They desired that their children should be properly looked after by the hostel superintendents and other staff members. All of them strongly felt that the hostel authorities should shoulder full responsibilities of the security of their children.

Language and culture: Most of the community members suggested that the teachers need to talk to the children in their mother tongue in the primary level. They believed that communication based on mother-tongue would help children in understanding the lesson better. . The community members were also keen that their children learn their culture, tradition and discipline in hostels.

Co-curricular Activities: The community members were also keen that their children would learn by doing. They felt that in the schools and the hostel extra-curricular activities should be introduced like agriculture, carpentry, sewing, computers application, etc. The hostels should

have facilities for debate, quiz competition and other extra-curricular activities. Most of parents desired that their children should master certain skills for future use and employment.

Community involvement: Some of the parents wanted greater involvement of community members in the management of schools and hostels in tribal areas.

Feedback regarding residential schools

Kasturba Gandhi Balika Vidyalaya (KGBV)

In FGD, members were also asked to share their feedback regarding the current situations in KGBV and the themes resulting from their responses have been discussed below:

Quality of Academics and Academic support available

The community members were somewhat satisfied with tuition facilities that were available in the KGBV in Mayurbhanj. However, in Gajapati, the community members reported that the children were good in their studies earlier and there was a decline in the academic atmosphere in the hostel at present. They suggested that the warden should take responsibilities in guiding the children of the hostel especially in academic matters.

Physical infrastructure

The members of the discussion group wanted that the hostel rooms should be leak proof and spacious. The villagers were quite satisfied with the hostel and school buildings of KGBV.

The parents and community members wanted better playground and facilities for in-house games.

Health & hygiene

Food : Community members seemed quite satisfied with the food being served to the boarders in hostels. In Gajapati district, the Panchayat Samiti members of Kutam panchayat expressed their satisfaction with the food arrangement system. But the villagers said that when children in hostels fall sick, the authorities should pay special attention to the food being cooked and served as the diet for the patients. Indeed, they complained that even during sickness, authorities provide the usual food that other children eat. They further pointed out that sometimes children

take local herbal medicines to get cured of the diseases but there was neither any diet restriction nor provision for special food for the patient during the period of illness.

Safe drinking water: In the focused group discussion, parents expressed their dissatisfaction over the non-availability of sufficient amount of drinking water in the hostels. They informed that due to shortage of water, sometimes children faced difficulties in carrying out daily activities

Adequacy and cleanliness of toilets: The villagers of Kutam in Gumma block of Gajapati district complained that due to inadequate number of toilets and scarcity of water, children were bound to go outside for taking bath. They further complained that due to use of contaminated / polluted water for bathing and other purposes, the children frequently suffered from skin diseases. Unhygienic living conditions and stagnation of water were the breeding grounds for the mosquitoes. As a result many children suffered from malaria.

Medical aid: Parents revealed that every school had a first aid box. The teachers and other authorities gave medicines when the children fell sick or developed some kind of ailments. The villagers further reported that when children did not recover from sickness within two to three days after giving first aids, hostel authorities should contact their parents to take their children away from the hostels. The PRI members of Kutam and one school committee member suggested that when parents were in far-flung remote areas and if there were no transportation facilities, the hostel authorities should take up the responsibility to provide medical care and treatment to the ailing child. In the focused group discussion, the villagers also opined that if a qualified nurse or ANM could visit hostels on a contractual basis and treat the children in the hostels, then it would be of great help.

Security: Security was a major problem in the most of the hostels. Girls and other lady members of the hostels complained that outsiders sometimes entered the hostel and also took away children with fake identity. The villagers suggested that only the parents and close relatives should be given permission to meet and if required take children home. They also emphasized on the issue of identity cards both for parents and children, appointment of security personnel and construction of proper boundary walls for the safety and security of inmates in the hostels. However, the villagers of Kutam reported that previously the outsiders used to enter

hostels as and when they liked but now restrictions have been imposed by the authorities to control the entry of outsiders into the hostel premises.

Language and culture

In the KGBV hostel, the community members did not make any comment either on the promotion or preservation of tribal language or culture.

Co-curricular Activities: Focused Discussion Group members were very much satisfied with co-curricular activities of the KGBV schools and hostels. They did not give any further comments on this issue..

Community involvement: The community members did not make any comment regarding their involvement in the promotional activities of schools and hostels

ASHRAM SCHOOLS

In FGD, members were also asked to share their feedback regarding the current situations in Ashram Schools (run by SCST department) and the themes emerging from their responses have been discussed below:

Quality of academics and Academic support available

In both Gajapati and Mayurbhanj districts, the community members were not satisfied with the tuition facilities in the hostels. In Itagadh of Mayurbhanj, the villagers commented that the teachers only teach during school hours. In the morning and evening, there was nobody to guide and teach these children. In Gajapati, one of the parents mentioned that in the Ashram schools of Anukundaguda (kanyashram), the teachers did not give any extra time to students in the morning or evening to prepare their lessons. Teaching was restricted to school hours only. So the education of the hostel children was not much different from that of the day scholars.

Physical infrastructure

Rooms: Hostel rooms were leak proof and spacious. Community members did not give any comment on hostel rooms in the Ashram schools.

Playground: The parents of Itagadh Kanyasharam said that the teachers were taking the students to the playground for playing football and other sports activities. Playground was situated outside the hostel compound. The school also won a prize in district level competition. After transfer of a particular teacher, the other teachers did not take any interest in sports and other programmes.

Health and hygiene

Food: The community members were quite satisfied with the food served to the students in the hostels.

Hygienic condition of toilets: The villagers of Itagadh of Kaptipada block of Mayurbhanj district complained that due to insufficient number of toilets, non- functioning of some of them, and shortage of water facilities, only the older children used hostel toilets and took bath in the hostel premises, whereas the younger children went to fields outside the hostels for toileting and bathing. In Gajapati, one of parents of Anukundaguda Kanyashram complained that the children were bound to go to outside for lack of sufficient toilets in the hostel premises. Sometimes during cashew nut collection seasons, the caretaker of the cashew nut plantation used to get angry with the children. The parents complained that during the summer seasons, the children of Anukundaguda (Kanyashram) mainly face acute problems for toilets.

Medical aid: Parents reported that every school had a first aid box. The teachers and other members gave medicines to the children when they fell sick. The villagers mentioned that in case of chronic illness the hostel authorities send message to parents to take away their children from the hostels. The PRI members of Kutam village, Gumma block of Gajapati district and one school committee member suggested that the parents residing in remote areas cannot come to take care of the sick child immediately and the hostel authorities should take the responsibility for providing medical treatment to the child. In focused group discussion, the villagers also opined that if a nurse or an ANM was temporarily appointed for visiting the hostels, it would help in getting proper treatment in the hostels.

Security: Community members were serious about the security of their children especially in girls' hostels in Ashram schools. In Itagadh Ashram School of Kaptipada block of Mayurbhanj, the community members complained that the outsiders entered hostel premises due to lack of a

high boundary wall. They also suggested appointing security personnel and constructing strong boundaries around the hostels for the girls. On the other hand, in Gajapati, the community members were quite satisfied with the security arrangement of the Model Ashram School at Bantalada and Anukundaguda of Gumma block. They mentioned that earlier the security system was not good and therefore, outsiders easily entered the girls' hostels. The villagers of Urboon and Gudang Garhang of Gumma Block mentioned that with improvement in security systems, outsiders can no more enter the hostel premises.

Language and culture: Parents of children in Ashram schools reported that their children did not understand the language of the teachers. Teachers also had difficulty in understanding the languages spoken by the children. Thus, the language barrier was one of major problems for primary classes and this was pointed out by the villagers and a former Sarpanch. The SHGs members of the village also reported that their children tell them about the difficulty in understanding the language used by the teachers in classrooms.

The community members also mentioned that the children who stayed and studied in hostels, did not appreciate their own cultural and social life. They had no liking or appreciation for tribal culture. They further reported that when their children return home, they hardly showed any interest towards their own tradition, music and culture. On the contrary, they were more interested in the neighbourhood urban life and culture.

Co-curricular Activities: Community members did not give any comment in the FDG regarding Ashram schools and hostels.

Community involvement: The community members did not make any comment on their involvement in hostel life and facilities available in hostels.

UPPER PRIMARY SCHOOLS WITH 40 SEATED HOSTEL FACILITIES

In FGD, members were also asked to share their feedback regarding the current situations in Primary Schools run by School and Mass Education Department with 40 seated hostels and the themes resulting from their responses have been discussed below;

Quality of academics and Academic support available

The community members did not comment on the academic support available in the hostels in the focused group discussion. But they simply reported that earlier there were few teachers in the schools and due to shortage of teachers, students' studies were badly affected. A few months back, new teachers joined the school and they were quite hopeful that the academic performance of their children would show signs of improvement.

Physical infrastructure

The community members of Dolipada (Upper Primary School), belonging to Kaptipada block of Mayurbhanj district complained about the leakage of hostel buildings during rainy seasons. The villagers were also not happy about 40 students staying in a single room. They villagers expressed their displeasure about the overcrowding and related inconveniences in these hostels. They further mentioned that since more than a year, a hostel building had been under construction. Due to delay in completion of the work, education and other facilities which were supposed to be provided to the children still remained as a dream.

Playground: Even if the schools did not have any playgrounds, community members did not make any comment on this.

The villagers mentioned about the non-availability of electricity in the hostels. As there was supply of electricity to the village, they urged that the schools should take up immediate steps for providing electricity to the hostels.

Health and hygiene

Food: The community members were somewhat satisfied with the food that was served to the students in the hostels. But some of the villagers were quite unhappy with the headmasters regarding process of food preparation for the children in the hostels.

Safe drinking water: In the focused group discussion, parents mentioned that they were not fully satisfied with the sufficiency of drinking water provided in the hostels. Though there were two tube wells, only one was functioning, hence there are shortage of water in the hostels.

Hygienic condition of toilets: The villagers said that the children went to riverside for bathing and toilet. Water scarcity was also a major problem in the hostels.

Medical aid: The parents reported that both schools and hostels had first aid box to provide primary health care facility. Teachers and members gave medicines to the children when they fell sick. The villagers further mentioned that when children did not recover within two to three day after giving first aid, hostel authorities sent messages to parents to take children back home for further treatment and nursing.

Security: Security measures was another type major problem in the most of the hostels. The community members complained that the children were moving on the road as there were no proper boundary walls in the hostels. Most of the time, the children took permission to go to toilets and they never returned in time. One of the student federation members mentioned that due to dilapidated boundary and non-availability of sufficient water and toilets, children went out for toilets and bath to nearest nalla or stream. Sometimes students met with accidents and other problems and to take care of such incidences, there was a need to take urgent actions for the building of boundary, toilets and sufficient water supply to the hostel premises. This would certainly prevent children from going out of the hostel premises.

Language and culture: There were no comments from community members regarding the promotion and preservation of tribal language and their culture.

Co-curricular Activities: Parents also remained silent on co-curricular activities of their children in hostels.

Community involvement: The community members suggested that the hostel should be managed by a Hostel Management Committees. The committee should sit once in a month and take decision about hostel matters.

Comparative analysis of FGD Themes across Groups

Academic Support: Out of four focused group discussions, two groups were satisfied and other two groups were not satisfied with the education of their children. Parents of KGBV had some amount of satisfaction because of tuition facilities available in these schools. But in cases of Ashram schools, the community members of Itagadh of Mayurbhanj and those of Anukundaguda Ashram schools of Gajapati complained that the teachers did not guide children in teaching during morning and evening hours. However, in the Upper Primary Schools (40

seated hostels), the parents did not make any comment on this. Regarding Teaching –Learning materials, Parents of children studying in KGBV were satisfied and they said that they did not have to do anything for their children as everything was taken care of by the teachers. But in the Ashram schools and Upper Primary Schools, parents reported that they spent money for purchase of teaching-learning materials like notebook, pen, soaps, etc. for their children.

Food: People across villages expressed satisfaction with the quality of food served to children in these schools. No complaints were reported. For instance, a member of village of Kutam of Gumma block of Gajapati district said that food was available to hostel inmates. Reading facilities were also available. There was no need to spend money for food and others requisites for the education of their daughters.

Safe drinking water: Safe drinking water emerged as a major concern among the community members across villages. None of the groups reported satisfaction regarding the quality of water available in schools. A member in village Kutam, Gumma block of Gajapati district reported that the hostel inmates visited the nearest river / nala for bathing and other purposes. The upper level of the river/ *nala* was used by the villagers for bathing, and other purposes. Sometimes people use the water of the same river for bathing cattle. Thus, children often used contaminated water and developed face and skin allergies, and other infections.

Similar sentiments were expressed by members of other villages like Itagadah of Mayurbhanj. The villagers reported that the younger children went outside for taking bath and toilet. It was so because out of eleven toilets only 6 toilets were functioning. The shortage of water was another major problem. Only the elder children used hostel toilets and the younger ones went to fields and nearby forests.

Security

Poor security arrangement emerged as another major concern in most of the group discussions. While members of villages like Urboon, Bantalada and Angada villages of Gumma block of Gajapati district reported satisfaction with the security provisions in schools. Members of some other schools namely, Kutam(Gajapati district) Dolipada and Itagadh (Mayurbhanj district) also expressed their dissatisfaction with security measures. A member of village Kutam shared that there were several incidents that took place when unknown people entered residential school

premises and disturbed the school atmosphere. Itagadh and villagers of Dolipada also complained that outsiders frequently visited the schools. The community members of these two villages were equally dissatisfied with regard to security measures in hostels. They suggested that there is the need for the construction of proper boundary walls in the hostels. There should also be provisions for tight and vigilant security systems in the hostels.

They further suggested the use of identity cards by both parents and children. It was strongly recommended that only parents and close relatives should be allowed to meet the girls in the hostel.

One of the committee members of KGBV reported that in Gumma, outsiders came to meet the girls with bad intention and they often gave fake identity. With tight security system, proper vigilance and identity cards, authorities would be in a position to have proper checking before allowing the hostel inmates to meet outsiders or visitors.

In Dolipada village of Kaptipada block of Mayurbhanj districts the villagers also suggested construction of and increase in the height of boundary walls so that the children would not be able to go outside the hostel. One of the members of Child Federation, was apprehensive that if the children met with faced accidents in the river or road, then it would be really problematic. Therefore, the government must take steps for tight security measures, construction of toilets with sufficient water supplies. This would prevent children to go outside for toilet and bath.

Physical infrastructure

Parents of children in KGBV were satisfied with the school buildings and hostel buildings. But in the KGBV of Gajapati, parents wanted the hostel rooms to be more spacious and better constructed. In Upper Primary School Hostel of Dolipada, Kaptipada of Mayurbhanj district, villagers complained about leakage of rain water in the hostel rooms. All of them were quite unhappy with the infrastructure and maintenance of schools and hostel buildings.

Both in the KGBV and Ashram schools, the villagers reported that about the availability of electricity in these hostels, though they had no electricity at home. They strongly felt that electricity would help their children in their study. In the Upper Primary School hostels there

was no supply of electricity to the hostels. This adversely affected the education of the children residing in the hostels.

Medical aid: In the four focused group discussions, all the villagers were partially satisfied with the first aid treatment. In Kutam, the villagers suggested that there was the need to appoint a qualified health worker as warden in the hostel so that she would take care of hostel inmates at the time of sickness. This was the general view shared in the meeting by the community members at Kutam of Gajapati. In Angada, the villagers suggested that if a parent lived in remote area, teachers should take the responsibility to take him/her to the hospital for further treatment as required.

Language and culture: out of 4 focused group discussion, in one group the villagers complained about their children's failure in understanding the languages used by the teachers. In Itagadh of Mayurbhanj, one of the villagers reported that the teachers did not understand the children's language and the vice-versa. Mothers of the children also reported that their children did not understand the language spoken by the teachers. Moreover, the parents of children studying and staying in Ashram schools reported that their children were not taking any interest in their culture and tradition. But the parents of KGBV and Upper Primary School did not give any such comment.

Community involvement.

Out of four focused group discussion, in one group, the villagers suggested that there was a need for a Hostel Management Committee akin to School Management Committee. In Dolipada of Mayurbhanj, the villagers reported that the hostel should constitute a Hostel Management Committee like School Management Committee and the committee should sit together at least once in a month and review the activities of hostels. This would certainly be beneficial for the children to continue with their education.

Miscellaneous.

Out of four focused group discussions, the villagers of Kutam pointed out that they were not happy about co-hostels for boys and girls in a schools. One of the villagers commented that in Kolakot, when the school had only boys hostels, at that time the children did well in studies. But

with the opening of girls hostels in the premises, the study of both boys and girls were affected. They also reported that this kind of arrangement would have negative impact on the children.

Two of the four groups, suggested that that there was a need to construct quarters for teachers of the schools. In Dolipada of Mayurbhanj and Angada of Gajapati , the villagers wanted construction of quarters for the teachers so that the teachers would get the opportunity to stay in the hostel premises and look after, guide and monitor the well-being of these young children.

SUMMING UP: SALIENT FINDINGS

Demographic Profile and Other Characteristics of the Respondent Groups

A. Students/Boarders

1. Schools get maximum number of students from local panchayats, followed by local blocks and then other blocks.
2. The picture is bit different for hostels. In hostels maximum boarders are from local block, followed by boarders from local panchayats and then other blocks.
3. Majority of the students belong to ST categories and girls outnumber boys which show that parents take interest in the education of their daughters.

B. Teachers

1. There are inadequate numbers of teachers in schools as per RTE norms.
2. There are no specialized subject teachers. Indeed, all teachers are engaged in teaching all subjects to the students.
3. Majority of the teachers are regular teachers. But many are Sikhsha Sahayak and contractual teachers.
4. There are more male teachers compared to female teachers.
5. Tribal MT is not emphasised in teaching and the teachers generally do not know the MT of the children, who are, thus, compelled to communicate in Odia. Recently some schools have started MT based Multilingual Education (MLE) and have appointed

language teachers who are from tribal communities and teach in tribal MT. Both male and female teachers, almost in equal numbers, are engaged in teaching language to the students.

6. There are more male office staff, cooks and security guards in comparison to females engaged in these posts.

Teachers and Their Views

A. Educational Qualification, training and teaching experience of teachers

1. Teachers have wide range of educational qualification starting from class X to Post-Graduation degrees.
2. Majority of the teachers are trained with CT, B.Ed and M.Ed degrees. There are a quite few untrained teachers.
3. Teaching experience of these teachers varies from 1 to 31 years.

B. Distribution of teachers by Gender, Religion, Caste/Tribe and Knowledge in tribal language

1. There are both male and female teachers engaged in teaching in schools; male teachers are more in number compared to that of female teachers.
2. Religion-wise there are more non-Christian teachers than Christian teachers.
3. ST and SC teachers are significantly less in number compared to teachers of other categories.
4. Majority of the teachers do not know any tribal language. Only a very small section of teachers know the MT of the tribal students.

Community Members

A. Tribes

1. Community members are from different tribes namely, Soara, Kolha, and Santhal.

B. Religion

1. Most of the community members in the study profess Hindu/Tribal Religion.
2. Some of them are Christians.

C. Income

1. The community members in the study are economically very poor.
2. Some of them have an annual income of less than Rs.1000/.
3. The maximum income is a little above Rs. 30,000/ per annum.

D. Type of family

1. Majority of the community members in the study live in nuclear family set up.
2. A small percentage of community members belong to joint family.

E. School going children and their place of stay

1. Community members' families have a significant number of school going children in the age group of 6 to 14 years.
2. Almost all of these children stay in hostels.

Infrastructure

A. School and Hostel

1. Infrastructure of both schools and hostels is not satisfactory and needs to be improved.
2. The immediate requirements are extra classrooms, water supply, more number of latrines, separate latrines for boys and girls, construction and repair of compound walls and increasing the heights of the existing ones, provision for playgrounds, more number of office rooms, kitchens and ramps for the students with disabilities.

3. Construction and repair of compound walls need to be taken up on a war footing as it is very unsafe for the inmates of the hostels, especially for the girls' hostel. Outsiders can easily climb over the wall and get into the hostel premises.
4. Drinking water facility is up to satisfaction except in some schools. But, generally, there is shortage of water supply for bathing and other purposes.
5. In some cases, the rooms have water soaked ceilings and walls which are highly unsafe to the life of children.
6. Parents of children in KGBV appreciate the quality of construction school and hostel buildings.
7. However, some of them opine that rooms in the hostels need be more spacious as a large number of boarders stay in a room.
8. School and hostel buildings of both Ashram and Upper Primary schools are in bad shape; they need repair and regular maintenance.

Study and Library Facilities

A. Boarders' Views

1. Hostel libraries have textbooks and, in a few cases, other books.
2. Most of the boarders use these books.
3. They are also encouraged to read newspapers and other books.
4. Boarders take part in debates and group discussions in large numbers.

B. Community members' views

1. Parents emphasized the appointment subject-specific teachers. As all teachers are engaged in teaching all subjects, quality of teaching gets affected.
2. It is also suggested by the parents that there should be better facilities for tuition. Tutors can explain the lessons to the students when they have difficulties in understanding.

3. Parents feel that method of teaching needs improvement; children need to get exposed to better teaching and learning methods for improving their academic performance.
4. Parents are satisfied with the teaching-learning materials provided to the children in KGBV compared to parents of children studying in other schools.

Electricity

Boarders' Views

1. There is supply of electricity is not there to 100% of the schools and hostels. Hostels are somewhat better placed with most of them having provision for supply of electricity whereas few schools need to have power supply.
2. In case of disruption of electricity, most of the hostels use solar lights.
3. Lanterns and kerosene lamps are also used to a large extent; Sometimes boarders use candles when there is power failure.

Community Views

1. Electricity is available both in Ashram and KGBV schools as well as in most of the hostels. This is a great advantage for children to study at night.
2. On the other hand, the hostels of Upper Primary Schools do not have electricity.

Hostel Rooms and Accommodation: General Living Conditions

1. Students in general prefer to stay in the hostels.
2. Hostel rooms are overcrowded. On an average there are 26 students in a room and in some cases as many as 40 students live in a single classroom in the school.
3. Overall facilities in the hostels are satisfactory, except for some infrastructure facilities, water supply and sanitation.
4. There is a scarcity of beds, bathrooms, latrines, kitchen and store rooms, dining room and playgrounds.

5. Drinking water facilities and water for other purposes are mostly managed through tube wells. There is a shortage of non-drinking water.
6. Some boarders depend on well and canal/stream for their bathing and cleaning. This is because of water shortage and shortage of latrines and bathrooms which also have problems of sanitation.
7. Drinking water facilities are available in many hostels.
8. Availability of water for non-drinking purposes is not sufficient.
9. Most of the schools and hostels have pucca buildings; a small percentage of these buildings are made of asbestos and tins.

Sanitation

1. All boarders do not use the bathrooms and latrines in the hostels; it is primarily because of inadequate facilities and also poor maintenance/unhygienic condition and water shortage.
2. A little less than half of the boarders - mostly the younger ones - go to open fields and canals.
3. However, girls mostly use the bathrooms and latrines located in the hostel premises.

Food

1. There are both male and female cooks to prepare food in the hostel; male cooks are more in number than female cooks.
2. Food is served 3 to 4 times a day which includes breakfast, lunch and dinner. Evening snacks are served only in some hostels.
3. Majority of the boarders find the food served to them as adequate. However, some parents feel that the quality of rice needs to be improved.
4. A common dining hall in each hostel is necessary.

5. Cooking utensils need to be replaced.

Games and Sports

1. Boarders mostly play outdoor games for pleasure and physical fitness.
2. They also play indoor games.
3. Most of them play both in morning and evening hours.

Bed and Bedding

1. Children in most of the hostels usually sleep on the floor. Parents want that the hostels should be furnished with cots so that children can sleep safely and comfortably.

Uniform

1. Parents are generally content with the uniforms supplied to their children.

Health Care

1. Treatment facilities available in the hostels are definitely better than those available in schools.
2. First aid boxes are available in more number of hostels compare to schools.
3. When students fall sick, they go to government PHC in large numbers.
4. Very few go home for treatment.
5. Parents and community members have concern regarding health care and treatment of the boarders and feel that hostels should have a regular medical aid.
6. Health check-ups for the students are done either on a fortnightly or monthly basis.
7. Health check-up is more frequent in hostels than in schools.
8. When children fall sick, there is no provision for special diets for them.

Admission / Selection

1. Admission into hostels is largely based on entrance examination.
2. Sometimes admission is given on first come first served basis.
3. In a few cases, lottery system is also adopted for admission into hostels.

Parental Contact and Participation Visit

1. All the parents visit schools and hostels to meet their children regularly.
2. This demonstrates the emotional bonding between the parents and children; their care and concerns towards the children, and also their sense of involvement in the process of educating their children.
3. A large number of parents meet their children on a weekly basis; most parents visit at least once a month.
4. Parents frequently discuss matters regarding hostels with children.
5. The feedback from children is generally good regarding accommodation, food, behaviour of seniors, teachers and other aspects of hostel living.

Safety, Security, Child Abuse and Punishment

1. It is observed that Child Protection Committees exist in both schools and hostels. However, they do not ensure full safety and protection to the boarders. Majority of the teachers are not aware of the Child Protection Committee.
2. Some schools have Child Helpline service but it is not available in majority of schools. This requires immediate intervention for the safety and protection of children. In most schools, Helpline number is displayed without any provision for use of the same.
3. There is an urgent need to open Child Helpline Telephones in all schools and hostels so that children can communicate with the authorities regarding their problems, distress and helplessness.

5. Problem redressal committees are in existence in many schools and hostels.
6. Student-Teacher meeting plays the most significant role in the redressal of problems faced by the students both in schools and hostels.
7. Student-Headmaster meeting is significant in mitigating the students' problems at the school level since students' problems often involve teachers and other functionaries in the schools. However, such meetings are less frequent.
8. When boarders find teachers' behaviour objectionable, they mostly report to the headmasters; report to the parents is less frequent.
9. Grievance cells for lodging complaints are not in existence in all schools.
10. In half of the schools there is a separate space where teachers and students can lodge complaints against teachers, students and others associated with schools and hostels.
11. Security arrangement is dismal for the hostels. Majority of the hostels do not have security guards.
12. Safety of boarders is a major concern especially for the girls.

System of Correction/Punishment and Discrimination

1. A common form of corrective procedure for wrong doings by the boarders is verbal reprimand or insult or asking for apology by the teachers. Physical punishment is given in some cases.
2. Boarders do have some anxiety about the verbal reprimand and punitive behaviour of the teachers.
3. Discrimination on the basis of caste or tribe is almost absent.

Complaint by boarders about the hostels

1. Boarders face some difficulties in their day to day life.

2. Almost all of them report about such difficulties to the authorities, invariably to the hostel superintendents.
3. Many boarders report the matters to the Headmaster and to the male teachers.
4. Very few boarders bring this to the notice of female teachers.
5. A sizeable number of boarders report about their difficulties to others like friends, seniors, hostel staff etc.
6. Generally, the guardians are not reported about the difficulties.

Communication, Language and Culture

1. Odia language is used by teachers, boarders and others staying in hostels for communication.
2. Communicates in tribal language is rare.
3. Cultural festivals are held in most of the hostels and students' participation is quite large in these programmes.
4. They participate in plays from their own culture as well as modern plays and mythological plays.
5. They also watch movies in the hostels and there are other sources of entertainment too.
6. Boarders mostly rehearse cultural programmes with their friends for the programmes.
7. They are into self training and are also helped by teachers and others for different cultural activities.
8. Majority of the parents report that their children prefer to talk to them in tribal language which is their mother tongue. They use mother tongue i.e. tribal language when they come home during vacation.
9. Some community members express their concern over the gradual decline in the use of mother tongue in schools.

10. In fact, when children come to schools initially they do not understand Odia which is the medium of instruction. Likewise, teachers do not understand the tribal language that the children use.
11. Parents face difficulty while communicating with teachers since most of the teachers do not understand their language.
12. Parents of children studying in Ashram schools report that their children do not take any interest in the tribal culture and tradition and they feel that this is not a healthy trend as children will gradually dissociate themselves from their cultural roots and the rich cultural heritage will disintegrate and disappear.

Students' participation in different activities in schools and hostels

1. Students celebrate different festivals both at schools and hostel. They get very much involved during Ganesh puja and Saraswati puja. In festival of colours (Holi), festival of lights (Diwali) and local festivals, students participate whole heartedly and enjoy the days with good food and merrymaking.
2. National Days like Independence Day and Republic Day are celebrated by the students with lots of enthusiasm. Teachers and other guests address the students on these occasions.
3. Gardening and campus cleaning are the daily activities of these students.
4. Some of the senior students help younger students in solving their problems and they also participate in the meetings organized by Child Protection Committee.
5. Students are not involved in food preparation, mess management and monitoring the actions of their classmates; some students help in mess activities.

Study and Preparing Lessons Beyond School Hours

1. Many boarders study on their own without any assistance from others. However, a sizeable number of boarders are helped by the teachers in their home/hostel study.
2. Some students study with their friends in groups. Thus, they help out each other in preparing for the lessons.

3. Majority of the boarders avail the coaching class facilities in the school.
4. Usually Regular teachers of the schools are engaged in coaching.
5. Besides this, in some cases, school appoints resource persons/tutors to teach and help boarders in understanding lessons.
6. In a few cases tutors from outside also take coaching classes.

Supply of different materials in schools and hostels and Educational Expenses

1. Stipends, free uniforms and books are provided to children both in schools and hostels.
2. Students staying in hostels get more books than the students in schools.
3. Learning aids are provided to students staying in hostels.
4. Students in hostels get more stipends compared to students in schools.
5. Bedding is provided only to the boarders.
6. Most parents spend a maximum of Rs.500 to Rs.1000 per annum on educational expenses for each child.

Management of Schools and Hostels

1. Schools and hostels have different committees where important matters are discussed and decisions are taken by teachers and other community members pertaining to their developments in the areas of education, MDM, uniforms of students, school building, attendance of students, classroom teaching, sanitation and other facilities.
2. All schools have SMCs.
3. SMC, PTA, Janch Committee, Gaon Committee and Child Cabinet are in operation in the schools.
4. Hostels also have PTAs which meet less frequently than the school PTAs. PTA decisions are not circulated to all the parents.

5. SMC meets once in a month (less frequently in some schools) and other committees meet once in six months. However, the decisions of the SMC are not intimated to the parents.
6. Hostel matters are also discussed in SMC.
7. It is felt that Hostel affairs should be managed by separate Hostel Management Committee (HMC) rather than burdening the SMCs with hostel affairs. Parents and community members also stress the need for separate HMC.
8. In general, boarders are involved in several activities and thus, contribute towards the smooth management of the hostels.
9. They work in the garden, grow vegetables, plant and maintain flowering trees which makes the school and hostel campus look beautiful and attractive.
10. Boarders sweep and clean the school and hostel premises on a daily basis.
11. Nearly half of the boarders help in cooking food in hostels.

Experience of Hostel Life

1. Students in general prefer to stay in the hostels, although they have initial problems of adjustment.
2. Hostel rooms are overcrowded. On an average there are 26 students in a room and in some cases as many as 40 students live in a single classroom in the school.
3. Overall facilities in the hostels are satisfactory, except for some infrastructure facilities, water supply and sanitation.
4. There is scarcity of beds, bathrooms, latrines, kitchen and store rooms, dining room and playgrounds.
5. Scarcity of non-drinking water in the hostels is a major problem which also compounds the sanitation problems in the hostels.

6. Boarders are happy to get uniforms, blankets, soap, body oil, other accessories and adequate amount of food.
7. Hostel living contributes to reduction of absenteeism in schools.
8. Tribal children in hostels lead a highly regulated life as they strictly follow the routine designed for them.

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

Development and education of the tribal people in India is a major national concern. Several statutory provisions are in place to assure quality steps towards this end. With 22.31% of its population belonging to the tribal communities, Odisha is specially placed in respect of the urgency of the need to bring about changes in the system of education for tribal children. Despite several measures for effective education for the tribal children in Odisha, the “push-out” rate for these children has been alarmingly high leading to substantial wastage of the resources that go into tribal education in the state (Mohanty, 2008); for every 100 children joining Class 1, less than 10 clear high school examination (see Panda & Mohanty, 2014). Funding for education of tribal children in Odisha comes from the Governments of India and Odisha. In Odisha, the Departments of School and Mass Education (SME) and SC and ST Welfare plan and implement different programmes of education for tribal communities. Several schemes for improvement of education of tribal children are in force including various measures for strengthening the quality of education in schools in tribal areas, stipendiary and other material support to children, provision of mid-day meal, residential educational facilities and other support. The programme of mother tongue based multilingual education (MLE) for children in 10 tribal mother tongues, running as pilot schemes since 2007, is one of many efforts towards quality tribal education in the state. The programme now covers 19 languages in more than 1000 schools where, apart from the language teachers appointed earlier, 3500 teachers from tribal communities knowing tribal language(s) have been appointed recently as a special drive of the Government of Odisha. In view of the positive evaluation of the MLE programmes (NCERT, 2011), the state Government have now issued a policy notification (Department of School and Mass Education, Government of Odisha No. XIII-SME-SSA 64/2013-14118/SME dated July 1, 2014) for phase-wise extension of the programme and for several measures to implement MLE for all tribal children in Odisha.

While well intended schemes are many and public resources are deployed, optimal utilization of resources and effective implementation are generally found to be problematic. Education is held to be a major enabling factor for human development (Sen & Dreze, 2007) and, hence, this is one area which needs constant monitoring and course correction for quality improvement. Optimal utilization of resources for effective education of tribal children in school years and the capability of the system of education to transform their lives and to endow education with an instrumental role in achieving social justice remain major challenges in tribal education. The present study was designed to look specifically into the extent to which school education in tribal areas with residential facilities for tribal children contributes to quality education for these children.

Do the hostels for tribal children and the schools in which these hostels are located contribute to the betterment of education of these children? Planned around this central question, this study specifically sought to examine the various facilities available in the tribal hostels – the learning environment, the infrastructural facilities, support to the hostel life of the boarders and their well being – and the extent to which the available resources, the governance structure and community participation contribute to the objectives of schooling and education and are in conformity with the required standards as laid down under major statutory provisions such as the Right to Free and Compulsory Education Act (RTE), 2009 and to identify possible areas of improvement. The study was undertaken in 12 schools and 15 hostels there in, in two tribal area blocks in Gajapati and Mayurbhanj Districts of Odisha. The available facilities, funding support, management and teaching learning system in the schools and hostels and the perceptions of the boarders, teachers, parents and community members were studied through observations, interviews, and focus group discussions. Quantitative and qualitative analyses of the findings have been presented and summed up in the previous section of this report. We can now take a holistic view of the findings to reflect on the main concerns which prompted this research on the life and living in hostels in tribal area schools in Odisha.

Funding, Infrastructural and Physical Facilities

The average annual grant to the schools with hostels was found to be close to Rs.30, 000,00 (mean grant to the 12 schools including 15 hostels in the study was Rs.29,65,783). The share of the schools and the hostels was 57% and 43%, respectively. The schools received an average

annual grant of Rs.16, 93,840, including the salary of the teachers and school staff, whereas the hostels received Rs.10,17,554. A major portion of these grants are spent on salary and establishment expenses and routine daily maintenance including food, stipendiary support, supply of provisions and learning aids, leaving very little for developmental expenses and quality up gradation. Further, the grants are not necessarily spent by the Head Master or the School Office. The actual expenses are incurred at various levels in the hierarchy of educational administration of the state and this, in fact, made it impossible to determine the exact head-wise expenses at the ground level. Thus, the grants shown on school records are notional ones since the actual expenses and utilization on many counts are done at higher levels. The schools or the Headmasters seem to have little fiscal autonomy to decide the nature of expenses and the priorities. A decentralized school level planning and implementation can be seen as a viable alternative for effective utilization of resources.

The grants and their adequacy, however, need to be seen in terms of the available facilities in the schools and hostels. It is quite evident from the findings of this study that the grants and their utilization have not fulfilled the required infrastructural needs in the schools and the hostels. Out of the 12 schools in the study six do not have the required number of classrooms, playground for children and school office room, 4 schools lack a kitchen for MDM and 5 schools do not have the required ramp for the differently able children. Toilet facilities are inadequate in most schools; 7 of the schools (i.e. 58%) do not have separate toilets for the girls. Compound walls are absent in 3 (25%) schools and in a damaged condition in the rest. The schools and hostels have shortage of drinking water; safe drinking water is unavailable in 2 of the 12 schools and 5 of the 15 hostels in the study. Scarcity of non-drinking water in the hostels adds to the sanitation problems of the toilets in the hostels and to the worries of the parents and community members. Water scarcity, shortage of latrines and poor sanitation forces many children to use open fields outside the school/hostel premises; girls, however, do not have any option but to use the facilities in the premises. Hostels are somewhat better placed than the schools in terms of availability of electricity. One third of the schools do not have power supply as against 13.33% (or 2) of the hostels without electricity.

Accommodation facilities for the boarders seem to be inadequate. Classrooms in some cases are used as sleeping rooms, particularly in the 40 seated hostels in the Upper Primary schools. Even

when hostel rooms are available, they are not sufficient. Most of the hostel rooms are crowded. The average number of boarders in a room is 26 and the number goes up to 40 per room. Only some hostels have cots for the boarders and usually 2 boarders share one cot. As the data presented in the last section show, the hostel rooms and buildings are in bad shape and need immediate repair. Soaked roofs and walls in the hostel buildings need immediate attention.

Despite the prevalent inadequacies in respect of physical facilities and living conditions, stipendiary and support provisions are regularly available to the boarders. They get regular supply of uniforms, beddings, books and other necessities. The available food in the hostels are found to be adequate and satisfactory by the boarders although their parents and community members feel that there is a scope for further improvement particularly in the quality of rice. In general, food and other provisions for the boarders are found to be in an acceptable level; boarders and their parents are satisfied with the available support in the hostels. This seems to be a positive side of hostel facilities for the tribal children.

Apart from the physical facilities and their condition, teaching-learning environment also gets affected by inadequate number of teachers. Our findings show that number of teachers required for Classes 1 to 5 in the sample schools is 56 whereas the actual number available is 48. Similarly, for the Classes 6 onwards, there are only 43 teachers available as against the required number of 55. It is even more disturbing that out of the total strength of 96 teachers on job in the sample schools only 44 are regularly appointed teachers and 52 or over 54% of the existing teachers are on contractual or temporary appointments with varying designations such as Siksha Sahayaks and Language Teachers (who, in fact, teach all subjects, like all other teachers). These contractual or temporarily appointed teachers generally lack the required qualifications and/or training for regular appointment. Thus, there is a widespread violation of the RTE norms in respect of the number and qualifications/training of the teachers.

While the routine or regular facilities for the boarders, such as their food, uniform and books are available without any hitch, the long term or permanent facilities, buildings, accommodation, sanitation, water supply, regular teachers and many other aspects of the schools and hostels remain inadequate. As has been pointed out earlier, this is because of the fact that the available grants are mostly spent on establishment and routine expenses and there is neither any long-term planning nor any substantial allocation for developmental expenses.

Health Care

Generally, most schools and hostels have regular health check up facilities and some health care system for the boarders, including availability of First Aid Box. But in as many as 5 (42%) of the 12 schools there is a lack of treatment facility for the students. The situation is better in hostels; two hostels (i.e. 13% of the 15 hostels in the study) do not have adequate health care facility. Health Check up is done only occasionally in 9 schools and not done in the remaining 3. Except in one hostel, others have health check up at least once a month in hostels (except one with quarterly check up). The local Primary Health Centers are the common sources for health care support to the schools and hostels. The parents of the boarders in the hostels and the community members feel that health care needs some improvement. In their opinion, hostels should have some regular health care attendant/aid and, further, there should be provision in the hostels for special diet for the boarders when they fall sick and are medically advised special diet. Hospitalization of the sick students or boarders remains a major concern and in some cases private medical facilities have to be relied upon. It is also a matter of concern that first aid boxes are not present in all schools and hostels. One school and one hostel were found to be without first aid box. Even when the first aid boxes are available, it is unfortunate that the information is not available to some students and boarders. It seems there is a lack of coordination between the officials of the Departments of Health and School Education in organizing regular health check up and general medical facilities in schools and hostels.

Governance of Schools and Hostels and Community Participation

School and hostel management are done with the support and guidance of several committees – School Management Committee (SMC), Mother Teacher Association (MTA), Parent Teacher Association (PTA), Janch Committee etc – in which the Head Master and some of the teachers, parents and community members participate. Hostels have PTA, MTA and Hostel Cabinet. Schools report that SMC is held once a month, but, the actual frequency is little less perhaps due to holidays and other local festivals. The SMC meetings are, of course, more regular than other committees such as PTA and MTA which meet only twice a year. The SMCs take up hostel management issues since there is no separate Hostel management committee. The SMCs discuss almost all matters relating to the functioning of schools and hostels – Teaching-Learning, Health, Sanitation, MDM, Uniforms, Student attendance, Building and development. SMC arranges PTA

and MTA meetings offering a platform to the parents to ventilate their feelings and grievances. However, some schools and hostels do not have PTA/MTA. Hostel cabinet consisting of boarders looks after major aspects of the daily functioning of the hostels: food, discipline, cleanliness, hostel study and other services. The Janch Committee and the Village Committees are operative at the village level and the schools coordinate with them to place school and hostel related matters for discussion or scrutiny. Two questions are important in respect of the community based governance of the schools and hostels: (a) Do these committees function effectively? (b) Do they ensure community participation and involvement? Evidently, the SMCs function more regularly and have a major role in the governance of schools and hostels. Their effectiveness, however, seems to vary from school to school. In some cases, the community leaders have a greater say whereas in others they are more passive onlookers in SMCs. In the absence of HMCs for management of hostels, the SMCs are burdened with the affairs of the schools as well as hostels. It is widely felt that hostels should have their own HMCs and also full time wardens. Formation of the committees with community representation, however, does not necessarily lead to wider participation. In most cases, the proceedings and decisions of the SMCs (and also other committees) are not circulated among the parents and community members. The fact that this lapse has not been contested shows that there is some community apathy in respect of governance of the schools and hostels.

There is regular supervision and monitoring by a host of Government officials assigned with specific responsibilities in respect of Tribal Welfare Department schools, KGBV and the SME Department schools with 40 seated hostels. Such supervision processes, as with the usual bureaucratic mechanisms, are more routine than substantive except when there are some pressing problems and allegations. There is also no indication of any inter-departmental coordination in respect of the supervision processes.

Security, Protection, Punishment and Gender Issues

Security and protection of the tribal children in the schools and hostels is a major problem. Two thirds of the 12 schools as well as 15 hostels do not have a Child Protection Committee. Child Help Line facility is not there in one third of the schools/hostels and even when Help Line Number is displayed, absence of telephone facilities make it non-functional. Grievance Redressal Committees are also not there in 25% of the schools and in 26.6% of the Hostels. Even if, as is

evident from the boarders' responses, they do not have any major problems of abuse and security threats, the absence of security and mechanisms for dealing with possible child abuse or distress must be viewed seriously. Absence of regular security guards and also absence of boundary walls or low heights and damaged conditions of the same (wherever they exist) compounds the security problem particularly for the girl children. Child Help Line and Child Protection Committees must be in place and made functional on an emergency basis. The functioning of the Child Protection Committees is rated in the study as "bad" and this state of affairs must change. Three of the hostels (i.e. 20%) and 2 schools (16.6%) do not have PTAs which could have been expected to take care of the problems of children's protection and security.

Grievance redressal mechanisms in the schools and hostels are not optimal. It seems there is no systematic and defined procedure for dealing with complains. Head Masters and teachers invariably receive such complaints verbally and informally. This in itself is not undesirable; it may in fact be construed as showing the close relationship between the teachers and students/boarders. However, beyond the day-to-day routine grumblings which are perhaps better settled informally, recurrent and serious issues and major grievances need to be dealt with procedurally, formally and systematically. The lack of such efforts to deal with the problems of the students and boarders shows the indifference of the system to such issues. It is, therefore, necessary to augment the level of awareness among all the stakeholders – students, teachers, staff, parents and community – and prevent recurrence of such problems by finding long term and enduring solutions.

It is noteworthy that physical punishments are not completely absent. Since any form of physical punishment is illegal, even a single incidence of such punishment, howsoever mild, is clearly unacceptable. While only 17.11% of the sample of boarders reported no punishment, others reported multiple forms of punishment ranging from verbal reprimand and asking the offender to apologize to insult and physical punishment (which was reported by 19 boarders, i.e. 17.11%). Some forms of verbal reprimand and seeking apology for any wrong doing are culturally appropriate and, hence, acceptable. But any such corrective procedures must not cause shame and lingering guilt. Two (1.8%) of the boarders in the study sample reported insult as a corrective procedure in hostels. Any such corrective procedure leading to shame and insult and instances of physical punishment must stop and the system must effectively show zero tolerance.

There is a need to sensitize the teachers to the legal provisions in respect of physical punishment and the psychological impact of punishments of all forms and insults, in particular.

The security and protection issues are particularly sensitive for the girl children in the hostels. Lack of separate toilets and absence of any specific measure for the girls are matters of concern more so because the total atmosphere in the schools and hostels seem to be male dominated. There are more male teachers and also more male employees including the cooking staff. It is also striking that even when women teachers are there in a school, students prefer to discuss about their problems or grievances with the male teachers. The school and hostel committees have more fathers than mothers. Thus, even if, there is no indication of any specific problem related to gender based discrimination of the girls, this issue must be taken care of. Perhaps some positive initiative to recruit larger number of women teachers and staff and to induct and involve more women from the community and mothers of the students/boarders into various school committees would contribute to making the hostels and school more friendly and congenial for the girls.

On the whole, the hostels, the schools and the entire system including the teachers, Head Masters and supervisors and administrators as well as the parents and community members need to be sensitive to issues of security and protection of children, the gender issues and questions of punishment as corrective mechanism. Awareness and sensitization programmes for all the stakeholders in education of tribal children are necessary.

Promotion of Culture and Language in Education of Tribal Children

Fostering a sense of identity, pride and self-efficacy among the pupils is a necessary aspect of quality education. Schooling as a process must build on the cultural experiences and everyday knowledge of the learners. As such, classroom learning must capitalize on the culture and language of the learning community, strengthening a sense of cultural rootedness and positive identity. Does education of the tribal children strengthen their cultural pride and help maintenance of the tribal culture and language? The findings of this study raise some issues in respect of the extent to which experience of schooling and hostel life is able to foster among the tribal students a strong sense of their cultural identity and pride. It is true that when the tribal children study and live collectively in a group, they do become more conscious of their identity

and culture. Such collective identity is also reinforced by many culturally rooted events that the boarders celebrate. These, however, are not enough when the school program and hostel living does not go beyond such celebrations alone. The tribal children in the schools and hostels in this study were surrounded by a learning environment which is clearly characterized by a priority to the dominant cultural practices. Only 25% of the teachers are from tribal communities; the rest represent the dominant culture. Except for the very few language teachers, recently appointed under the MLE programme of the Government of Odisha, the teachers do not speak the language of the tribal children who not only have a dominant language (Odia) imposed on them as a language of their classroom learning but also are led to using the dominant language outside the classroom. Absence of their mother tongue from formal classroom learning as well as from the wider context of their educational institutions has a combined impact on the tribal children undermining their own language and culture. It is therefore not surprising that the parents show some concern about their children being drawn away from their language, culture and tradition. It is well known that education in a dominant language is not only less effective than education in the mother tongue (MT), it also has a subtractive effect on children's language and culture (Mohanty & Skutnabb-Kangas, 2014); as children learn the dominant language and get influenced by a dominant culture, their MT proficiency as well as cultural practices and pride decline. While MT based multilingual education programmes are not available for all tribal children, forcing them to a dominant language education, it is necessary for the educational institutions to do everything possible to prevent a subtractive impact on the indigenous language and culture of the tribal children.

Hostel Life from the Perspective of the Boarders, Parents and Community

Boarders are generally happy living in the hostels. They have a clear preference to stay in the hostels than going home. They find the hostel food adequate and are satisfied with the supply of other provisions. The rate the behavior of hostel superintendent as good and do not experience any discrimination. The positive perception of the hostel living by the boarders must, however, be viewed relatively. Living conditions in tribal areas with low family income do not approach a minimum comfort level and in that context it is not surprising that the boarders show a preference to live in the hostels. Such preference and positive perception should not detract from

the fact that the facilities and living conditions in the hostels, as has been discussed earlier, are not optimal.

Parental and community perception of the hostels and hostel lives of their children are less positive. Community members are not dissatisfied with the available facilities and living conditions, but, they feel that there are many improvements needed. Their perception of the available facilities and educational support ranges from 'good' to 'very good'. They are satisfied with hostel activities and behavior of the Superintendent, teachers and hostel staff. Parents do visit their wards quite regularly, at least, once a month and get a positive feedback from them about the hostel conditions. Parents do have some concerns regarding the hostel buildings, facilities and security conditions. They feel that water supply and availability of drinking water and sanitation of the toilets must improve. There are concerns about health care and diet for the sick boarders. It is widely felt that hostels need a fulltime Health Care Aid and regular Health Check up. Absence of teachers, quality of teaching and coaching facilities also bother the parents and community members. Parents and community members feel that regular presence of a teacher to help the boarders in their homework and study during the study hours in the hostel would improve the quality of learning by the boarders. A host of suggestions for improvement of the living and learning conditions for the tribal children as offered by the community members have been given earlier (see Table 87). Some of the suggestions, such as taking the children on excursions for their exposure to the outside world and offering vocational training as part of their education are worth taking note of for effective action.

Compliance with the RTE Norms and Other Standard Specifications

As discussed earlier, the school and hostel facilities remain far from the ones stipulated under the RTE. Without reiterating the details, it can be said that the findings show violation of norms in respect of adequacy of the number of classrooms, Office Rooms, Kitchen, provision of ramp, toilet facilities, separate girls' toilets, safe drinking water, playgrounds and compound walls. Since a minimum number and quality is mandated as per law, non-availability and inadequacy of these in the educational institutions for the tribal children is unacceptable. It is surprising that despite the reported regular supervision and monitoring by a host of designated officials in the Departments of School and Mass Education and Tribal Welfare these basic violations have not been taken care of. It is also a matter of concern that other non-material aspects of the school

education – problems in formation and functioning of the committees, Health Care, Security and developmental planning – have not been corrected.

Shortage of teachers is a pressing issue and there is a clear violation of the prescribed norms under the RTE Act. The extent of shortage in the sample schools has been given earlier. The fact that most of the teachers are not regular teachers is also a matter of concern. The temporary and contractual teachers lack the mandated qualifications and training. These violations in respect of the teaching staff, their eligibility qualifications and training need to be rectified.

It seems, the statutory provisions and standard specifications need to be complied with. Understandably, there are formidable problems in such compliance in remote tribal areas. But, when the laws of the land are violated by the Government, there can be no excuses. There are different departments of the state government which are variously responsible for minimum compliance in various aspects of the functioning of the schools and hostels and within each there are different levels in the bureaucratic hierarchy. There are also various levels of dependence on central Government grants and directives. All these agencies functioning relatively independently add to the problems of indifference since in such systems specific responsibilities are hard to pin down. Inter-departmental convergence is a stated practice in the Government of Odisha. But, it seems, this is more on record than in practice. It is necessary to undertake a joint compliance audit by a group of officials from all the concerned Departments – SME, ST, Public Works, Health, WCD and others – to take expeditious steps to fulfill the legally binding conditions for quality improvement in the schools and hostels.

Recommendations

The findings of the study discussed above lead to some major recommendations in respect of policy and implementation guidelines for quality education of tribal children in schools and hostels in tribal areas of Odisha. The following recommendations follow from the study:

- ❖ A major portion of the available grants to the tribal area schools and hostels is spent on salary and establishment expenses and routine daily maintenance, leaving very little for developmental expenses and quality up gradation. There should be long-term planning and substantial allocation for developmental expenses. Expenses and planning for

development need to be taken up at the school level in a decentralized process and with community involvement.

- ❖ Widespread violation of the RTE norms in respect of the number and qualifications and training of the teachers, quality standards and infrastructural provisions must be corrected to meet the minimum quality specifications. It is necessary to undertake periodically joint compliance audits by a group of officials from all the concerned Departments – SME, ST, Public Works, Health, WCD and others – to take expeditious steps to fulfill the legally binding conditions for quality improvement in the schools and hostels in terms of the required infrastructural facilities and quality teaching-learning environment including provision of adequate number of teachers with eligibility qualifications and training.
- ❖ Long-term or permanent facilities - buildings, classrooms, Hostel Rooms, Toilets, Kitchen, accommodation, sanitation, water supply and many other infrastructural aspects of schools and hostels remain inadequate and need immediate attention and up gradation.
- ❖ Health care facilities in the schools and hostels need improvement in coordination with the officials of the Departments of Health. Some areas needing special attention are: Regular Health Check up, Compulsory provision of First Aid boxes with training to school staff for their effective use, Engagement of Health Care Attendant/Aid in Hostels and Provision for special diet for the sick boarders.
- ❖ Governance structure of the schools and hostels - functioning of different committees and nature and extent of community involvement - need to be reviewed with specific attention to functioning and constitution of SMCs and other committees (PTA, MTA etc), separate HMCs and full time wardens for Hostels, and wider circulation of all committee proceedings and decisions.
- ❖ Security and protection of the tribal children in the schools and hostels are major problems. Child Protection Committees, Child Help Line with telephone facilities, regular security guards, secure boundary walls, and Grievance Redressal Committees with systematic and defined procedure for dealing with complains. It is also necessary to augment the level of awareness among all the stakeholders – students, teachers, staff, parents and community – and prevent recurrence of security, child protection and grievance redressal related problems by finding long term and enduring solutions.

- ❖ Any corrective procedure in schools and hostels involving shame and insult and instances of physical punishment must stop and the system must effectively show zero tolerance. There is a need to sensitize the teachers to the legal provisions in respect of physical punishment and the psychological impact of punishments of all forms and insults, in particular.
- ❖ It is necessary to promote a gender sensitive environment in the schools and hostels with attention to the needs and requirements of the girl children, recruitment of larger number of women teachers and staff, induction and involvement of more women from the community and mothers into various school committees.
- ❖ It is well known that education in a dominant language is not only less effective than education in the mother tongue (MT), it also has a subtractive effect on children's language and culture. It is necessary for the educational institutions to take proactive steps to promote cultural pride and identity and to prevent subtractive impact on the indigenous language and culture of the tribal children. Mother tongue based multilingual education programmes need to be extended to all tribal children.
- ❖ Hostels must ensure regular presence of a teacher to help the boarders in their homework and study during the study hours in the hostel to improve the quality of learning by the boarders.
- ❖ Provisions need to be made for the children from the schools and hostels in tribal areas for excursion visits to different places preferably outside the state.
- ❖ Vocational training may be given as part of tribal children's school education.

Conclusion

Do the schools and hostels for tribal children promote their development and quality education? Does the experience of living in hostels contribute substantially to their school learning and development? We return to the basic questions that drove this research. The findings show that in multiple respects schools and hostels remain inadequate with limited resources and facilities, inadequate number of teachers with lesser levels of qualification and training than is statutorily required, problems of financial allocations particularly for developmental work, problems of governance and management, issues of security and protection of children, their grievance redressal mechanisms, health care and general well being. Despite the entire lacuna, the schools remain central institutions for the parents and community aspiring for quality education for their

children. There is a general feeling of optimism in respect of what the schools and the system provide and a sense of involvement with the children and their temples of learning. It is widely felt that hostels keep the children in schools and hence facilitate the minimum conditions of learning by ensuring participation. Barring a few unsatisfactory aspects of the hostel life, children seem to be generally happy living in the hostels, satisfied with the food they eat and the provisions, supplies and support they receive and having a positive relationship with the teachers and hostel superintendents and the support staff. They lead a routine life in the hostels which keeps them fit, entertained and focused on school learning. There are concerns and hitches, but, life seems to be moving on. By and large, the parents and community members share the views of their wards. They show a very positive sense of involvement with their children in the hostels – visiting them quite often and discussing with them about their life in schools and hostels. The boarders and their parents have complaints in respect of inadequacy of various facilities, health care, security, protection and quality of learning environment, but, despite such problems, hostels remain preferred and they keep the children in schools effectively reducing instances of absenteeism. Does that mean, then, that the schools and hostels contribute to the education of the tribal children? The answer, unfortunately, cannot be unqualified. As we have pointed out earlier, the environment of the schools and hostels are far from being ideal, but, relatively they are better than what these disadvantaged children would otherwise encounter in their homes and villages with all the resource limitations. As such, schools and hostels attract by default. What they offer is not optimal, but, from the perspective of the tribal children and communities, what they fail to offer is not missed. In reality, as our findings clearly show, the schools and hostels are far from being exciting learning environments; they are fraught with many short comings, problems of management, problems of human resources, some degree of insensitiveness and indifference, limited resources and, above all, problems associated with imposition of dominant language and culture. Considering all these and in view of the findings of this study, one must finally ask if the schools and hostels contribute to and promote quality education for the tribal children. The answer unfortunately cannot be an unqualified “yes”. In conclusion, it can be said that the hostels and schools do facilitate education of the tribal children, provide minimum conditions for their learning, but, they remain far from promoting quality learning for the otherwise disadvantaged group of children.