

**EKALAVYA MODEL RESIDENTIAL SCHOOLS OF NORTH EAST  
INDIA: AN EVALUATIVE STUDY**

**PROJECT REPORT**



**Sponsored by**

**North Eastern Council, Shillong, Government of India**

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**Place- Aizawl**

**Date -15-05-2023**

**(Prof. Lokanath Mishra)**

**Project Director**

## DECLARATION

I Prof. Lokanath Mishra do here by declare that the project report entitled “*Ekalavya Model Residential Schools of North East India: An Evaluative Study*” submitted by me to the North Eastern Council, Shillong, Government of India is my own work. To the best of my knowledge and belief the report has not at any time been previously submitted to other organization/ Institution

*Lokanath Mishra*

**Place- Aizawl**

**Date -15-05-2023**

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## **List of Acronyms and Abbreviations**

ANM : *Auxiliary Nursing Mid-wife*

BSE : *Board of Secondary Education*

CBSE: *Central Board of Secondary Education*

CCA: *Cook-Cum-Attendant*

CCE: *Continuous and Comprehensive Evaluation*

EMRS: *Ekalavya Model Residential School*

FGD: *Focus Group Discussion*

GOI: *Government of India*

HSC: *High School Certificate*

HSSC: *Higher Secondary School Certificate*

ITDA: *Integrated Tribal Development Agency*

ITI: *Industrial Training Institute*

KGVB: *Kasturba Gandhi Balika Vidyalaya*

LDC: *Lower Division Clerk*

MHRD: *Ministry of Human Resource Development*

MoTA : *Ministry of Tribal Affairs*

MTA: *Mother-Teacher Association*

NCC: *National Cadet Corps*

NCERT: *National Council of Educational Research and Training*

NCF : *National Curriculum Framework*

NSS: *National Social Service*

NTS: *National Talent Search*

PTR: *Pupil-Teacher Ratio*

*RMSA: Rashtriya Madhyamik Shiksha Abhiyan*

*SMC : School Management Committee*

*SSA: Sarva Shiksha Abhiyan*

*ST: Scheduled Tribe*

*TLE: Teaching-Learning Equipment's*

*TLM: Teaching-Learning Materials*

# CHAPTER-I

## INTRODUCTION

*“Education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is no scope nor room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. Real education enhances the dignity of a human being and increases his self-respect. If only the real sense of education could be realized by each individual, and carried forward in every field of human activity the world will be so much a better place to live in.”*

*Dr. APJ Abdul Kalam  
(Former President of India)*

### **1.0 Introduction**

Article 366 (25) of the Constitution of India refers to Scheduled Tribes as those communities, who are scheduled in accordance with Article 342 of the Constitution. The essential characteristics, first laid down by the Looker Committee, for a community to be identified as Scheduled Tribes are (i) indications of primitive traits, (ii) distinctive culture, (iii) shyness of contact with the community at large, (iv) geographical isolation, and (v) backwardness. The tribal communities in India are largely concentrated in the Central and the North-Eastern regions of the country, who are specially treated under 5th Schedule and 6th Schedule of the Indian Constitution, respectively. The Scheduled Tribes population of India stands at 104.3 million, constituting 8.6% of the total population, who live in about 15% of the country's areas in various ecological and geo-climatic conditions ranging from plains and forests to hills and inaccessible areas. About 11.3% of ST community lives in rural areas while 2.8% live in urban areas (Annual report of the Ministry of tribal Affairs, GOI, 2014). In 2011, the literacy rate for the ST community was 59% which increased from 8.53% in 1961. During 2001 to 2011, the ST male literacy rate increased from 59.2% to 68.5% and ST female literacy rate increased from 34.8% to 49.2%. Scheduled Tribes (STs), popularly known as 'Adivasis,' are marginalized social groups, officially recognized as the most educationally backward community compared to others. As most of the tribal communities live in remote, inaccessible localities; thus, it is very challenging to ensure an equitable quality education for these communities. Children belonging to different tribal

communities need special attention for their overall development through equitable quality education, as their social and cultural reality is very different from others. Despite several efforts made by the government, teachers, leaders, administrators, and other organizations, they face substantial inequalities in getting educational opportunities. Thus, there exists a gap in providing learning opportunities for marginalized or deprived children, like children from different tribal communities. Education is an investment in people for empowering them to cope with the changing economic and technological conditions (Srivastava, 1981).

### **1.1 Programmes of MoTA for Promotion of Tribal Education**

The various measures taken up for the upliftment of the tribal people are usually divided into three categories: (i) protective, (ii) mobilization, and (iii) developmental. The Protective measures include formulation of laws by the concerned states to safeguard the rights and interests of the tribal community in the form of restoration of tribal land rights, providing special administration in the scheduled tribal areas (Articles 244 and 244a in the 5th and 6th schedule of the Indian Constitution). Mobilization refers to the reservation extended to the tribal communities in the domains of politics, government employment and educational institutions. Developmental measures aim at programmes and activities that are initiated for promoting the welfare and development of the tribal people. In order to attract tribal children towards education and motivate their parents to avail of incentive schemes for their children's education, the Ministry of Tribal Affairs has launched from time to time several programmes and schemes that reflect government's commitment to educationally uplift the tribal communities. Some major schemes are described below.

*Hostels for ST Girls and Boys* –The scheme aims to promote literacy among ST students by providing hostels to such students, who would otherwise have been unable to continue their education. The hostels are provided as a part of educational institutions or in the close vicinity of such institutions. While the Scheme of Hostels for ST Girls is in operation since the 3rd Five Year Plan, the Scheme for of ST Boys was started with effect from the year 1989-90. During the 10th Five Year Plan both the schemes have been merged into a single scheme.

*Ashram Schools* – The scheme aims to promote expansion of educational facilities for Scheduled Tribe students including Primitive Tribal Groups by providing residential facilities in an environment conducive to learning. The scheme covers all the Tribal Sub-

Plan areas of the country spread over 22 States and 2 Union Territories. The running and maintenance of the Ashram Schools is the responsibility of the State Government/ UT concerned.

***Post-Matric Scholarship*** – Launched in 2010, the objective is to provide financial assistance to the Scheduled Tribe students studying at post-matriculation or post-secondary levels to enable them to complete their education. The scheme is open to all ST students whose parents' annual income is Rs.2.50 lakh or less and the scholarships are awarded through the Government of the State/ Union Territory where the student is domiciled. The Commercial Pilot License Course is also included in the Scheme of Post-Matric Scholarship for ST students and 10 Scholarships are to be given to the eligible ST students per year.

***Book Bank*** –Many ST students selected in professional courses find it difficult to continue their education for want of books on their subjects, as these are often expensive. In order to reduce the dropout rate of ST students from professional institutes/universities, funds are provided for purchase of books under this scheme. The scheme is open to all ST students pursuing medical, engineering, agriculture, veterinary, polytechnic, law, chartered accountancy, business management, bio-science subjects, who are receiving Post-Matric Scholarships.

***Upgradation of Merit*** –The objective is to provide special coaching to students so that they can compete with other students for admission to higher educational courses and for senior administrative and technical occupations.

***National Overseas Scholarship Scheme for Higher Studies Abroad*** –The objective is to provide financial assistance to students selected for pursuing higher studies abroad for Post-Graduation, Ph. D and Post-Doctoral research programmes.

***Rajiv Gandhi National Fellowship (RGNF)*** –It provides fellowships in the form of financial assistance to students belonging to the Scheduled Tribes to pursue higher studies such as M.Phil. and Ph.D. The scheme covers all the Universities/ Institutions recognized by the University Grants Commission.

***Scheme of Top Class Education for ST Students*** –It aims to encourage meritorious ST students for pursuing studies at degree and post-degree level in any of the 213 selected

institutes, in which the scholarship scheme is operative. The Scheme has started from 2007-08 with 625 scholarships per year.

***Vocational Training in Tribal Areas (VTC)*** –The main aim of the scheme is to upgrade the skills of the tribal youth in various traditional/ modern vocations depending upon their educational qualification, present economic trends and the market potential, which would enable them to gain suitable employment or enable them to become self-employed. The scheme covers all the States and Union Territories.

***Pre-Matric Scholarship for Needy Scheduled Tribe Students Studying In Classes IX & X*** –The objectives of the Scheme are to: (i) support parents of ST students for education of their wards studying in Classes IX and X so that the incidence of dropout, especially in transition from the elementary to secondary and during secondary stage of education, is minimized, and (ii) improve participation of ST students in Classes IX and X of Pre-Matric stage, so that they perform well and have a better chance of progressing to Post-Matric stages of education.

***Ekalavya Model Residential Schools*** – It aims to provide quality middle, high school and higher-secondary education (classes VI to XII) to meritorious tribal students in a residential mode with quality staff who can cater to their distinctive environmental, educational and cultural needs and prepare them to live a life of dignity and become contributing members to the society at large.

## **1.2 Ekalavya Model Residential Schools: A Good Initiative**

The Ministry of Tribal Affairs has taken up several new schemes over the years for educational upliftment of the tribal people. The introduction of Ekalavya Model Residential Schools (EMRS) since 1997-1998 is a novel experimental scheme to provide quality middle and high-level education to meritorious tribal students in the remote tribal areas of the country. Every block with more than 50% ST population and at least 20,000 tribal persons, will have an Eklavya Model Residential School by the year 2022. These schools will be on par with Navodaya Vidyalaya's and will have special facilities for preserving local art and culture besides providing training in sports and skill development. Across the country, as per census 2011 figures, there are 564 sub-districts i.e. blocks/taluka/tehsil having more than 50% ST population and at least 20,000 tribal

persons. Out of these sub-districts, EMRS have been sanctioned in 102 sub-districts at the inception of the Scheme. It is proposed to establish new EMRSs in the remaining 462 sub-districts by the year 2022.

### **1.3 Objectives of EMRS**

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

- 1.0 Comprehensive physical, mental and socially relevant development of all students enrolled in each and every EMRS. Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a large context.
- 2.0 Focus differentially on the educational support to be made available to those in Standards XI to X, so that their distinctive needs can be met,
- 3.0 Support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities.
- 4.0 Support the construction of infrastructure that provides education, physical, environmental and cultural needs of student life.

### **1.4 Structure of EMRSs**

1. Admission to these schools will be through selection/competition with suitable provision for preference to children belonging to Primitive Tribal Groups, first generation students, etc.
2. Sufficient land would be given by the State Government for the school, play grounds, hostels, residential quarters, etc., free of cost.
3. The number of seats for boys and girls will be equal.
4. In these schools, education will be entirely free.
5. Every class can have maximum 60 students preferably in 2 sections of 30 students each and the total sanctioned strength of the school will be 480 students.

6. At the Higher Secondary level (class XI &XII), there will be three sections per class for the three streams in Science, Commerce & Humanities. The maximum sanctioned strength of the each section may be 30 students. In case of short fall in a section, ST students from other schools may be admitted as per procedure mentioned at above para

### **1.5 Management and Running of EMRS**

1. The EMRSs may be affiliated either to the State or Central Boards of Secondary Education as desired fit by the State Governments/UT Administration.
2. The norms and standards for a school Class VI to class VIII in respect of number of teachers to be appointed, as provided in the Schedule to the Right of Children to Free and Compulsory Education ACT 2009 shall be strictly followed.
3. Efforts may be made to recruit maximum no. of women teachers. At the time of recruitment, preference may be accorded to candidates whose spouses also qualify for selection as teachers. Women should be given preference for employment among the non-teaching staff and in any case women be deployed in the posts of cook, helper and cleaner.
4. Each State Governments/UT Administration would be solely responsible for the management and effective functioning of EMRSs.
5. State Government/UT Administration may opt for any feasible/suitable mode of management whether by autonomous education societies; public-private partnership with reputed educational institutions; in arrangement with the State Department of Education or any other mode found suitable.
6. All State Governments/UT Administration are encouraged to set up a society/use an existing registered education society for the management of the EMRSs. Such a society will be eligible for accepting donations, of augmenting the infrastructure/ facilities/ educational resources of the schools in the interest of quality education.
7. A Management Committee may be constituted for each EMRSs which could include, among others, reputed local NGOs involved with education. Help of such NGOs may be taken to organize socially relevant development/welfare extension programmes.



8. The tasks of school admissions, appointment of teachers, appointment of staff, personnel matters and day-to-day running of the schools would be handled entirely by the society chosen by the State Government/UT Administration and in the manner deemed most suitable.
9. The State Governments/UT Administration shall ensure and maintain the highest quality in the selection of teachers and staff for academic and extra-curricular excellence.
10. The Government of India, Ministry of Tribal Affairs shall not accept any responsibility for the management of the School including student admission, staff recruitment, personnel policy/administration, estate management etc.

### **1.6. Costs & Budget**

The capital cost for the school complex, including hostels and staff quarters will now be Rs. 12.00 crore with a provision to go up to Rs. 16.00 crore in hill areas, deserts and islands. Any escalation will have to be met by State Government/UT. Recurring cost during the first year for schools would be @ Rs. 42000/- per child. This may be raised by 10% every second year to compensate for inflation etc. For procurement of essential, non-recurring items like furniture/equipment including for the kitchen, dining, hostel, recreation, garden etc. @ Rs. 10 lakh per school- will be allowed once in every 5 years, allowing for inflation. . The annual budget for recurring expenditure shall be formulated and placed before the Management Committee for approval at the end of the each financial year for the next year. The rates for calculation of recurring costs may be based on the prevailing rates sanctioned for the Jawahar Navodaya Vidyalaya from time to time.

The amount under recurring cost, due to each functioning EMRS, would be released by the State/UT Government to the bank account of the EMRS. The bank account of each EMRS for this purpose may be opened jointly in the name of the principal of the EMRS and any Member of the Management Committee who is also a Government Official.

### **1.7 Admission Procedure**

1. Admission to these schools will be through an appropriate method as per transparent objective criteria to be decided by the NESTS based on the norms under RTE Act, 2009.

2. The number of seats for boys and girls will be equal.
3. The total maximum sanctioned strength of a school shall be 480 students.
4. At the Upper Primary and Secondary level i.e. from class VI to X, every class will have maximum 60 students in 2 sections of 30 students each
5. At the Senior Secondary level (class XI &XII), there will be three sections per class for the three streams in Science, Commerce & Humanities. The maximum sanctioned strength of each section should be 30 students. In case of short fall in a section, ST students from other schools may be admitted as per procedure
6. 10% of the seats of EMRS/EMDBS can be filled up by non-ST candidates (shall not exceed the total strength of 480). Priority shall be given to children of EMRSs/EMDBS staff, children who have lost their parents to Left wing extremism and insurgencies, children of widows, children of divyang parents etc.
7. Reservation of 20% seats under sports quota for deserving ST students who have excelled in the field of sports.
8. Ministry/NESTS will issue separate detailed guidelines for admission of students under Sports quota.
9. Vacant seats in existing schools shall be filled up on priority by conducting special drives.

#### **1.8 Roles and Responsibilities of the National Education Society for Tribal Students:**

1. Operationalisation of the scheme in all its contours.
2. Plan, construct, establish, endow and administer the Schools and to do all acts and things necessary for or conducive to tribal education.
3. Provide good quality modern education- including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education to the tribal children.
4. Provide facilities, at a suitable stage for instruction through a common medium all over the country as per the language norms of CBSE.
5. Offer a common core-curriculum of NCERT to ensure uniformity in standards.
7. Facilitate CBSE affiliation of schools.
8. Facilitate conduct of training / capacity building programmes for teaching and nonteaching staff in coordination with the State/UT EMRS Societies.

9. Transfer the admissible Recurring Costs based on the actual requirement as to be projected by the State/UT EMRS Society in the beginning of the financial year for onward transmission to the schools through PFMS.
10. Shall provide detailed standards and norms for recruitment of Teaching and Nonteaching Staff and continuation of existing staff.
11. Shall review the existing MoUs signed by the State/UT EMRS Society or the State Government with Non-Governmental Organizations (NGOs) regarding running of the existing schools and take appropriate decision to enter into a fresh MoU only if the academic results are found good and any other benchmarks as to be decided.
12. If need be, could entrust the recruitment of teachers for States to an independent agency duly ensuring reservation quota prescribed therein.
13. Aid, establish and conduct other institutions as may be required for the furtherance of the Society's objectives in any part of India.
14. Do all such things as may be considered necessary, incidental or conducive to the attainment of all or any of the objectives of the Society.
15. Carry out any other activities required for implementation of the Scheme, as directed by Ministry of Tribal Affairs, Government of India from time to time.
16. Shall adhere to General Financial Rules, 2017, Delegation of Financial Powers Rules and maintain proper accounts and other relevant records, including prepare an annual statement of accounts, balance sheet, in such form as may prescribed by the Government of India.
17. Accounts of the Society shall also be subject to C&AG audit.
18. Shall deal with all legal matters arising out of the implementation of the Scheme.

### **1.9 Roles and Responsibilities of the State Government/ UT Administration**

- 1.0 Provide land free of cost as far as possible or on nominal cost, free from all encumbrances with clear land use for development and expansion EMRS/ EMBDs/ Centre of Excellence for sports. The land use shall not be changed to the detriment of the National Education Society for Tribal Students. Ensure proper connectivity like road, etc. as required for the schools.
- 2.0 Provide, or cause to be provided, electricity, water and other utility services at substantially concessional rates at EMRS/ Centre of Excellence for Sports.

- 3.0 Ensure safety of the schools, children and staff by ensuring necessary precautionary measures.
- 4.0 Shall ensure resolution of any law-and-order situation that may pose a threat to the safety and security of the school, students and staff.
- 5.0 Place the assets already created for such schools at the disposal of the State/UT EMRS Society without any financial implications

#### **1.10 Roles and Responsibilities of the State/UT EMRS Society**

1. State/UT EMRS Societies will be responsible for the management of Schools sanctioned/established in the particular State/UT in accordance to the norms and guidelines laid down by the NESTS.
2. Shall coordinate with the respective State Government /UT Administration to provide land free of cost and free from all encumbrances with clear land use for development and expansion of the schools.
3. Shall ensure transfer of the identified land in its name and the building appurtenant thereto, vested with it.
4. Shall ensure proper connectivity like road, electricity, water supply, land development etc. as required for the schools in coordination with the State Government /UT Administration.
5. Shall ensure recruitment of Teaching & Non-Teaching Staff for the schools based on the norms, guidelines and Recruitment Rules prescribed by the Ministry from time to time in a timebound manner.
6. Shall ensure adherence to the reservation policy as applicable to the sub-groups within ST communities, if any, in the respective State/UT during the recruitment and admission process in the schools in consonance with the extant guidelines of the Ministry.
7. May incorporate locally relevant curriculum, if required with prior approval of the NESTS.
8. Shall ensure migration of existing schools to CBSE curriculum, if not affiliated to CBSE, within one year from the date of signing of the MoU.

9. Shall prepare and submit an Annual Action Plan based on the actual requirements to the NESTS for sanction and disbursement of Recurring & Maintenance Grant in the penultimate month of the preceding financial year.
10. Shall open Bank Accounts exclusively for receipt and disbursement of funds pertaining to the schools received from the NESTS at the Society and School Level.
11. Shall implement Public Financial Management System (PFMS) including the Expenditure, Advance and Transfer (EAT) Module at the Society and School Level. However, in addition to PFMS, may also put in place any other system for transfer and monitoring of funds for better transparency and monitoring, if required.
12. Shall register the schools on the Government E-Marketplace Portal and ensure procurement of goods and services through the portal as per the GFR norms preferably or may follow the State Financial Rules. In case the State Financial/Procurement Rules are followed, due diligence to be done to ensure that it is in consonance to the spirit of the General Financial Rules and doesn't contradict the provisions out-rightly.
13. Shall furnish any information as sought by the Ministry / NESTS in a timebound manner.
14. If the progress in the schools is seen to be poor as a direct result of poor management and lack of adherence to standards as prescribed then it would be unable to claim any more funds till such time deficiencies are rectified, subject to the satisfaction of NESTS.
15. Undertake other responsibilities as delegated by the NESTS.

#### **1.11. Review and Monitoring**

a. The progress of implementation of the scheme will be reviewed by the Union Ministry of Tribal Affairs through periodic reports from the State Government/implementing agencies. The Ministry of Tribal Affairs will conduct review meetings during which States/UTs would be required to make presentations on the progress of their EMRSs. The guidelines for the use of the grants under Article 275 (1) provide for an amount up to 2% of the total allocation to be used for administration of the programme. This would be applicable in case of EMRS. A Centralized mechanism for the online monitoring of the EMRSs would be developed. Meanwhile States/UTs may strength their own systems/methods. The Government of India is free to make any modification in the

aforesaid conditions in consultation with selected State Governments/UTs whenever deemed necessary.

**1.12 List of Eklavya Model Residential Schools in India as on 1.11.2022**

<b>Sl No</b>	<b>Name of the State</b>	<b>No of EMRS Functional</b>	<b>No of EMRS not Functional</b>	<b>Total</b>
1.	Andhra Pradesh	26	2	28
2.	Arunachal Pradesh	2	8	10
3.	Assam	1	9	10
4.	Bihar	0	3	3
5.	Chhattisgarh	71	0	71
6.	Gujarat	35	0	35
7.	Himachal Pradesh	4	0	4
8.	Jammu & Kashmir	0	6	6
9.	Jharkhand	13	70	83
10.	Karnataka	12	0	12
11.	Kerala	2	2	4
12.	Ladakh	0	3	3
13.	Madhya Pradesh	63	4	67
14.	Maharashtra	25	7	32
15.	Manipur	3	18	21
16.	Meghalaya	0	15	15

17.	Mizoram	6	11	17
18.	Nagaland	3	19	22
19.	Odisha	27	61	88
20.	Rajasthan	21	9	3
21.	Sikkim	4	0	4
22.	Tamil Nadu	8	0	8
23.	Telangana	23	0	23
24.	Tripura	5	15	20
25.	Uttar Pradesh	2	1	3

Source- <https://tribal.nic.in/downloads/EMRS/ListofEMR01112022.pdf>

### 1.13 Need of the Study

The outcomes and progress of any scheme need to be evaluated from time to time not only to assess the extent to which its vision has been realized but also to apply mid-course corrections, if required, for realizing the programme objectives. The present study is an attempt to assess the status of EMRS of north East India with reference to infrastructure facilities, quality of school and classroom educational climate, quality of staff and services offered, children's learning outcomes and their upward mobility in career, and the objectives for which the EMRS scheme was launched. It is hoped that the study findings would help authorities to apply midcourse corrections, if necessary, and provide information to planners for revising EMRS policy guidelines, if required.

### **1.14 Objectives of the Study**

The overall objective of the study was to ascertain the impact of educational opportunities available in EMRS of north east India with reference to the quality of services offered, quality of learners and teachers and quality of school and classroom environment, teaching-learning processes, evaluation procedure, children's learning outcomes and their upward mobility in career and in the realization of the objectives of setting EMRS of north east India as an educational intervention focusing on tribal children.

**The specific objectives of the study could be enumerated as follows:**

1. To assess the nature of the school environment including infrastructure facilities and services in schools, classrooms and hostels as necessary for effective learning with due regard to child-friendly parameters.
2. To assess children's enrolment in Classes VI and XI to EMRS of North East India and their attendance and retention on a progressive basis in elementary, secondary and higher secondary stages.
3. To assess the quality of educational climate in schools and residential climate in hostels, student development activities in curricular and other curricular domains and innovative teaching practices addressing the learning needs of the students.
4. To assess the educational achievement level of students of class VIII, X and XI in major subjects through achievement tests.
5. To ascertain the effectiveness of the program for professional enrichment of teaching and non-teaching staff including capacity building, service conditions, incentive plans, performance monitoring and appraisal and school-community linkage.
6. To evaluate the impact of EMRS in student's empowerment and move upward in carrier and life and to function as contributing members to the society.
7. To identify grey areas, suggest measures for strengthening the EMRS program and draw implications for policy making on education of tribal children of north east India



The important variables and constructs will be used in the study are operationally explained as follows: School Environment – Conditions and facilities prevailing in the school to make teaching and learning effective Teaching-Learning Process – Processes adopted by teachers to make learning effective for students in classrooms and schools Child-friendly – Environmental provisions and behavioral patterns meeting the needs and preferences of children Capacity Building – Training to enrich job-related capabilities of employees in service Educational Climate – Conditions and facilities prevailing in the school to make learning effective for students Residential Climate – Features of student residence with comfortable living condition and designed to facilitate student engagement in learning Student Development Activities –Activities meant to help slow learners perform at the maximum limit of their potential and encourage students to utilize their potential in a positive direction.

**Chapter One: *Introduction*** provides an introduction and background of the research problem highlighting this study's context. It also provides a brief outline of the challenges regarding the schooling of deprived tribal students. It provides a summary and discussion about the studies conducted on the areas related to education for tribals, underprivileged and marginalization sections, school governance, and leadership In this chapter, the research questions, rationale of the study, limitations have been discussed.

**Chapter Two: *Methodology of the Study***- intends to explain the procedure for this study's conduction. It discusses the justification of the research methodology employed for this study, population, sampling, tools for data collection, data collection procedures, and data analysis.

**Chapter Four: *Analysis of the Results and Discussion***- discusses detailed descriptions of the study's collected data and field reality.

**Chapter Five: *Students' enrolment, attendance and retention in EMRS of north east India***- draw findings on students' enrolment, attendance and retention in EMRS of north east India.

**Chapter Six: *Educational and residential climate, student development and innovative teaching practices***: This section presents about the educational and residential climate, course content of the syllabi, local relevant curriculum, school academic calendar, time table, availability of tuition class, remedial classes, parent-teachers meeting, morning

assembly in school, gender equity, procurement of teaching-aids, activity-based learning, allocation of funds, checking of class notes, computer accessibility for students, assessment of tests.

**Chapter- Seven: Educational achievement of students and progress:** This chapter deals with assessment of the educational achievement level of students of class VIII and X in major subjects through achievement tests. Students in Classes VIII and X were assessed for their achievement in English, Mathematics, Science and Social Science with respect to competencies mastered at Classes VII and IX levels, respectively.

**Chapter -Eight: Professional enrichment of teaching and non-teaching staff**

Information was acquired from all EMRS school principals teaching and non teaching staff from the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim based on the stated objective-V. Under this section present about the opportunity to teaching and non-teaching staff for professional development.

**Chapter Nine Stakeholders' feedback and suggestions:** The feedback and suggestions of important stakeholders regarding a programme are important for evaluating the effectiveness of an intervention. Besides the outcome indicators such as educational attainment and progress of students in a school system, stakeholders' perception of the school's functioning provides indications regarding the strengths and deficiencies of newly implemented intervention and measures for strengthening it.

**Chapter ten:** This chapter deals with the causes of non-functionality of EMRSs of north East India. Besides this all the questions raised by the NEC authority are included in this chapter

**Chapter- Eleven deals with Summary findings and observations :** The present study was undertaken to ascertain the impact of educational opportunities available in EMRS of north east India with reference to the quality of services offered, quality of learners and teachers and quality of school and classroom environment, teaching-learning processes,

evaluation procedure, children's learning outcomes and their upward mobility in career and in the realization of the objectives of setting EMRS of north east India as an educational intervention focusing on tribal children. Data has been analysed and interpreted. In this chapter attempt has been made to present the findings, Summary and educational implications of the study systemically.

## **CHAPTER-II**

### **REVIEW OF THE RELATED STUDIES**

#### **2.0 Review of the Related Studies**

This chapter presents a review of some of the available literature related to the study. It involved a thorough check and formal examination of the findings of various research works, articles, abstracts, information published in journals, newspapers and internet which had close connection with the area of investigation and the problem undertaken for research. It was therefore undertaken for the purposes of justifying the need for the study by identifying the existing knowledge gaps, highlighting the relationship between the past and current study and putting the research problem into perspective. Some of the reviews are given below.

**Biswal and Dansana (2021)** studied Functioning of Eklavya Model Residential School, Rayagada, Odisha. The study aimed to investigate the current status of the availability and utilization of infrastructure in Eklavya Model Residential School. The investigator purposively selected one Eklavya Model Residential School at Rayagada in Odisha. This school provides quality education to merit-based tribal students, especially in tribal areas. The researcher has followed the purposive sampling technique for selecting the key informants of the case. The researcher used the classroom Observation Schedule, Questionnaire, checklist, and interview schedule for data collection. The data was analyzed by applying both quantitative and qualitative techniques, i.e., percentage; thick description. The study revealed that the infrastructure facilities are available as per the guideline of Eklavya Model Residential School. From the observation, the study revealed that the academic facilities like- Building, classroom, TLM corner, Reading Corner, Play Ground, Boundary Wall, toilet, Safe Drinking Water, library, laboratory, computer lab, Assembly Hall, Lawn/Garden, Furniture, Sports Materials, Musical Instruments, etc. were available in the school. The building has the perfect condition. It has two floors: the ground floor and the first floor. The school had a sufficient number of classrooms as per the section. Each class had two sections. There were adequate classrooms. The school wall was covered with many TLM and consisted of good thoughts of great persons inspiring the child

**Das et al (2015)** conducted a study Impact of Ekalavya Model Residential Schools In Enhancing The Educational Attainment of ST Children In Five States The Ekalavya Model Residential School (EMRS) scheme supports the establishment and running of quality residential schools covering classes VI to XII for ST students in remote tribal locations of the country under the provisions of the Article 275(1) of the Constitution. EMRSs start at Class VI and admission to these schools is patterned on the Jawahar Navodaya Vidyalaya model, through selection/competition with suitable provision for primitive tribal groups, first generation school goers etc. Education in EMRSs is entirely free, as in the Navodaya Vidyalayas. Each school will have ST Students from 6th to 12th standard and every class will have 60 students (30 boys and 30 girls) and the total sanctioned strength of the school will be 480 students. The Ministry of Tribal Affairs (MoTA) supports States/UTs for setting up these residential schools provided that they can ensure smooth management and efficient running of the schools including timely fund flows, recruitment of teachers in required numbers, medical facilities for students and staff, nutritious and hygienic food, and generally a happy and healthy environment. Sufficient land for constructing an EMRS is made available by the concerned State/UT free of cost. The scheme provides for a holistic and generous building lay-out, which includes all the features expected in a good quality school. EMRS funding is governed by liberal norms, both in terms of capital as well as recurring costs. The schools were required to be operated in each State through an autonomous society formed for this purpose.

**Dash (2018)** stated that the academic performance of tribal learners in Eklavya Model Residential Schools in Odisha is not at per satisfactory level. The Average performance of students of these schools remains within the range of 30%- 59%. The EMRSs in the state of Odisha lack insufficient numbers of teachers. Here teachers are working as contractual appointments with a low pay scale. So definitely the job satisfaction level of the teachers is not good. Even teachers in EMRSs do not reside at the school campus, as there is a lack of proper residential facilities. In these EMRSs higher secondary level classes are run by guest teachers from other schools as 25 the schools lack well-qualified PGT teachers in these tribals areas. Qualified teacher recruitment, coaching, and additional academic support are needed for these tribal students to enhance their academic achievement at the secondary and higher secondary levels. It is also found that there is a lack of essential

support for the STs students in terms of aids in promoting tribal language, aids in teaching-learning focused on tribal cultures. It is necessary to encourage the teachers who are engaging in these schools to teach effectively as per the learning needs of tribal students. Orientation and training programs will help boost teachers' motivation to meet the students' demands and requirements in EMRSs.

**Geddiam (2015)** conducted a study of Ekalayva Model Residential Schools (EMRS) in Tribal Education” had the objectives of fining out the appropriate design prograamme to meet the objectives of EMRS, the felt needs of the community, and to study the schemes augmenting the education of STs to support their increased literacy and the impact of these schemes in decreasing the dropout rates. The researcher found that the infrastructures whether new of old were inadequate due to lack of requisite budgetary provision for the maintenance of it. There is a high pass percentage among standard X students but the performance of the Higher Secondary needed improvement. The teaching and learning process was affected by the lack of teacher’s quarters and there is a high demand for science and mathematics teachers. This in turn affected the teacher-pupil ratio. There is low maintenance of the classrooms and inadequate TLM and sports facilities. Uniforms are well provided for each student.

**Geddiam (2015)** stated that regular teaching-learning processes in Eklavya Model Residential Schools follow a conventional method. Appropriate teaching-learning materials are essential for an efficient teaching-learning situation, but in these schools, it is found that there is a lack of availability of TLM. Library facilities are one of the main aspects of ensuring quality teaching-learning, but the EMRs fail to maintain proper library facilities for the learners. EMRSs need more regular teachers in response to maintain a healthy pupil-teacher ratio. As low paid contractual teachers, guest teachers, and retired persons manage the schools, which do not fulfil the prescribed purpose of the scheme

**Joy et al. (2014)** in the study “A Case study on the school dropout Scheduled Tribal students of Wayanad District, Kerala” with special reference to Paniya Tribe found that the reason for the increased dropout rate among the Schedules Tribe students are the negative attitude towards schooling, peer influence, alcoholism of the parents, early responsibility in their families, caste related issues and health issues.

**Kumar & Naseema (2018)** conducted a study on Scheduled Tribes learners of Kerala's residential schools, where they stated that learners are not achieving educational success as expected in these schools. Schools provide the maximum level of facilities and support, but dropout is a significant threat in these schools. Although there are high numbers of contractual teachers are working with a less amount of salaries. The supply of pure drinking water is another primary concern for these schools. As the students come from a deprived community, proper guidance and counselling are much needed for them. In these schools, the learners lack interaction with society. The schools are also lacking less involvement of parent-teacher association. A functioning parent-teachers association is helpful for the better performance of the school as well as learners.

**Nath & Ragi (2013)** conducted a study on Ekalavya Model Residential School for Tribal Students in Wayanad to understand the infrastructural facilities and various instructional strategies adopted, cultural and empowerment programmes, scholarships for students, etc. under Ekalavya Model Residential School. Data was collected through Interview and observation. Lack of proper infrastructure is the main drawback and weakness of this school. School has not adequately sized class rooms, and other facilities.

**Patel (2015)** reported that EMRSs across the country are not managed as per the guidelines. There is lacking a standard organizational structure for the better functioning of EMRSs. It is needed for the EMRSs a separate budget plan for recurring and non-recurring expenditure and engagement of staffing and educational expertise. In this context,

**Patra (2016)** studied the EMRS of Andhra Pradesh suggested that in all EMRS, uniform management does not exist, and it varies from state to state. the Principal post is either vacant or managed on an ad-hoc basis, hampering proper school-level management and administration. A uniform organizational structure for the management of EMRSs across the country is needed for quality assurance. In EMRSs, most of the students are naturally very shy and introverted, and they are less participative in normal classroom teaching-learning. Sometimes, students face 26 serious problems to understand the teachers' language as most of the teacher comes from the non-tribal community. Each class should be divided into two parts in each EMRS to maintain the proper pupil-teacher ratio. Lacking qualified human resources is one of the major hindrances for quality education in these

tribal schools. The Department of Tribal Welfare under the different state governments does not have the necessary expertise and professional personnel to look after the EMRS across the respective state

**Patra (2018)** studied the Educational Status of Tribal Children in Ekalavya Model Residential Schools in Odia Language by selected two districts on Odisha. One district with the highest literacy rate and the other with the lowest literacy rate according to the 2011 census. In the comparison of their grade-mates in Odia language, it was found that class IX students in JNV performed academically better than those in EMRS and SC & ST schools however the EMRS students outscored their grade-mates from SC & ST schools.

**Ramana (1989)** observed in his findings how Ashram Schools had poor physical facilities. Along with poor teaching learning process there was prevalence of absenteeism, stagnation and high wastage.

**Sahoo and Rout (2018)** studied about Integration of ICT in Ekalavya Model Residential Schools to finding out the availability of ICT resources in Ekalavya Model Residential schools, the integration of ICT in curricular activities and the problems faced in the integration of ICT. The descriptive study found out that ICT was used occasionally in their course, for downloading learning materials, there is a usage of “word processing” and the internet the most frequently, teachers reveal that ICT is used for curricular more than co-curricular activities, there is shortage of computer hardware and lack of basic skills among the teachers in the operation of the computers, and inadequate number of computer teachers.



## **CHAPTER-III**

### **METHODS AND PROCEDURES**

Methodology of the study is an important part in any research. It is the logic of scientific investigation; it means description, explanation and justification of method. It is a plan and procedure for carrying out the research. Therefore, this chapter will talk about why this particular topic is undertaken, how the problem has been identified, how the samples are selected and the method that is employed to collect the data.

This study is a social science research; social science approach has been employed. The data is analyzed through both qualitative and quantitative methods as employing either of the techniques will have certain limits. In this kind of research, employing both the techniques is the best option as it will provide the most reliable outcomes. This chapter consist of the design of research, the selection of the universe, tools used, fieldwork details, organizational structures, methodological gains and limitation of the study.

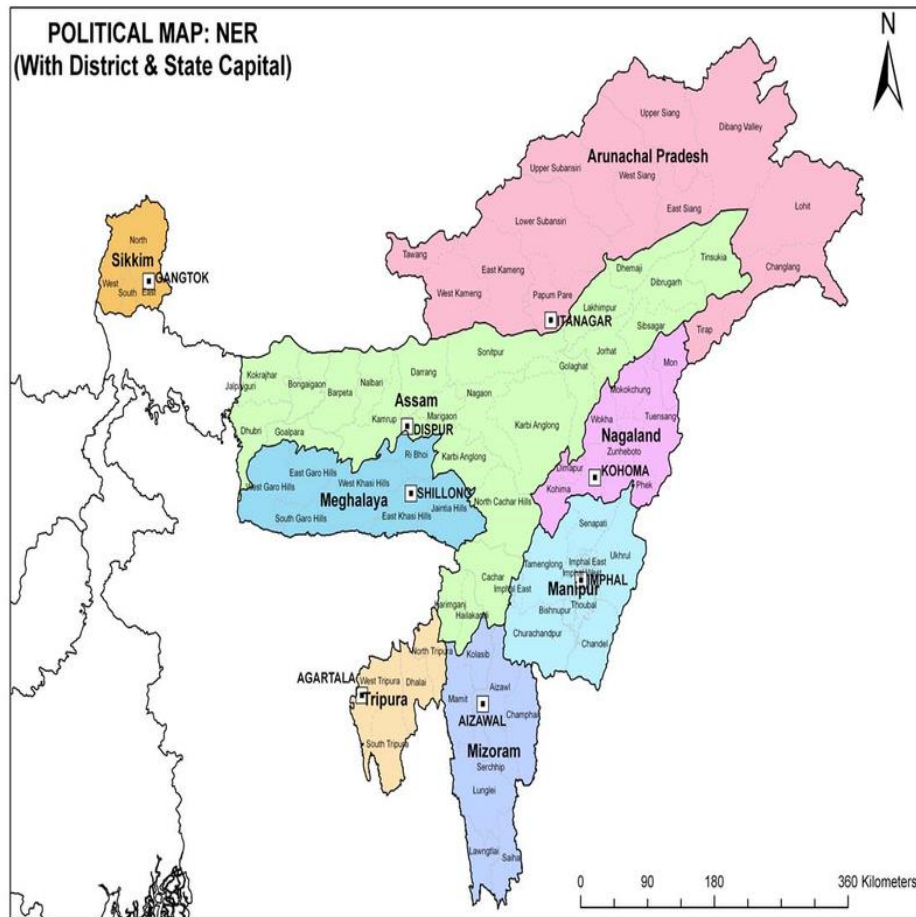
#### **3.0 Design of the Research**

The investigator conducted a study on Navodaya school in Mizoram which is motivated to conduct this research on Ekalavya Model Residential Schools (EMRS) of North East India. The overall objective of the study was to ascertain the impact of educational opportunities available in EMRS of north east India with reference to the quality of services offered, quality of learners and teachers and quality of school and classroom environment, teaching-learning processes, evaluation procedure learning outcomes and their upward mobility in career and in the realization of the objectives of setting EMRS of north east India as an educational intervention focusing on tribal children. For the purpose of the study mixed methods research design was followed. Hence the study is both quantitative and qualitative in nature. Further, an exploratory-cum-descriptive research design is employed. These two-research designs are used together because it is the best method to formulate a problem for more precise and structures investigation.

### 3.1 The Selection of the Universe

The Universe or the Population means the entire group of units which is the focus of the study. All the EMRS functioning of the North east India was covered in this study. The population of the study includes all the students, teachers, non-teaching staff, administrators, principals of the EMRS of north Eastern states India. The political map with district and state capital of North East India is given below

**Fig-1 Political Map with District and State Capital of North East India**



**Table 3.1 – Profile of EMRS of North East India**

<b>Name of the state</b>	<b>List of EMRS Functional</b>	<b>List of EMRS (visited)</b>	<b>No of Teachers</b>	<b>No of non-teaching staff</b>	<b>No of students</b>
<b>Arunachal Pradesh</b>	2	1	12	7	384
<b>Assam</b>	1	1	10	8	287
<b>Manipur</b>	3	3	40	20	966
<b>Meghalaya</b>	0	0	0	0	0
<b>Mizoram</b>	6	3	7	10	629
<b>Nagaland</b>	3	3	46	28	1246
<b>Sikkim</b>	4	3	44	27	946
<b>Tripura</b>	5	4	66	52	1368

### **3.2 The sample**

A sample is a portion of people drawn from a large population. “A sample is a part of the population which is studied in order to make inferences about the whole population” (Manheim1977). Due to limited time and lack of a large amount of money, it is very difficult to cover the entire populations scattered in different areas. Still then researchers covered all the 18 EMRS functioning at present in all the states of North East India. Five teachers, five non-teaching staff, hostel warden from each school are randomly selected as sample of the study. After repeated visits to the schools, project fellows were able to collect the data from respondents consisting of 18 principals, 253 teachers, 360 students, 157 non-teaching staff and 36 hostel wardens. The details of the sample from which data has been collected is given in table no-3,2

**Table 3.2 – Sampling Distribution**

SI No	Name of the State	No of Teachers	No of Students	No of Principles	No of Non-Teaching Staff	No of Hostel Warden
1.	Arunachal Pradesh	12	20	1	22	2
2.	Assam	10	20	1	27	2
3.	Manipur	40	60	3	20	6
4.	Meghalaya	0	0	0	0	0
5.	Mizoram	35	60	3	36	6
6.	Nagaland	46	60	3	20	6
7.	Sikkim	44	60	3	16	6
8.	Tripura	66	80	4	16	8
	Total	253	360	18	157	36

### 3.3 Tools and Techniques

For secondary data collection, the investigator went through different journals, research books, biography, documentary, Government records and books which are related to EMRS for the development of the tools. With regard to Primary data collection, the investigator along with three junior project fellows visited the different fields as a Pilot Study to have some idea about the samples. After these, they framed the tools and techniques to be employed for collecting the primary data. A workshop was organized in the Department of Education, Mizoram University for development and finalization of tools. Where experts from different department like sociology, Psychology Education, Social Work participated, framing different Tools and Techniques that were developed and employed are as follows



**Fig-2 Workshop for the Development of Tools**

1. A check list cum information schedule prepared in order to collect infrastructure facilities and services in schools, enrolment status, classrooms and hostels as necessary for effective learning with due regard to child-friendly parameters.
2. Five Interview Schedules (one each for the principal, teacher, student, hostel superintendent, non-teaching staff), developed in the workshop for the collection of data.
3. Focus Group discussions organized separately in each school for obtaining the perception of the students' teachers and parents.



The schedule along with the questionnaire were sent to a panel of experts consisting of distinguished educationists and veteran professors, experts working in the field of education with the purpose for getting some suggestions for the better outcomes. After getting their valuable suggestions, necessary correction was made and a final

draft of interview scheduled were prepared. The Final interview schedule were given in Appendix

### **3.4 Preparation of Achievement Tests.**

The information schedules, interview schedules and the format for FGD with students were developed by the research team in consultation with professors in the disciplines of psychology and education. Achievement tests were prepared during a three-day workshop at the Department of Education, Mizoram University involving experts and resource persons from different subject areas including professors of psychology, professors of education, Headmasters of High Schools, Post-Graduate Teachers (PGTs) and Trained Graduate Teachers (TGTs) of reputed CBSE schools. The names of the experts and resource persons who prepared the achievement tests are given in Appendix

The achievement tests were edited, printed and finalized in two additional workshops. The competencies to be tapped through the tests were primarily drawn from the syllabi of CBSE and the a State Boards of different states of north east India The

common and the basic competencies that students at successive stages of schooling are expected to master were tapped through the achievement tests. All achievement tests had multiple-choice items with 4 alternatives per question.

**3.5 Preparation of Information and Interview Schedules.** The information and interview schedules along with the format for FGD with students were prepared by the research team through workshops covering a total duration of 3 days. Brief description of each of the schedules is given in the Table 3.3

**Table 3.3. Dimensions Captured through Information and Interview Schedules and FGD**

<i>Schedules</i>	<i>Dimensions captured</i>
School Information Schedule	Physical infrastructure of the school, classrooms and laboratories; School and classroom instructional climate; Facilities for students; Teaching-learning materials and equipment; Student enrolment, attendance and retention; Curricular, cocurricular and student development activities; Student evaluation practices; Educational achievement level of students; Student success rate; Profiles of teaching and non-teaching staff; Vacancy positions; Capacity building of staff; Community-school linkage; Monitoring and supervision
Hostel Information Schedule	Hostel infrastructure and facilities; Hostel environment; Mess management; Kitchen and food; Capacity building of hostel staff; Monitoring and supervision
Interview Schedule for the principal	Feedback on Programme strength; School and hostel environment; Quality of meals; Curricular and co-curricular activities; Teaching-Learning conditions; Student empowerment and success rate; Service conditions and incentive plans; Capacity building initiatives; Emergency preparedness, Community participation, Monitoring and supervision; Measures to strengthen programme
Interview Schedule for Teachers	Feedback on programme strength; Curricular and co-curricular activities; Student evaluation practices; Service conditions and

	incentive plans; Capacity building initiatives; Student empowerment and success rate; Community participation, Measures to strengthen programme
Interview Schedule for Hostel Superintendents	Feedback on hostel infrastructure and learning environment; Kitchen and food; Service conditions and incentives; Capacity building of hostel staff; Monitoring and supervision; Difficulties experienced; Measures for improvement
Interview Schedule for Students	Feedback on school environment; Curricular and co-curricular activities; Hostel facilities; Relationship of teachers with students; Role in school and hostel management; Features in school liked or disliked
Interview Schedule for non-Teaching Staff	Feedback on Participation in curricular and co-curricular activities; Capacity building initiatives; Incentive plans; Relationship with employees and community members; Difficulties experienced; Measures for strengthening the programme
FGD with Students	Discussion on school and hostel infrastructure and facilities; Quality of teaching; Cocurricular and development activities and student participation; Teachers' interaction with students; Interpersonal relationships; Measures for improvement

### 3.6 Procedure of Data collection

The field investigator along with Project fellows from different backgrounds of social science i.e. Sociology, Psychology and education were appointed for this project who visited different fields. They began their visit with EMRS lunglei, Mizoram, where they administered the schedule for collection of data with the permission of the principal.



The next day FGD was held and all the teachers, students and non-teaching staff attended, there was great feedback from both the teachers and students. The same procedure was



applied in all other EMRS of north east India.

Though the samples were scattered in different parts of the north east India, but not many problems were encountered. A period of one month was given for each state and the program went very smoothly as planned. For the state of Sikkim permission from

Director has taken for collection of data. A minor problem like road travelling was encountered to reach some districts which had poor condition of roads for transportation. Besides this, there were no other problems and the respondents i.e., the students, teachers and non-teaching staff were all very co-operative that made the data collection much easier.



Achievement tests were administered to students of respective classes available on the day of testing. The testing sessions were separated by reasonable time intervals for not overburdening the students. Strict vigilance was maintained to ensure that each student answers on his/her own without obtaining assistance from others. Team members acted as invigilators and teachers were kept away from the testing sessions.

### 3.7 Limitation of the study

Studying EMRS status of north east India is a very challenging as well as important topic in the present- day scenario. There have been several limitations that arise while studying this particular problem. Firstly, the studied populations are seen not that honest with their



answers, though they are allowed to give their response freely. Though the students were well informed that this study is meant only for educational purpose and that their identity will not be revealed, some students are still hesitant to provide the right answers for reasons like fear of being teased by their friends or fear of their teachers.

Since the students had not much free time during the school hours, certain limitations arose when conducting a focus group discussion as it was very difficult to gather the students during their free time. Some of the students were not attentive and some of them were very shy to open up themselves in front of their friends, while some of them were afraid of group discussion, some of them were hesitant to speak out the truth fearing that they may face problem in future. However, they were informed and convinced that, their identity will not be divulged and what happened in the room will remain in that room and their friends were requested to make a promise not to spill the beans. Certain problems also arose when conducting an interview for the teachers Government officials. Though some of them were very co-operative and took the interview very seriously, some of them were in great hurry and were unable to spare sufficient time to discuss the problems, its causes and its remedies. They wanted to end the interview as soon as possible, which really made the interviewer very uncomfortable.



## **CHAPTER IV**

### **PROFILE OF RESPONDENTS**

This chapter focuses on the analysis of data gathered from various sources as detailed in the chapter before and how to interpret it in light of the study's stated objectives. The provision of high-quality middle and high-level education to Scheduled Tribes (ST) students in remote locations is suggested as a way to not only enable them to benefit from reservations in high and professional educational programmes as well as jobs in the public and commercial sectors, but also to ensure that they have access to the best educational possibilities on par with the non-ST population. Many interview schedules were used to deliver the data collection procedures for the current investigation. The subject's replies were assessed in accordance with the normative scoring guidelines stated in the relevant manuals. The scores were classified, tabulated and analyzed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate statistical techniques, and the findings were also interpreted keeping in view the objectives of the study and the findings were meaningfully interpreted.

#### **4.0 Profile of the Principals**

In order to maintain accountability for results and emphasize the significance of sound leadership practices, it is both vital and crucial to evaluate the performance of school principals. Consequently, it is imperative to comprehend the principal's profile in schools. Variations in gender, age, duration of work experience, educational qualification and marital status are the focus under this section: profile of principals. This section presents the profile of principals and information was gathered from EMRSs of all seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim which are presented in table 4.1

**Table-4.1 General Profile of Principals**

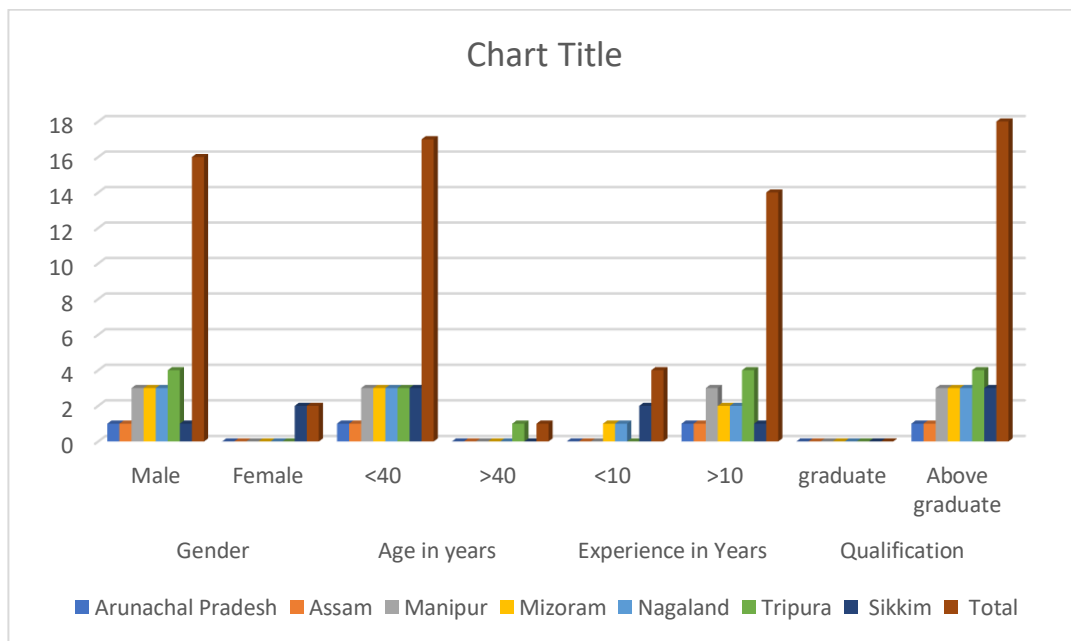
State	Gender		Age in years		Experience in Years		Qualification	
	Male	Female	<40	>40	<10	>10	graduate	Above graduate
	No/%	N/%	No/%	N/%	No/%	N/%	No/%	N/%
Arunachal Pradesh	1/100	0	1/100	0	0	1	0	1/100
Assam	1/100	0	1/100	0	0	1	0	1/100
Manipur	3/100	0	3/100	0	0	3	0	3/100
Mizoram	3/100	0	3/100	0	1/34	2/66	0	3/100
Nagaland	3/100	0	3/100	0	1/34	2/66	0	3/100
Tripura	4/100	0	3/75	1/25	0	4	0	4/100
Sikkim	1/33	2/66	3/100	0	2/66	1/34	0	3/100
Total	16/88	2/12	17/94	1/06	4/25	14/75	0	18/100

It is pertinent in table 4.1 the gender wise variations of school principal respondents were 100% male dominated in the states of Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, and Tripura, while Sikkim had only 33.33% male principals. Around Sixty-Six percentage of the school principals of Sikkim EMRSs were female making it the only state among the other states of North East to have female dominated school principals. From the above table it is seen that all of the school principals from the states of Arunachal Pradesh, Assam, Manipur, Mizoram, and Sikkim, as well as 75% of Tripura, were the ages of below 40 years old. In the age range on 40 years and above were 25% of Tripura.

With reference to the working experience of the school principals, as indicated in table 4.1 it was found 34% principal of Nagaland and Mizoram are below 10 years of teaching experience and remaining are above 10 years of teaching experience. High work experience of Principals of EMRS is a sign of high efficaciousness of the institutions. With regards to educational qualification all of the school principals of EMRS of north east India

were having graduation and above qualification. Effective principals significantly increase a school or institution's likelihood of success and ability to raise student accomplishment. One significant aspect that affects a principal's performance is their educational background. As for the marital status of the school principals of EMRSs, 100% from Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, and Tripura and 33.33% from Sikkim were married.

**Fig-3 General Profile of Principals of EMRS of North East India**



#### 4.1 Profile of the Teaching Staff

The investigator took into account and gathered information from each respondent. The level of the educational climate in the schools is impacted by teacher engagement and motivation. Variations in teachers' gender, age, duration of work experience, training status, mode of appointment, and monthly remuneration greatly influence their motivation and attitude towards teaching. This section presents the profile of teaching staffs and information was gathered from EMRSs of all seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim which are presented in table 4.2

**Table-4.2 General Profile of Teachers**

State	Gender		Age in years		Experience in Years		Qualification	
	Male	Female	<40	>40	<10	>10	Untrained	Trained
	No/%	N/%	No/%	N/%	No/%	N/%	No/%	N/%
Arunachal Pradesh	5/41	7/59	9/75	3/25	10/83	2/17	4/34	8/66
Assam	4/40	6/60	5/50	5/50	8/80	2/20	1/10	9/90
Manipur	16/40	24/60	39/98	1/02	25/62	15/38	7/18	33/82
Mizoram	12/35	23/65	30/85	5/15	29/84	6/16	5/14	30/86
Nagaland	28/60	18/40	39/84	7/16	38/83	8/17	6/13	40/87
Tripura	29/43	37/57	52/78	14/22	42/63	24/37	8/30	38/70
Sikkim	23/52	21/48	24/53	20/47	34/74	10/26	8/18	36/82
Total	117/47	136/53	189/74	64/26	186/73	67/27	35/13	218/87

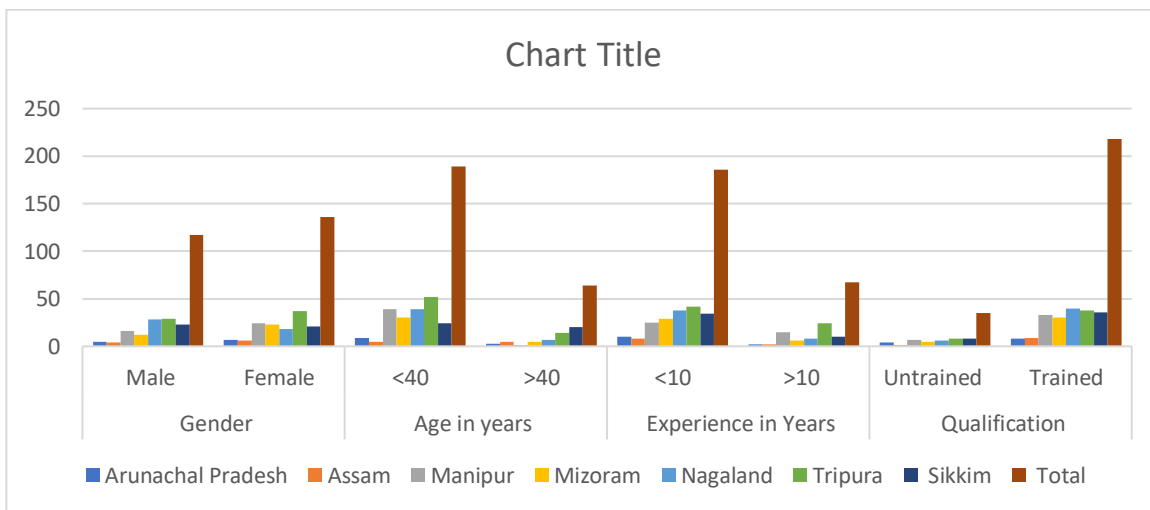
Gender equality is a top concern. Therefore, gender parity is greatly valued when it comes to numerous employment prospects. Table 4.2 indicates gender wise variation of all teachers from the seven states of EMRSs. In table 4.2 among the teaching staffs of the EMRSs the percentage of male staffs were 41% from Arunachal Pradesh, 40% both in Assam and Manipur, 35% Mizoram, 60% Nagaland, 43% Tripura and 52% Sikkim. The percentage of female teaching staffs were more in Mizoram i.e 65% and 40% in Nagaland.

A successful blend of young and seasoned teaching staffs is one that typically results in the success of the institutions. Table 4.2 indicates the age variations of teaching staffs in all the seven states of EMRSs. Among the teaching staffs of EMRSs, of north east India 74% of teachers are below 40 years and 26% are above 40 years of age group. With regards to teaching experience of the teachers of EMRS of north East India 73% teachers are below 10 years of teaching experience and 27% are above teaching experience.

Training for teachers encourages the use of techniques that improve a teacher's instructional skills. Every instructor must evaluate their own abilities, just like a student, to determine the best teaching method for them. It's encouraging that all seven state EMRSs'

teachers had received training in whole. When it came to whether the teaching staffs were trained or not, 87% of the teachers from all seven of the state EMRSs had undergone training and 13% are untrained. Teacher training promotes strategies that enhance the teaching abilities of an educator. Just like a student, every teacher needs to assess their own skills to find a teaching strategy that suits them. 87% of the teachers from all seven of the state EMRSs had undergone training which is a positive sign.

**Fig- 4 Showing Profile of the Teaching Staff**



**Table 4.3 Nature of Appointment and emoluments of Teachers**

State	Nature of Appointment		Emoluments in Rs	
	Contractual	Regular	<50,000	>50,000
	No/%	N/%	No/%	N/%
Arunachal Pradesh	5/41	7/59	9/75	3/25
Assam	7/70	3/30	5/50	5/50
Manipur	17/41	23/59	39/98	1/02
Mizoram	30/85	05/15	30/85	5/15
Nagaland	40/86	06/14	39/84	7/16
Tripura	50/75	16/25	52/78	14/22
Sikkim	38/84	07/16	24/53	20/47
Total	197/77	56/23	189/74	64/26

Regular teacher appointments encourage productive workplace conduct. A high proportion of contractual teaching staffs is not a good sign for EMRS. Table 4.3 indicates that 77% teachers of north East India working in EMRS are contractual and 23% are regular. Similarly, 74% of teachers are getting less than Rs 50,000 on monthly basis. When teachers are well compensated, they exhibit job satisfaction, which has a favorable effect on students' general performance.

#### 4.2 Profile of Non-Teaching Staff:

Non-teaching personnel are employees of a school who do not instruct the students. They provide additional services that do not directly assist students with their academics but rather considerably enhance their whole school experience. So, non-teaching staff is a substantial portion of the educational system and should be treated with the same respect as teachers. Variations of non-teaching staff in respect to gender, age, work experience, mode of appointment, and monthly remuneration greatly influence their motivation and attitude towards teaching. This section presents the profile of teaching staffs of EMRSs from all seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim which are presented in table 4.4

**Table 4.4 Profile of Non-Teaching Staff**

State	Gender		Age in years		Experience in Years		Qualification	
	Male	Female	<40	>40	<10	>10	UG	PG
	No/%	N/%	No/%	N/%	No/%	N/%	No/%	N/%
Arunachal Pradesh	12/41	10/59	19/75	3/25	20/90	2/10	18/81	4/19
Assam	15/40	12/60	15/60	12/40	18/66	9/34	23/90	4/10
Manipur	10/40	10/60	18/98	2/02	15/75	5/25	17/87	3/13
Mizoram	12/35	24/65	31/85	5/15	30/84	6/16	36/100	00/
Nagaland	8/60	12/40	10/50	10/50	18/90	2/10	18/90	2/10
Tripura	8/43	8/57	12/78	4/22	12/75	4/25	15/95	1/5
Sikkim	7/52	9/48	14/85	2/15	14/90	02/10	14/95	2/5
Total	72 /45	85/55	119/75	38/25	127/80	30/20	141/90	16/10

Among the non-teaching staffs 60% from Nagaland ,52% of them from Sikkim, 43% from Tripura 41% from Arunachal Pradesh, 40% from Assam and Manipur 35% from Mizoram, 35% from Manipur, 31.25% from Tripura, were male. The majority of the non-teaching staffs were females with 55% in total North East India. With regard to age range 75% of non-teaching Staff working in EMRS of North East India were below 40 years and 25% are above 40 years. Similarly, 80% of non-teaching staff working in different EMRS of North East India are below 10 years of experience and 20% are above 10 years of teaching experience. Ninety percentage of non-teaching staff are having qualification graduation or below graduation and 10% are above graduation qualification.

The nature of appointment for 48.14% of Assam, 30% of Manipur, 25% of Nagaland, 25% of Tripura, 27.77% of Mizoram, 22.72% of Arunachal Pradesh, 18.75% of Sikkim non-teaching staffs on contractual basis. And 81.25% of Sikkim, 77.27% of Arunachal Pradesh, 75% of Nagaland, 75% of Tripura, 72.22% of Mizoram, 70% of Manipur, and 51.85% of Assam non-teaching staffs were employed on a regular basis.

With respect to monthly emoluments of non-teaching staff: 86.36% from Arunachal Pradesh, 85% from Nagaland, 81.25% from Sikkim, 75% from Tripura, 74.07% from Assam, 72.22% from Mizoram, 70% from Manipur responded that they received monthly emoluments of below 30,000 rupees and 30% from Manipur, 27.77% from Mizoram, 25.92% from Assam, 25% from Tripura, 18.75% from Sikkim, 15% from Nagaland, and 13.63% from Arunachal Pradesh responded that they received monthly emoluments of 30,000 rupees above.

**4.3 Profile of Students:** Students' academic achievements, skills acquired, interests, accomplishments, and goals are all captured in student profiles. This section presents the profile of student's information from all EMRSs of seven states: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim which are presented in table 4.5 and 4.6



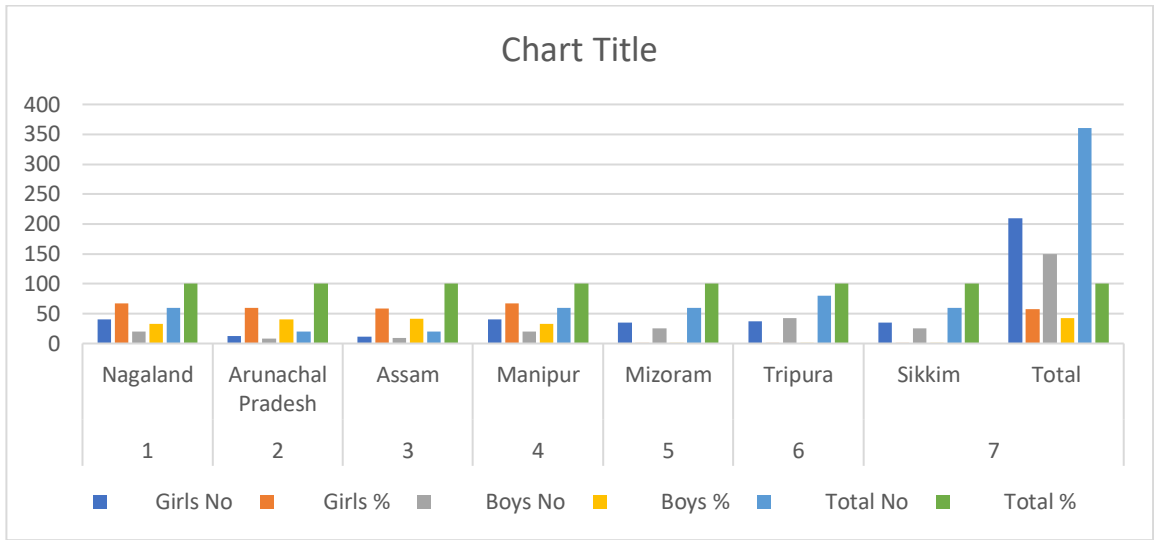
**Table-4.5 Gender Wise Variation of students:**

The investigator considers this factor and collected data from student respondents of EMRSs which is indicated in table 4.5

SL	State	Girls		Boys		Total	
		No	%	No	%	No	%
1.	Nagaland	40	66.66	20	33.33	60	100
2.	Arunachal Pradesh	12	60	08	40	20	100
3.	Assam	11	59	09	41	20	100
4.	Manipur	40	66.66	20	33.33	60	100
5.	Mizoram	35	58%	25	42%	60	100
6.	Tripura	37	46%	43	54%	80	100
7.	Sikkim	35	58%	25	42%	60	100
	Total	210	58	150	42	360	100

Table 4.5 lists the number of students by gender, with the percentage of girl's students broken down as follows: 66.66 %n in Nagaland and Manipur,60% in Arunachal Pradesh, ,59% in Assam, and 58% in Mizoram and Sikkim. The total percentage of girls in EMRS of North East India is 58% and boys 42%. With regards to age variation the youngest age range of 8-10 years was occupied by 21.67% of Manipur student, 16.12% of Assam, 15% of Nagaland, 13.75% of Mizoram, 11.90% of Arunachal Pradesh, 8.57% of Sikkim, and 6.67% of Tripura, 63.33% of Manipur students, 57.14% of Arunachal Pradesh, 57.5% of Mizoram, 56.45% of Assam, 53.33% of Nagaland, 46.67% of Tripura, and 17.14% of Sikkim students occupied the 11-13 years age range. 54.28% of Sikkim students, 35% of Tripura, 32.25% of Assam, 30% of Mizoram, 28.57% of Arunachal Pradesh, 23.33% of Nagaland, and 28.33% of Manipur occupied the 14-16 years age range. The oldest age range of 17-19 years was occupied by 20% of Sikkim, 11.67% of Tripura, 8.33% of Nagaland, 3.75% of Mizoram, 3.33% of Manipur, 3.22% of Assam, and 2.38% of Arunachal Pradesh.

**Fig-5 Showing Profile of Students**



**4.4 Objective I: Nature of the school environment including infrastructure facilities and services in schools, classrooms and hostels as necessary for effective learning with due regard to child-friendly parameters.**

Based on the aforementioned objective I, information was gathered from all EMRS principals from the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim. present the number of teaching and non-teaching staff members, their involvement in the recruitment process, their financial situation, their involvement in the admissions process, and their level of satisfaction with the school's campus.

**Table-4.6 Responses from the principal regarding school climate**

Statements	Arunachal Pradesh (%)	Assam (%)	Manipur (%)	Mizoram (%)	Nagaland (%)	Tripura (%)	Sikkim (%)
sufficient number of teaching and non-teaching staffs	100	100	50	66	100	50	66
participated in the	100	100	100	50	100	50	50

recruitment process of teaching and non-teaching staff.							
involvement in the admissions process	100	100	100	50	60	100	50
satisfied with school campus:	100	100	100	100	50	60	50

According to the school principals in Nagaland, Arunachal Pradesh and Assam responded positively with 100% on whether they had sufficient number of teaching and non-teaching staffs. The school principals from Mizoram and Sikkim responded with 66.66% positivity rate while only one school principal from Tripura responded positively making it 50%. From Manipur there was a 100% negative response, 50% of the school principals from Tripura responded negatively and 33.33% from Mizoram and Sikkim gave a negative response.



All most all the principals of the EMRSs from the states of Nagaland, Assam and Manipur have responded that they participated in the recruitment process of teaching and non-teaching staff. On the other hand,

100% of the school principals from Arunachal Pradesh and Mizoram have responded negatively. 50% of the school principals have responded negatively in the state of Tripura and 33.33% from Sikkim allowing EMRS principals to participate in hiring teaching and non-teaching staff members may be more advantageous. The school principal from the states of Assam and Manipur said they were struggling to make ends meet to maintain the school. Affirmative responses came from 66.66% of Sikkim respondents, 50% of Tripura respondents, and 33.33% of Mizoram respondents. The majority of the school principals in Nagaland and Arunachal Pradesh answered the question negatively. Unfavorable responses came from 33.33% of Sikkim principals, 50% of Tripura principals, and 66.66% of Mizoram principals.

In all four of the states of Nagaland, Arunachal Pradesh, Assam, and Manipur, school principal involvement in the admissions process was completely common. In Tripura, it was 50%, compared to 66.66% in Sikkim. 100% of the school principals from Mizoram, 50% from Tripura and 33.33% from Sikkim responded negatively. It might also be desirable to allow EMRS school principals to take part in the student admissions process.

All the school principals from Nagaland, Arunachal Pradesh, Manipur, and Mizoram responded positively when asked if they were happy with the school's campus. In Sikkim, 66.66% of responses and in Tripura, 50% of responses were favorable. 100% of the school principals in Assam and Manipur were dissatisfied with the campus. School principals from Sikkim and Tripura reported having 33.33% and 50%, respectively, dissatisfaction with the campus. The health, behavior, engagement, learning, and progress of the pupils are all impacted by the facilities provided by the school. The amenities that students and teachers get at school also affect their physical and mental well-being.

**4.5 Student's Response:** Based on the cited objective 1, information was gathered from students of EMRSs in all seven states: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim through Focus Group Discussion (FGD). This section presents the perceived conduciveness of the school, hostel infrastructure and accommodations, adequate classroom and laboratory furniture, adequate lab furniture, availability of health checkup, cleanliness of the hostel environment, cleanliness of toilets & bathrooms, and student perceptions of the conduciveness of the school.

A positive school environment allows students and teachers to feel emotionally and physically safe. It is an environment in which students can express themselves freely. On the statement whether the school environment is conducive, it is found that the students from the state of Manipur, Mizoram, Nagaland, Tripura, were satisfied. Unsatisfied students were mostly from Assam from Arunachal Pradesh, and very few in Mizoram,

According to the data collected 63.33% of students in Tripura, 55% in Mizoram, 43.33% in Nagaland, 41.66% in Manipur, 35.71% in Arunachal Pradesh, 34.28% in Sikkim, and 33.87% in Assam, the infrastructure and accommodations of the hostels are

found to be satisfactory. On the other hand, Manipur had the highest rate of dissatisfied pupils (33.33%), followed by Arunachal Pradesh (23.8%), Nagaland and Tripura (21.66%), Assam (19.35%), Mizoram (18.75%), and Sikkim (8.57%). 57.14% students in Sikkim, 46.77% in Assam, 35% in Nagaland, 26.25% in Mizoram, 25% in Manipur, 16.66% in Arunachal Pradesh, and 15% in Tripura EMRS responded that it was average. Hostels serve as fit platforms for bringing together children from different backgrounds and giving them an opportunity to interact with each other, and learn about cultures other than their own.

The data stated that the students from Nagaland, 66.66% from Arunachal Pradesh, 54.83% from Assam, 43.33% from Manipur, 70% from Mizoram, 55% from Tripura, and 28.57% from Sikkim were satisfied and happy with the classroom and lab furnishings. Manipur had 25% of dissatisfied students, Mizoram had 23.75%, Nagaland had 13.33%, Arunachal Pradesh had 11.90%, Sikkim had 8.57%, Tripura had 8.33%, and Assam had 0%. The students who responded that the adequacy of the classroom and lab furniture was average were 62.85% from Sikkim, 40% from Nagaland, 35.48% from Assam, 31.66% from Manipur, 21.42% from Arunachal Pradesh, 8.33% from Tripura, and 6.25% from Mizoram.

Overcrowding occurs when the number of students enrolled in the school is larger than the number of students the school is designed to accommodate. When overcrowding occurs, it may contribute to the wear and tear on schools. The physical space of the classroom, and where that space directs attention, affects students' perceptions and how ready they are to engage in the class

According to student responses given the lab furniture in each of the following states is adequate: 71.66% of students in Tripura EMRS, 73.80% in Arunachal Pradesh, 57.5% in Mizoram, 51.42% in Sikkim, 43.33% in Nagaland, 41.93% in Assam, and 26.66% in Manipur. 31.66% of students from Manipur, 25% from Nagaland, 23.75% from Mizoram, 8.57% from Sikkim, 7.14% from Arunachal Pradesh, 6.66% from Tripura, and 0% from Assam were unsatisfied with the adequacy of lab furniture in their schools. The students who perceived that the adequacy of lab furniture were average were 41.66% in Manipur, 40% Sikkim, 31.66% in Nagaland, 19.04% in Arunachal Pradesh, 18.75% in

Mizoram, 6.66% in Tripura and 0% in Assam. By carrying out their own experiments, labs aid students in better remembering the research they have read. It provides first-hand knowledge to pupils and greater learning possibilities. Lab furniture plays a part in it.

With regard to availability of Health Check-up: The purpose of routine health examinations is to detect any anomalies (if any), monitor the child's immunization schedule, and determine whether their development is normal. It is observed that the health check-up services offered in their schools were rated well by students in Mizoram (77.5%), Tripura (58.33%), Manipur (50%) Assam (48.38%), Nagaland (41.66%), Sikkim (34.28%), and Arunachal Pradesh (30.95%). 28.33% from Tripura, 22.85% from Sikkim, 18.33% from Manipur, 16.25% from Mizoram, 11.90% from Arunachal Pradesh, 11.66% from Nagaland and 0% from Assam were unsatisfied with regard to health checkup services

On the other hand, 57.14% from Arunachal Pradesh, 46.66% from Nagaland, 42.85% from Sikkim, 31.66% from Manipur, 28.33% from Tripura, 22.58% from Assam and 6.25% from Mizoram responded that the available health check-up facilities were average

Any hygiene errors in a shared setting can easily lead to the fast spread of infectious illnesses. In this regard, managements and operators of dorms and hostels are urged to set up procedures to guarantee a high level of hygienic conditions on their property.

The data indicates that 82.5% from Mizoram, 80% from Tripura, 76.66% from Manipur, 66.66% from Nagaland, 59.52% from Arunachal Pradesh, 45.71% from Sikkim and 0% from Assam were satisfied with the cleanliness of the hostel environment. 61.29% of pupils from Assam, 20% from Sikkim, 15% from Tripura, 11.25% from Mizoram, 8.33% from Nagaland, and 0% each from Arunachal Pradesh and Manipur were unsatisfied with regard to cleanliness of the hostel environment. Among the students from each state EMRS 40.47% from Arunachal Pradesh, 34.28% from Sikkim, 25% from Nagaland, 23.33% from Manipur, 15% from Tripura, 6.25% from Mizoram, and 0% from Assam responded that they found the cleanliness of the hostel environment to be average.

In a communal living environment, any lapses in hygiene can easily result in rapid spread of infectious diseases. In this respect, managements/operators of dormitories and hostels are encouraged to put in place systems to ensure a good standard of hygiene and sanitation at their premises.

In addition to preventing the spread of infectious illnesses, schools with age-appropriate, sanitation facilities for both boys and girls, access to clean water and toilets, handwashing stations, and sanitary behaviour encourage more kids to attend class and study.

The students in each state's EMRS who found the toilets and bathroom to be clean, Tripura had 75%, Mizoram had 65%, Sikkim had 57.14286%, Nagaland had 50%, Manipur had 50%, Arunachal Pradesh had 42.85%, and Assam had 0% satisfaction among the student respondents which is seen in table 4.5.2 (h).

From each state, Assam had 100%, Arunachal Pradesh had 26.19%, Nagaland had 25%, Sikkim had 20%, Tripura had 16.66%, Mizoram 15% and Manipur had 8.33% of student respondents who were unsatisfied with the cleanliness of toilets and bathrooms.

Student respondents in Manipur (41.66%), Arunachal Pradesh (30.95%), Nagaland (25%), Sikkim (22.85%), Mizoram (20%), Tripura (16.66%), and Assam (0%), felt that the cleanliness of their restrooms and toilets were average.

Mosquito nets provide a protective barrier around you as you sleep, which is when you are often most vulnerable. An important instrument in halting the spread of illnesses brought on by mosquitoes is a mosquito net. Bed nets or mosquito nets are thin nets that are draped over a door, window, or (most frequently) a bed to shield occupants from mosquito bites and the frequently fatal illnesses the insects bring. Henceforth, it is essential for health security of hostellers that EMRS schools equip them with mosquito nets.

According to the data Mizoram, Nagaland, Assam, Tripura, Arunachal Pradesh, Sikkim, and Manipur had the highest percentages of pupils who expressed satisfaction with the mosquito nets that had been supplied. Mizoram had 73.75%, Nagaland had 73.33%, Assam had 67.74%, Tripura had 53.33%, and Arunachal Pradesh had 38.09%. Manipur

had the highest percentage of dissatisfied pupils at 88.33%, followed by Arunachal Pradesh at 50%, Sikkim at 25.71%, Nagaland at 23.33%, Mizoram at 11.25%, Assam at 9.67%, and Tripura at 3.33%. An average impression was held by 40% of those from Sikkim, 22.58% from Assam, 15% from Mizoram, 11.90% from Arunachal Pradesh, 5% from Manipur, 3.33% from Nagaland, and 3.33% from Tripura regarding the mosquito nets that were supplied.

Mess is the main area where utmost attention is necessary and, if it is not effectively handled, it is the source of all problems. It is acknowledged that there are various restrictions everywhere on one or more issues, but there will be no compromising in this case because it is crucial to the institution's regular operation. Therefore, the pupils will receive a balanced diet while staying within the EMRS budget. Transparency in how the mess operates, food prepared with care and consideration for the students tastes and keeping an eye on the mess's cleanliness and hygiene. Keeping in view of the importance of mess management system in EMRSs, student's participation in mess management

All most all students of Mizoram EMRS expressed satisfaction with their engagement in mess management, compared to 83.33% in Tripura, 38.09% in Arunachal Pradesh, 36.66% in Nagaland, and 31.66% in Manipur, and 0% in Assam and Sikkim. 88.70% of students in Assam, 40% of students in Manipur, 23.80% of students in Arunachal Pradesh, 21.66% of students in Nagaland, 14.28% of students in Sikkim, 6.66% of students in Tripura, and 3.75% of students in Mizoram were unsatisfied with the mess management. 85.71% from Sikkim, 40% from Nagaland, 38.09% from Arunachal Pradesh, 28.33% from Manipur, 11.29% from Assam, 6.66% from Tripura, and 6.25% students from Mizoram perceived that their participation in the mess management were average as seen in the above table. Students learn responsibility and the value of mess management when they are required to engage in its management. Such crucial teachings are implemented at home by the students.

The FGDs conducted with students yielded additional information on student concerns. Seven FGDs conducted in the seven EMRSs each in one state of north east India



revealed that students appreciated the school infrastructure and classroom teaching but concerns were raised for classes not being held when some teachers went on leave. In FGD conducted in EMRS Manipur students revealed that the Classes in English and Hindi were most often not held because of shortage of teachers. Similarly in Nagaland the same answers came from the students. There were not adequate fan and light points in hostel rooms and quite a number of fans were not working for months together revealed by the students of Mizoram. The repair and maintenance work of the hostels was poor in each EMRS of north East India. Water crisis particularly in boys' hostel, stinking toilets and water accumulation around the hostel and kitchen because of improper drainage system were running issues in EMRS of Tripura.

Activity-based teaching and use of TLMs were rare occurrences. Students had little access to the computers. Mostly students were left on their own during the time slot for supervised study hours in the evening. Students participated in debates and drawing competitions at different levels but most of the cultural and co-curricular activities were done at the behest of the teachers with students taking very little initiative.

Teachers were cooperative and interactive and mistakes, if any, done by students often invited punishment in the form of sit-ups, kneeling down and slapping in Assam, Arunachal Pradesh, Manipur and Sikkim. Most students of Mizoram EMRS expressed their desire to improve their English language proficiency and thought that a well-functioning English language lab would have been helpful to them.

In all the EMRS of north East India teacher interactions with parents and guardians were nice during occasional visits of parents to the schools, but teachers did not visit the parents. While there were play grounds, there were no specific fields for specific games and sports in Mizoram. In general, students' level of satisfaction with school and hostel teaching-learning climate appeared to be average. Like many other schools, these schools practiced a traditional model of education except that student learning was supported with better-than-average infrastructure, residential facilities and human resource input.

FGDs involving 10 students in Sikkim EMRS revealed an unfavorable educational climate prevailing in schools and hostels. Teaching in these schools were the same as are witnessed in other rural primary and high schools except that students were provided with

residential facilities and free meals. There was almost a complete absence of any recent innovative educational practices such as activity-based teaching, remedial teaching, projects, student profile and progress reports and assessment as per CCE. The cultural and co-curricular activities were rare. Only the national days (August 15, January 26) were celebrated as a matter of formality. The games and sports activities suffered on account of not having any proper playgrounds and PET teachers.

In the FGD in Tripura EMRS student hostels were ill-equipped as 40-45 students were staying in mid-sized rooms with inadequate fan and light points with some rooms having no fans at all. The room size, too many inmates sleeping on the floor in close proximity, a bed being shared by more than one or two-tier sleeping arrangement did not allow students to use mosquito nets. The higher-secondary students were seen staying in rooms marked as different labs. Non-functional toilets and inadequate water inside the campus forced students, even girls to bathe in the nearby-river and use open fields as toilets.

The quality of food was very poor and cooking was often done in open space without any regard to hygienic parameters. The institutions appeared to have been primarily motivated by a concern to provide food and shelter to the less privileged with education being a matter of secondary concern. FGDs involving 10 students in Nagaland revealed a favorable educational climate prevailing in the school and the hostel.

## **CHAPTER-V**

### **STUDENTS ENROLMENT, ATTENDANCE AND RETENTION IN EMRS OF NORTH EAST INDIA**

Opening of EMRS in rural and tribal locations are expected to create a community demand for admitting children in these schools which would be reflected in the form of increased number of students seeking admissions through successive years. There needs to be more students from ST and SC categories in these schools and those admitted should complete the educational cycle. This chapter discusses the status of schools in respect of students seeking admission and retained in schools' students attending schools and completing educational cycle and student dropouts over successive years

Information was acquired from all the EMRS of North East India based on their school admission register. With regard to student's enrolment in EMRSs, data were collected covering all classes from VI to XII of all academic years between 2017-2022.

#### **5.0 Student's enrolment in class VI during the academic year from 2017-2022:**

In **Arunachal Pradesh** there were 30 boys and 34 girls enrolled in 2017, 45 boys and 35 girls enrolled in the 2018 academic year, 12 boys and 18 girls enrolled in the 2019 academic year, 34 boys and 28 girls enrolled in the 2020 academic year, 45 boys and 56 girls enrolled in the 2021 academic year, and 24 boys and 32 girls enrolled in the 2022 academic year.

In **Assam** there were 12 boys and 15 girls enrolled in 2017, 13 boys and 27 girls enrolled in the 2018 academic year, 27 boys and 25 girls enrolled in the 2019 academic year, 30 boys and 24 girls enrolled in the 2020 academic year, 22 boys and 25 girls enrolled in the 2021 academic year, and 14 boys and 16 girls enrolled in the 2022 academic year.

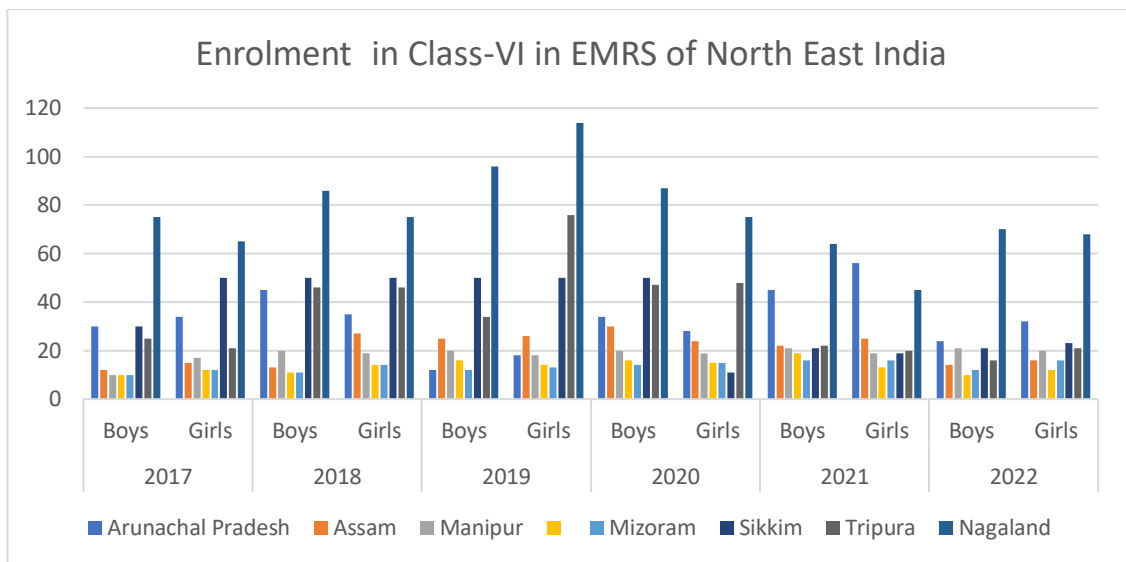
In **Manipur** there were 32 boys and 42 girls enrolled in three different EMRS in 2017, 43 boys and 46 girls enrolled in the 2018 academic year, 52 boys and 46 girls enrolled in the 2019 academic year, 50 boys and 49 girls enrolled in the 2020 academic year, 58 boys and 45 girls enrolled in the 2021 academic year, and 43 boys and 44 girls enrolled in the 2022 academic year.

In **Mizoram** there were 22 boys and 30 girls enrolled in 2017, 27 boys and 35 girls enrolled in the 2018 academic year, 33 boys and 37 girls enrolled in the 2019 academic year, 38 boys and 39 girls enrolled in the 2020 academic year, 30 boys and 41 girls enrolled in the 2021 academic year, and 34 boys and 37 girls enrolled in the 2022 academic year. In **Sikkim** there were 30 boys and 50 girls enrolled in 2017, 80 boys and 80 girls enrolled in the 2018 academic year, 80 boys and 82 girls enrolled in the 2019 academic year, 80 boys and 41 girls enrolled in the 2020 academic year, 51 boys and 52 girls enrolled in the 2021 academic year, and 53 boys and 60 girls enrolled in the 2022 academic year. In **Tripura** there were 55 boys and 48 girls enrolled in 2017, 82 boys and 72 girls enrolled in the 2018 academic year, 66 boys and 112 girls enrolled in the 2019 academic year, 67 boys and 72 girls enrolled in the 2020 academic year, 48 boys and 41 girls enrolled in the 2021 academic year, and 40 boys and 48 girls enrolled in the 2022 academic year. In **Nagaland** there were 75 boys and 65 girls enrolled in 2017, 86 boys and 75 girls enrolled in the 2018 academic year, 96 boys and 114 girls enrolled in the 2019 academic year, 87 boys and 75 girls enrolled in the 2020 academic year, 64 boys and 45 girls enrolled in the 2021 academic year, and 70 boys and 68 girls enrolled in the 2022 academic year.

**Table-5.1 Enrolment Status of EMRS of North East India in Class-VI**

Class VI												
State	2017		2018		2019		2020		2021		2022	
	Boys	Girls	Boys	Gir ls	Bo ys	Gir ls	Bo ys	Gir ls	Bo ys	Gir ls	Boys	Girls
<b>Arunachal Pradesh</b>	30	34	45	35	12	18	34	28	45	56	24	32
<b>Assam</b>	12	15	13	27	25	26	30	24	22	25	14	16
<b>Manipur</b>	10	17	20	19	20	18	20	19	21	19	21	20
	10	12	11	14	16	14	16	15	19	13	10	12
<b>Mizoram</b>	10	12	11	14	12	13	14	15	16	16	12	16
<b>Sikkim</b>	30	50	50	50	50	50	50	11	21	19	21	23
<b>Tripura</b>	25	21	46	46	34	76	47	48	22	20	16	21
<b>Nagaland</b>	75	65	86	75	96	114	87	75	64	45	70	68

**Fig-6 Enrolment Status of EMRS of North East India in Class-VI**



From the above graph it is seen that enrolment in EMRSs of north East India gradually increases in both boys and girls.

### **5.1 Student's Enrolment in Class XI (Science and Arts) During the Academic Year from 2017-2022**

In the EMRS of **Arunachal Pradesh** there were 18 boys and 24 girls admitted in arts stream whereas 7 boys and 6 girls enrolled in science Stream in the academic year 2017, 25 boys and 12 girls enrolled in the 2018 academic year, 48 boys and 46 girls enrolled in the 2019 academic year, 15 boys and 24 girls enrolled in the 2020 academic year, 31 boys and 33 girls enrolled in the 2021 academic year, and 9 boys and 11 girls enrolled in the 2022 academic year in Arts stream. Similarly, 12 boys and 14 girls enrolled in the 2018 academic year, 11 boys and 10 girls enrolled in the 2019 academic year, 20 boys and 24 girls enrolled in the 2020 academic year, 27 boys and 25 girls enrolled in the 2021 academic year, and 30 boys and 23 girls enrolled in the 2022 academic year in science stream. The admission of class-XI in both the streams in Assam and other states are not up to the mark. Very few students like 10 boys and 9 girls enrolled in 2017, 14 boys and 9 girls enrolled in the 2018 academic year, 10 boys and 13 girls enrolled in the 2019 academic year, 15 boys and 14 girls enrolled in the 2020 academic year, 12 boys and 17 girls enrolled in the 2021 academic year, and 14 boys and 16 girls enrolled in the 2022

academic year in the state of Assam. The similar cases found in the state Manipur, Nagaland, Tripura and Sikkim. The details are given in the table no 5.2 and graphical representation is given below. In Mizoram no admission in class-XI as the government has not opened it

**Table-5.2 Enrolment status of Class-XI of EMRSs of North East India**

State		2017		2018		2019		2020		2021		2022	
		B	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arunachal Pradesh	Arts	18	24	12	25	57	47	18	34	42	54	22	19
	Science	7	6	12	14	11	10	20	24	27	25	30	23
Assam	Arts	11	19	13	15	12	12	12	6	9	5	9	6
	Science	10	9	14	9	10	13	15	14	12	17	14	16
Manipur	Arts	14	26	41	36	29	41	34	38	37	37	37	39
	Science	19	26	40	45	43	36	38	34	38	40	45	45
Sikkim	Arts	0	0	0	14	13	13	14	15	14	14	22	19
	Science	0	0	15	14	14	16	14	15	16	18	21	21
Tripura	Arts	22	19	3	8	2	13	0	0	15	7	11	16
	Science	0	0	21	20	19	34	5	4	19	19	17	16
Nagaland	Arts	20	24	13	18	7	12	11	14	15	15	16	18
	Science	17	22	11	10	15	10	14	17	16	20	18	17

## **5.2 Student's Attendance and Drop Out in EMRSs of North East India**

With regards to students' attendance all students those who admitted in Class-VI in 2017 are promoted to Class-VII, VIII, IX and X in subsequent years of all states of north East India. Though these residential schools' students' attendance in class are satisfactory. The drop out case is very negligible in EMRSs of north east India. Only 2 students of EMRS of Arunachal Pradesh drop out in class VIII. In **Assam** there were 1 boy left the school due to some personal problem in class-IX. In Manipur there were 2 boys and 1 girl enrolled in 2017 left the school because of their parents transfer to some other place in the 2019 academic year. In Manipur in other EMRS there were 1 boy and 3 girls enrolled in 2017 are drop out in 2020 because of COVID-19 Pandemic. In Mizoram there were 1 boy enrolled in 2017 dropped out in 2019 because of financial problem. In Mizoram there were 3 boys and 2 girls enrolled in 2017 are dropped out during 2020. In Sikkim only 2 boys and 2 girls enrolled in 2017 were drop out in 2020 where as in Tripura there were 4 boys and 6 girls were drop out during the year 2022. In Nagaland dropout rate is very negligible only 2 students are drop out during the year 2019. These drop out cases may not viewed as instances of students completely leaving the schools system; rather a substantial number of students shifted to others schools or got admitted to JNV or EMRS. The information in respect of students staying out of the school system was not available with the school authorities.

The number of students seeking admission at the entry point to Class VI increased over the last five years. The percentages of increase in applications to class VI in 2017-18 with respect to 2021-22 were 26% for EMRS. The demand for admission EMRS of north East India increased over the years. Similarly, the demands seen in class-XI in all EMRS of North East India. Completion of educational cycle by 95% to 100% of students in EMRS over the years can be considered satisfactory.

With regards to admission of students in different EMRSs of north East India 90% of the teachers from Manipur, 88% from Arunachal Pradesh, 79.31% from Tripura, 78.04% from Mizoram, 76.47% from Sikkim, 68.18% from Nagaland, and 23.80% from Assam responded positively that school adhere the guide lines of EMRS whereas, 76.19% from Assam, 31.81% from Nagaland, 23.52% from Sikkim, 21.95% from Mizoram,

20.68% from Tripura, 12% from Arunachal Pradesh, and 10% from Manipur as perceived negatively. The details are given in the table 5.3

**Table-5.3 Teacher’s perceptions regarding admission of the students in EMRS of North East India**

SL	State	Schools recruit students as per the criteria laid down for the intended population		ST students of nearby area are given priorities in enrolled in EMRS	
		No	%	No	%
1.	Nagaland	40	68	20	33.33
2.	Arunachal Pradesh	10	88	08	40
3.	Assam	11	23	09	41
4.	Manipur	36	90	20	33.33
5.	Mizoram	33	78	25	42
6.	Tripura	47	79	43	54
7.	Sikkim	35	76	25	42
	Total	212	58	150	42

It is perceptible in table 5.3 40 % of teachers in Arunachal Pradesh, 33.33% in Manipur and Nagaland, 41% in Assam, 42% in Mizoram, 54% in Tripura, and 42% in Sikkim, responded positively.





## **CHAPTER- VI**

### **EDUCATIONAL AND RESIDENTIAL CLIMATE, STUDENT DEVELOPMENT AND INNOVATIVE TEACHING PRACTICES**

Based on the cited objective III, information was gathered from all EMRS teachers and students from the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim. This section presents about the educational and residential climate, course content of the syllabi, local relevant curriculum, school academic calendar, time table, availability of tuition class, remedial classes, parent-teachers meeting, morning assembly in school, gender equity, procurement of teaching-aids, activity-based learning, allocation of funds, checking of class notes, computer accessibility for students, assessment of tests which are depicted in tables

#### **6.0 Educational and Residential Climate of EMRS of North East India**

The educational climate in schools influences in a large measure the learning attainment level of students. The instructional environment prevailing in the school and classrooms impacts students' motivation and engagement in learning. In order to maximize the chances that student potentials would translate into achievements, textbooks need to be supplied to all students in time, TLMs must be liberally used in classroom teaching and be easily accessible to students, the teaching-learning process must be student-driven and interactive and student assessment should be dynamic than static. Provisions must be created to address the special learning requirements of children who fall behind. To maintain fairness in student evaluation, they should be evaluated on a continuous basis using a variety of methods, techniques and sources so that their achievement in all domains can be captured. We did ascertain the teaching-learning environment prevailing in schools the outcomes of which are presented in this chapter.

**Table- 6.1 Students Opinion regarding the Educational and Residential Climate, Development and Teaching Practices**

Sl No	Statements	Arunachal Pradesh (%)			Assam (%)			Manipur (%)			Mizoram (%)			Nagaland (%)			Tripura (%)			Sikkim (%)		
		S	U	A	S	U	A	S	U	A	S	U	A	S	U	A	S	U	A	S	U	A
1.	Conducive hostel infrastructure and accommodation	65	23	12	69	12	19	58	32	10	56	14	40	53	11	36	58	31	11	59	11	30
2.	Classroom and lab furniture adequate	89	3	8	76	12	12	68	12	20	73	16	11	65	11	24	72	11	17	70	13	17
3.	Good quality food	68	21	11	89	8	3	78	12	10	67	14	29	76	15	09	89	0	11	79	11	10
4.	Good drinking water	65	21	14	67	10	23	73	12	15	56	14	40	50	12	38	78	11	11	69	11	20
5.	Health check-up facilities available	45	32	23	69	12	19	58	32	10	56	14	40	53	11	36	58	31	11	59	11	30
6.	Hostel environment is clean	64	21	15	69	13	18	74	12	15	56	14	40	53	11	36	58	31	11	59	11	30
7.	Teachers are supportive of students	65	21	13	69	12	19	59	31	10	55	15	40	53	10	37	58	30	12	69	11	20
8.	supply of textbooks	100	0	0	10	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
9.	supply of learning materials	61	31	08	38	11	51	80	12	08	95	5	00	61	12	38	86	12	04	20	09	71
10.	Quality of teaching	74	06	20	69	18	13	58	32	10	58	16	36	53	18	29	73	11	16	59	18	23
11.	Activity-based teaching done and TLMs used	67	23	10	72	12	16	86	14	00	67	14	19	51	14	35	82	3	15	79	10	11
12.	Home assignments given	89	3	8	76	12	12	68	12	20	73	16	11	65	11	24	72	11	17	70	13	17
13.	Projects given	65	23	12	69	12	19	58	32	10	56	14	40	53	11	36	58	31	11	59	11	30
14.	Student work corrected regularly	68	24	08	70	11	19	72	22	06	68	14	18	52	10	38	64	32	06	69	09	28

15.	Regular supervised study and remedial classes	64	21	15	69	13	18	74	12	15	56	14	40	53	11	36	58	31	11	59	11	30
16.	periodic class-test	100	0	0	10	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
17.	Allowed to ask questions freely	100	0	0	10	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
18.	Co-curricular activities promoted	89	3	8	76	12	12	68	12	20	73	16	11	65	11	24	72	11	17	70	13	17
19.	Scope for games and sports	69	21	10	78	12	10	58	32	10	56	14	40	53	11	36	58	31	11	59	11	30
20.	Participation at district and state level encouraged	21	43	36	65	21	14	67	10	23	73	12	15	56	14	40	50	12	38	78	11	11
21.	Student suggestions are solicited in school functioning	65	21	14	67	10	23	73	12	15	56	14	40	50	12	38	78	11	11	69	11	20
22.	Student participate in mess management	67	23	10	72	12	16	86	14	00	67	14	19	51	14	35	82	3	15	79	10	11
23.	Special programme for language development	00	70	30	14	74	12	73	11	16	58	18	24	53	11	36	58	31	11	59	11	30
24.	Participation in the Annual function of the school	100	0	0	10	00	00	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0

S- Satisfied U -Unsatisfied A- Average

From the above table it is seen that conducive hostel infrastructure and accommodation are available in all most all the EMRS of North East India. Students of EMRS of Arunachal Pradesh i.e. 65% satisfied with the present hostel infrastructure and accommodation while 23% are unsatisfied. Similarly,69% of students Assam satisfied 12% are unsatisfied, 58% students of Manipur, 56% Mizoram, 53%Nagaland, 58 Tripura and 59% Sikkim are satisfied with hostel infrastructure and accommodation available in their respective EMRS of North East India.

A nutritious diet has been related to improved grades, greater memory and attentiveness, and faster information processing. Research has shown that students' study better when they are well-nourished. Therefore, quality of food is highly crucial. From the above table it is seen that the students from Arunachal Pradesh with 68%, Assam 89% Manipur78%, Mizoram 67%, Nagaland 76% Tripura 89% and Sikkim 79% were satisfied with the quality of food.

According to the Convention on the Rights of a Child, all children have a right to access to clean water and minimal sanitary facilities. It is evident from the table 6.1 that the students who were satisfied with the quality of drinking water were Tripura with 78%, Mizoram with 67%, Arunachal Pradesh with 65%, Sikkim with 69%, Manipur with 73%, Nagaland with 50% and Assam with 67%. Dissatisfaction on the quality of drinking water were seen Nagaland, Assam, Mizoram and Tripura students.

Teachers must foster a friendly social environment and forge strong bonds with their pupils if they are to encourage good academic achievements. In Arunachal Pradesh 6 % Assam 69%, Manipur 59%, Mizoram55%, Nagaland 53%, Tripura 58% and Sikkim 69 % students are satisfied about the teachers support whereas 21% in Arunachal Pradesh and 40 % in Nagaland students responded that the teachers' supportiveness was average.

A good supply of text-books is vital as it helps in guiding the students. Students can use them for revision, class work and home assignments. An essential source of materials for studying and recapitulating the topics presented in class is textbooks. All the students of EMRS of north East India are satisfied with supply of text book.

An adequate amount of supply of study materials is also essential since they assist learning and greatly improve students' achievement. Table 6.1 illustrates that 95% of Mizoram, 86% of Tripura, 80% of Manipur, 61% of Arunachal Pradesh, 61% of Nagaland, 38% of Assam, and 20% of Sikkim students perceived that the supply of learning materials was satisfactory. 29.03% of Assam, 28.57% of Sikkim, 15% of Nagaland, 11.90% of Arunachal Pradesh, 6.66% of Tripura, 1.66% of Manipur, and 1.25% of Mizoram students were not satisfied with the supply of learning materials. 71% of Sikkim, 32.25% of Assam, 26.19% of Arunachal Pradesh, 23.33% of Nagaland, 18.33% of Manipur, 6.66% of Tripura, and 3.75% of Mizoram students found that the supply of learning materials was average.

The success of the school or institutions is determined on the quality of the teaching. One of the most crucial elements of a school, effective instruction enhances students' academic understanding and instills in them desirable traits of character. Regarding the quality of teaching observed by students of EMRSs of the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim, out of all the students 73% of the students from Tripura, 74% from Arunachal Pradesh, 58% from Mizoram, 53% from Nagaland, 58% from Manipur, 69% from Assam, and 59 % from Sikkim of the students were satisfied with the quality of teaching. The students who were unsatisfied with the quality of teaching were 14.28% from Sikkim, 10% from Nagaland, 7.5% from Mizoram, 5% from Tripura, 6% from Arunachal Pradesh, 18% from Assam, and 32% from Manipur and 16% Mizoram.

With activity-based education, students actively engage in the material being taught and develop efficient learning strategies. Teaching-learning resources (TLMs) improve the educational process for students. It assists pupils to accomplish the necessary instructional objectives by making subjects more engaging. Activity-based teaching was carried out and TLMs were used satisfactorily, according to the responses

of 67% of students from Arunachal Pradesh EMRS, 72% in Assam, 86% in Manipur, 67% in Mizoram 51% from 82% in Tripura and 79% in Sikkim are satisfied that activity-based teaching learning is carried out in their school and 35% students of Nagaland EMRS are responded average with regard to activity-based teaching and use of TLMs by teachers.

Homework of teaches to pupils is how to prioritize their tasks. It enables teachers to assess the level of student understanding of the teachings. It imparts problem-solving skills to children. Encourage children to learn for themselves and allows for effective time management. From table 6.1 it can be observed that majority of the students of all EMRs irrespective of states are satisfied with the home assignments given by the teachers.

In order to learn a topic or solve an issue, students must do independent study and develop workable answers. This can ensure through project work. Table 6.1 points out that 65% of the students from Arunachal Pradesh, 53% from Nagaland, 58% from Tripura, 56% from Mizoram, 58% from Manipur, 69% from Assam, and 59% from Sikkim were satisfied when it came to the projects given. The students who found it average were high in Mizoram and Nagaland. Whereas 32% students of Manipur EMRS are dissatisfied with project work .

With regards to correction of students work regularly 68% students of EMRS Arunachal Pradesh and Mizoram are satisfied. It is high in Assam i.e. 70% and low in Nagaland. The role of the teacher is to guide students as they struggle through an assortment of situations. Teachers are required to correct students' errors frequently and show them how to do things correctly.

The pupils' academic abilities and linguistic fluency in a variety of disciplines are enhanced via regular supervised study and remedial sessions. students improve their understanding of fundamental concepts in order to build a better basis for future academic work. The responses for regular supervised study and remedial classes were satisfactory according to majority of the students of all EMRS of North East India. It was unsatisfactory for Arunachala Pradesh and average to Mizoram.

Labs give students a variety of learning and experimentation possibilities, which is essential for their continued intellectual growth at all academic levels. Students are given the opportunity to investigate and conduct experiments in science laboratories. The use of laboratories in the EMRSs of all the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim were not satisfactory. Those who found the effective use of laboratories to be average were 69.04% from Arunachal Pradesh, 51.66% from Nagaland, 48.57% from Sikkim, 40.32% from Assam, 33.75% from Mizoram, 31.66% from Manipur, and 16.66% from Tripura.

A crucial part of learning is asking questions. When students strive to combine their existing knowledge and new information in their attempts to make sense of these concepts, it helps students direct their learning and should be encouraged. On whether they were allowed to ask questions freely, all most all the students are satisfied with this statement.

Co-curricular activities ought to be encouraged since they support in the development of an array of mental and personality traits, such as intellectual, emotional, social, moral, and artistic growth. Among the students of EMRSs, 89% students of Arunachal Pradesh , 76% from Assam , 68% from Manipur 73% from Mizoram, 65% from Nagaland, 72% were satisfied with co-curricular activities of the school. A very few % of students from all the states are not satisfied.

Participating in games & sports not only improves a student's physical and mental health, but also their life skills. Sports may be introduced to students at a young age by providing them equal prominence in educational settings. This will help in their overall development. In the past, academic performance was prioritised over extracurricular pursuits. However, the educational system has evolved since that time, and greater emphasis is now placed on students' holistic growth through games and sports. The table 6.1 shows that the scope for games and sports was satisfactory in all the states

Inter-school competitions, both indoor and outdoor, provide students a chance to exhibit themselves in front of others and learn new abilities while gaining confidence. It encourages pupils to try new things and go past their comfort zones. Students of EMRSs from the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim with regard to inter-school indoor and outdoor competition, it was perceived satisfactory by 85% of the student respondents from Tripura, 80% from Manipur, 77.5% from Mizoram, 68.57% from Sikkim, 58.33% from Nagaland, 47.61% from Arunachal Pradesh, and 0% from Assam. It was perceived as unsatisfactory by 100% of the student respondents from Assam, 30.95% from Arunachal Pradesh, 26.66% from Nagaland, 14.28% from Sikkim, 13.33% from Tripura, 8.33% from Manipur, and 6.25% from Mizoram.

It was average for 31.66% of the from Nagaland, 21.42% from Arunachal Pradesh, 17.14% from Sikkim, 16.25% from Mizoram, 13.33% from Tripura, 11.66% from Manipur, and 0% from Assam.

As skills like teamwork, leadership, patience, discipline, learning from failure, sportsmanship, etc., are only developed when children play sports regularly, participation at the district and state levels should be encouraged. These skills are equally important when it comes to studies and management. The encouragement for the participation at district and state level was satisfactory among 73.75% of the students from Mizoram, 63.33% from Nagaland, 63.33% from Tripura, 61.90% from Arunachal Pradesh, 53.33% from Manipur, 42.85% from Sikkim, and 0% from Assam. The encouragement for it was unsatisfactory for 100% of the students from Assam, 40% from Manipur, 22.85% from Sikkim, 15% from Nagaland, 15% from Tripura, 7.142% from Arunachal Pradesh, and 6.25% from Mizoram. It was average among 34.28% of the students from Sikkim, 30.95% from Arunachal Pradesh, 25% from Nagaland, 20% from Mizoram, 15% from Tripura, 6.66% from Manipur, and 0% from Assam with regard to encouragement for the participation at district and state level.

Student suggestions should be solicited in school functioning as understanding the student's interests will help you to provide them with quality learning opportunities. There were 73% of Manipur students, 78% of Tripura, 65% of Mizoram, students who



were satisfied with their solicitation of their suggestions in school functioning whereas a negligible percentage of students are not satisfied with the solicitation of their suggestions in school functioning.

The developmental stage of children includes special language development programmes. It helps the child's communication skills. Additionally, it encourages a child's capacity for experiencing and expressing their emotions. It is high in Mizoram, Manipur, Sikkim and Tripura. There is no specific programme in EMRS of Arunachal Pradesh for language development.

Annual functions help us in grooming our personality and help to explore our hidden talent which may help to set our direction for future life. Table 6.1 indicates that all the students are satisfied with the participation of Annual Function.

In the FGD it is found that on parameters of physical environment and cleanliness, EMRS hostel campus maintained overall cleanliness while light and ventilation in rooms, provision of garbage disposal pit and drainage system and attempt to beautify the hostel campus were on the weaker side. First-aid boxes were available in hostels of all EMRS of north east India, but fire safety measures were inadequate in all EMRS. Health check-up schedule was irregular in EMRS and no ANM/ health worker was available. Children's hygienic habits were good in almost all EMRS of north East India. There was no smokeless cooking in EMRS and the drainage system was poor, dining hall cleanliness was unsatisfactory and hand washing stations were inadequate.

In EMRS, house system was functional and cultural activities and annual functions were held. Students hardly used suggestion box, wall magazine was not updated and play equipment's were not adequate. The mess committees consisting of students were not functioning efficiently in any of the hostels across all EMRS. The presence of students in remedial classes was not ensured by locking up the hostel rooms in EMRS hostels.

Hostels in all EMRS of North East India did not fare well on child-friendly and safety provisions. All hostels lacked disability-friendly elements such as ramps and rails to hostel blocks and toilets. None of the hostels had slides and swings or double doors in

rooms to escape fire hazards. No fire safety measures were in place in EMRS of Mizoram and Manipur while fire-safety measures were inadequate in EMRS of other states. Hostels in all EMRS did not have boundary walls and proper garden or kitchen garden. Kitchen waste clearance and management was not proper in EMRS of North East India. Kitchen waste clearance and management was only in manageable condition in Assam and Sikkim. Smokeless cooking was not available in EMRS. Menu charts were displayed in EMRS. Meals served according to the menu chart in EMRS.

Quality of meal needs improvement in EMRS of North East India. Mess supervision committee was formed in all EMRS and it is found that teachers were on duty for mess supervision and served food in EMRS. Procurement procedures were not duly followed in EMRS.

### 6.1 Students Development activities

Besides classroom teaching, students also need activities for their personal and career development. Table 6.2 presents a set of selected development activities for students and the status of EMRS of North East India on those activities.

**Table 6.2 Student Development Activities in EMRS of Different States**

Sl No	List of Activities	Arunachal Pradesh	Assam	Manipur	Mizoram	Nagaland	Tripura	Sikkim
1.	Remedial coaching as per student need	√	√	√	√	√	√	√
2.	Counselling for behavioral problems	Partially	Partially	Not Adequate	Not Adequate	Partially	Partially	Partially
3.	Career counselling	Not Adequate	Partially	Partially	Partially	Partially	Partially	Partially
4.	Identifying and developing student talents	No	No	Yes	No	No	No	No

5.	Coaching for professional courses	No	No	Yes	No	No	No	No
6.	Self-defense training	Partially	Partially	Not Adequate	Not Adequate	Partially	Partially	Partially
7.	life skills training	Partially	Partially	Not Adequate	Not Adequate	Partially	Partially	Partially
8.	Coaching for sports and games competitions	Partially	Partially	Partially	Partially	Partially	Partially	Partially
9.	Training for musical and artistic talents	Good	Good	Good	Good	Good	Good	Good
10.	Training on vocational and work education	Partially	Partially	Partially	Partially	Partially	Partially	Partially
11.	Training students as social change agents	No	No	No	No	No	No	No

Remedial coaching is given by all the EMRS for development. Coaching for professional courses and sports competitions, training for musical and artistic talents, and training on life skills and self-defense were evident to some degree in EMRS, but personal and career counselling and training on vocational and work education were not evident in EMRS.

## 6.2 Student Evaluation Practices

The students are evaluated in half-yearly and yearly examinations and also in their respective classes at different phases during the instructional period by respective teachers. We wanted to ascertain how CCE has been adhered to in assessing student performance.

**Table 6.3 Schools' adoption of CCE along important parameters**

Sl No	List of Activities	Arunachal Pradesh	Assam	Manipur	Mizoram	Nagaland	Tripura	Sikkim
1.	Using summative evaluations	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
2.	Assessing through oral questions	Partially Satisfactory	Partially Satisfactory	Partially Satisfactory	Partially Satisfactory	Partially Satisfactory	Partially Satisfactory	Partially Satisfactory
3.	Using formative evaluations	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	Assessing through observations	No	No	No	No	No	No	No
5.	Using self and peer-assessment	No	No	Yes	No	No	No	No
6.	Using parental assessment	No	No	No	No	No	No	No
7.	Using group assessment	No	No	No	No	No	No	No
8.	Assessing socio-personal qualities	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
9.	Maintaining student portfolios and anecdotal records	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
10.	Using checklists and rating scales	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
11.	Cumulative progress card for each child maintained	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

<b>12.</b>	Identifying individual strengths	No	No	No	No	No	No	No
<b>13.</b>	Quality of feedback to students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>14.</b>	Remedial coaching on the basis of CCE	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Adoption of CCE along most of the parameters was unsatisfactory in all EMRS of north east India. Only summative evaluations on half-yearly and yearly basis were done. The unit tests conducted at different phases during the instructional period were not used in a formative sense in EMRS as remedial coaching was not planned on the basis of students' strengths and weaknesses.

In respect of the methods of assessment, oral as well as written questions were used but assessments through observations, peers, parents, anecdotal records, checklists and rating scales were missing in EMRS of North East India.

Group-based assessments and assessment of socio-personal qualities were not evident in EMRS. The cumulative progress cards were not properly maintained and the quality of feedback to the students was not satisfactory. There were no initiatives to identify the strengths of individual students.

## CHAPTER-VII

### EDUCATIONAL ACHIEVEMENT OF STUDENTS AND PROGRESS

This chapter deals with assessment of the educational achievement level of students of class VIII and X in major subjects through achievement tests. Students in Classes VIII and X were assessed for their achievement in English, Mathematics, Science and Social Science with respect to competencies mastered at Classes VII and IX levels, respectively. Tables 7.1 through 7.2 present their mean achievement level along with standard deviation in various subjects as measured by educational achievement tests. It may be mentioned here the performance level of the students need not be attributed to the difficulty or easiness of the questions as the questions captured the basic and the minimum competencies as per their syllabi and were prepared by state level experts and resource groups connected with elementary, secondary and higher secondary examination systems.

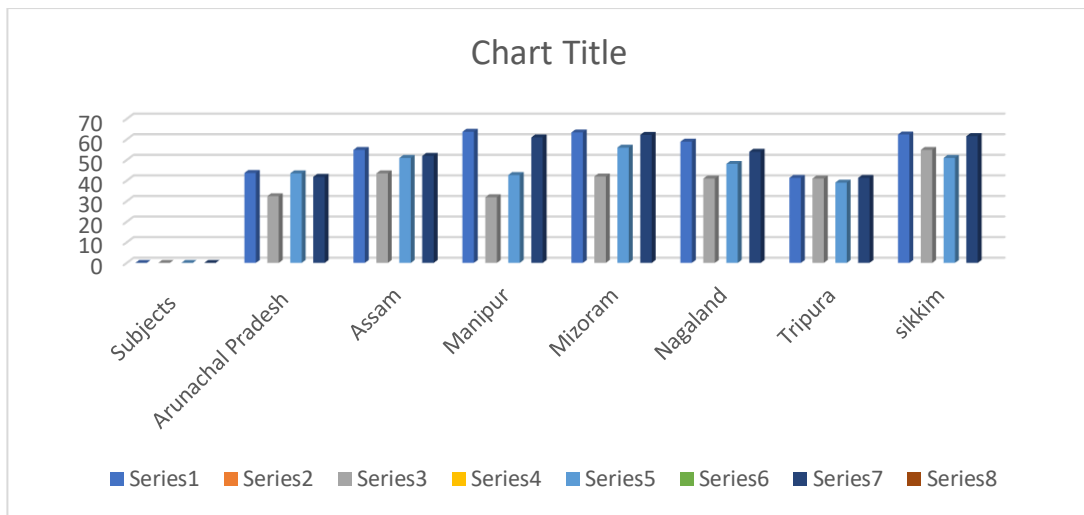
**Table-7.1 Achievement Level of Class VIII Students in English, Mathematics, Science and Social Science**

Sl No	Subjects	Arunachal Pradesh		Assam		Manipur		Mizoram		Nagaland		Tripura		Sikkim	
		M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%
1.	English	10.8 (2.7)	43.7	9.8 (3.2)	54.9	11.3 (3.5)	63.7	9.3 (3.3)	63.4	11.2 (3.7)	58.9	8.3 (2.6)	41.3	9.8 (2.3)	62.4
2.	Mathematics	8.7 (1.7)	32.4	10.3 (3.1)	43.5	6.3 (1.5)	31.9	9.8 (2.3)	42.9	8.5 (2.7)	41.1	8.3 (2.6)	41.3	7.9 (2.1)	54.9
3.	Science	10.6 (2.7)	43.5	8.7 (2.2)	51.1	7.3 (2.5)	42.7	9.1 (2.5)	56.7	9.2 (2.7)	48.1	7.2 (2.6)	39.1	7.4 (1.3)	51.1
4.	Social Science	10.6 (2.7)	41.8	8.8 (3.0)	52.1	10.3 (2.5)	61.1	9.1 (3.2)	62.2	9.8 (2.8)	54.1	8.3 (2.6)	41.3	9.7 (2.3)	61.6

From the above table- 7.1 it is seen that in English and social science students of all EMRS of north East India perform well but, in case of mathematics and science it is

average in comparison to other subjects. It may, however, be mentioned that the performance of students from all the states is average in all subjects. In English 43.7% of students perform well. The performance rate in English is high in Mizoram, Manipur, Nagaland and Sikkim. Similarly, in Social Science students of EMRS of Sikkim and Mizoram (62.2) and Sikkim (61,6) perform well. With respect to Mathematics EMRS students of Sikkim (54.9) and Assam (43.5) performed well in comparison to other states of north east India. The graphical representation of the same given below

**Fig-7 Achievement Level of Class VIII Students in English, Mathematics, Science and Social Science**



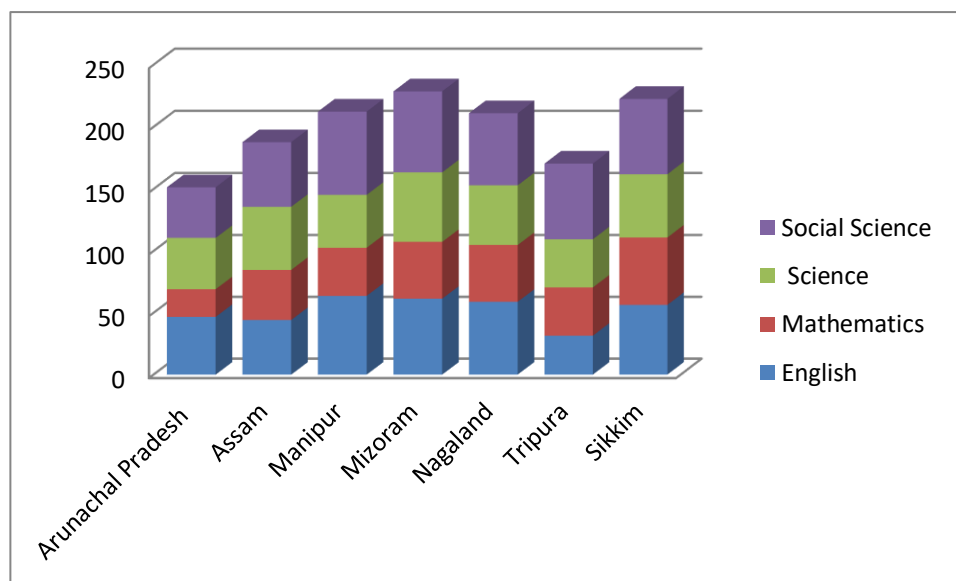
**Table-7.2 Achievement Level of Class X Students in English, Mathematics, Science and Social Science**

Sl No	Subjects	Arunachal Pradesh		Assam		Manipur		Mizoram		Nagaland		Tripura		Sikkim	
		M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%	M (SD)	%
1.	English	11.7 (2.7)	46.7	9.3 (2.2)	44.2	11.3 (3.5)	63.7	9.2 (3.3)	61.4	10.4 (3.6)	58.9	9.3 (2.5)	31.5	7.8 (2.1)	56.4
2.	Mathematics	6.7 (1.7)	22.4	9.3 (2.1)	40.5	6.1 (1.3)	38.9	9.8 (2.3)	46	8.4 (2.5)	46	8.1 (2.6)	39	7.3 (2.1)	54.5
3.	Science	10.4 (2.7)	41.5	8.7 (2.2)	51	7.3 (2.5)	42.7	9.1 (2.5)	56	9.2 (2.7)	48.1	7.2 (2.6)	39	7.4 (1.3)	51

4.	Social Science	10.5 (2.7)	40.8	9.3 (3.0)	52	10.1 (2,5)	67	9.1 (3.2)	65 2	9.7 (2.5)	58	9.3 (2.5)	61	9.2 (2.3)	60. 6
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From the above table- 7.2 it is seen that students of all EMRS of north East India perform well in English and Social Science at Class-X but, in case of mathematics and science it is average in comparison to other subjects. It may, however, be mentioned that the performance of students from all the states is average in all subjects. In English 43.7% of students perform well. The performance rate in English is high in Mizoram, Manipur, Nagaland and Sikkim. Similarly, in Social Science students of EMRS of Mizoram (62.2) and Sikkim (61,6) perform well. With respect to Mathematics EMRS students of Sikkim (54.9) and Assam (43.5) performed well in comparison to other states of north east India. The graphical representation of the same given below

**Fig – 8 Achievement Level of Class X Students**



### 7.0 Student Performance in Terminal Examinations

All teaching inputs in the programme must be judged against the performance of students in Terminal Board examinations at the end of Classes X and XII. The student



performance in Class X Board examinations is good in all most all EMRS of North East India. All the school principals of EMRS of north East India littlebit hesitant to show the annual result record. From the school record it is found that all most all passed and the overall percentage is 94.6% in all the EMRS of North East India.

### 7.1 Student Participation in Co-curricular and Social Activities

Participation of students in co-curricular activities, games and sports and social activities has a direct bearing on their progress in curricular and social domains as they can connect their school learning to real-life experiences. Table 7.3 shows the level of participation of students of EMRS of North East India in different co-curricular and sports activities.

**Table 7.3 Student Participation in Co-curricular and Social Activities**

Sl No	List of Activities	Arunachal Pradesh	Assam	Manipur	Mizoram	Nagaland	Tripura	Sikkim
1.	Drawing	Satisfactory	Satisfactory	Average	Satisfactory	Unsatisfactory	Satisfactory	Satisfactory
2.	Instrumental music	Satisfactory	Unsatisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Average
3.	Singing	Average	Average	Satisfactory	Satisfactory	Satisfactory	Average	Average
4.	Sewing/ Knitting	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
5.	Dancing	Average	Average	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Average
6.	Painting	Average	Average	Average	Average	Average	Average	Average
7.	Debate/ Eloquence	Average	Average	Average	Average	Average	Average	Average
8.	Writing	Average	Average	Average	Average	Average	Average	Average
9.	G.K. / Quiz	Average	Average	Average	Average	Average	Average	Average
10.	Drama	Average	Average	Average	Average	Average	Average	Average
11.	Games and Sports	Unsatisfactory	satisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

The above table -7.3 speaks about the participation of students of EMRS of different states in co-curricular activities like Drawing, Instrumental music, Singing, Sewing/ Knitting, Dancing, Painting, Debate/ Eloquence, Writing, G.K. / Quiz, Drama and Games and Sports. Students' participation in drawing is satisfactory in all states except Manipur and Nagaland. With regards to participation in instrumental music students of Assam and Sikkim the result shows unsatisfactory and average. Participation in Sewing/ Knitting in all the schools of EMRS of north East India is unsatisfactory. Similarly, in the activities like Painting, Debate/ Eloquence, Writing, G.K. / Quiz, Drama the participation of students are average in all schools of North East India. With regards to participation in games and sports in Assam it is satisfactory and in other states of north east India is unsatisfactory.

Based on the aforementioned objective the researcher conducted FGD in different schools and concluded with following findings. As homework helps students develop the habit of self-study and allows them to review what they learned in class. Regularly reviewing students' assignments is a crucial component for teachers. Most of the teachers are not checking the home work regularly. Very few EMRS of North East India maintain student portfolios and anecdotal record. Children are more likely to perform well in school and grow socially and emotionally when their parents are active in their education. Student achievement, self-esteem, and behaviors all increase when parents are involved. Though EMRS intimated the parents to see their children performance it is found that most of the parents are not coming to the school for see their student's achievement. One of the school teachers of Tripura EMRS said that they do not check the assignments they give out diligently.



## **CHAPTER- VIII**

### **PROFESSIONAL ENRICHMENT OF TEACHING AND NON-TEACHING STAFF**

Information was acquired from all EMRS school principals teaching and non-teaching staff from the seven states of north-east India: Nagaland, Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, and Sikkim based on the stated objective-V. Under this section present about the opportunity to teaching and non-teaching staff for professional development which is depicted in following tables. Teachers have historically been the focus of professional development opportunities in schools, but non-teaching staff members also need to get training and advance their professional development. Both teaching and non-teaching staff personnel need to have access to the right setting, amount of time, money, and resources for their professional development. This would enhance the school's overall efficiency.

#### **8.0 Service Conditions and Benefits of Teaching and Non-teaching Staff**

The service conditions and benefits of staff are critical issues for employee motivation. Table-8.1 present the feedback of teaching and non-teaching staff pertaining to salary, service conditions and benefits. Except for incentive plans for students, teachers in EMRSs showed dissatisfaction on all the parameters. Being in contractual employment with consolidated pay, they were not satisfied with their monthly salary, service conditions, prospect for promotion, incentive plans for teaching and non-teaching staff, and provision of quarters inside the campus. The level of dissatisfaction was noticed more for non-teaching employees. These were major issues having possible consequences of depressing their level of motivation and engagement in school development work.

**Table8.1 Responses of Teachers to Staff Service Conditions and Benefits**

Sl No	Parameters	Arunachal Pradesh	Assam	Manipur	Mizoram	Nagaland	Tripura	Sikkim
	Salary/remuneration to the teaching staff	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
2.	Salary/remuneration to the non-teaching staff	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
3.	Service conditions of teachers	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
4.	Service conditions of non-teachers	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
5.	Prospect for promotion	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
6.	Incentive plan for teachers and non-teachers	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
7.	Quarters inside campus	Average	Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Average

From the above table it is seen that teaching and non-teaching staff are dissatisfied with the present salary, service conditions, prospect for promotion, incentive plans. The level of dissatisfaction is high in all most all the employees of EMRS of north east India. In the FGD it is found that Incentives/allowances for extra works were given according to the teaching staffs in Nagaland and Assam, These incentives/allowances were not given according to many of the teaching staffs of Manipur and Arunachal Pradesh, Sikkim, Tripura, and Mizoram. Employee Provident Funds are crucial because they help working professionals get social security and retirement benefits. Employees of EMRSs should now be permitted access for the assurance of their employment. Manipur teachers gave responses that they were getting Employees Provident Fund. TA/DA for attending professional development programme: Positive responses were given by

100% of Arunachal Pradesh, 81.81% of Nagaland, 60.97% of Mizoram, 58.82% of Assam, 58.62% of Tripura, 55% of Manipur, and 14.28% of Assam teaching staffs when asked whether the school provide them any TA/DA for attending professional development programme.

Negative responses were given by 85.71% of Assam, 45% of Manipur, 41.37% of Tripura, 41.17% of Sikkim, 39.02% of Mizoram, 18.18% of Nagaland, and 0% of Arunachal Pradesh regarding the same. TA/DA should be preferably provided to teachers when they attend professional development programme. As this might increase or promote positive behaviour and improve the all-round functioning of the school.

Maternity/paternity leave is intended to safeguard the health of a parent/teacher and that of her child during the perinatal period. A parent's or teacher's health and that of her unborn child have to be protected throughout maternity and paternity leave. Given the unique physiological demands connected with pregnancy and delivery, this is essential for health. It is pertinent that 100% of EMRSs teachers from Assam, 75% from Manipur, 63.63% from Nagaland, 53.65% from Mizoram, 52.94% from Sikkim, 51.72% from Tripura, and 48% from Arunachal Pradesh responded that they were getting maternity/paternity leave.

Those who did not get maternity or paternity leave included 52% of Arunachal Pradesh residents, 48.27% of Tripura EMRSs teachers, 47.05% of Sikkim EMRSs teachers, 46.34% of Mizoram EMRSs teachers, 36.36% of Nagaland and 25% of Manipur EMRSs teachers.

Teachers are prepared to enable change on a personal, classroom, and school level through capacity development programmes. Building capacity may improve a person's efficacy and efficiency. Building capacity generates a sense of empowerment and ownership. As perceived by 90.90% of Nagaland teachers, 84% of Arunachal Pradesh, 61.90% of Assam, 55% of Manipur, 53.65% of Mizoram, 51.72% of Tripura, and 47.05% of Sikkim teachers capacity building programmes were attended. 52.94% of Sikkim, 48.27% of Tripura, 46.34% of Mizoram, 45% of Manipur, 38.09% of Assam,

16% of Arunachal Pradesh, and 9.09% of Nagaland teachers did not attend any capacity building programme.

The quality of initial teacher training programme very much depends on adequate amount of experience in teaching varieties of lessons in actual classroom situations over an acceptable duration. Teacher training makes teachers aware of the goals set by the school and accountability standards expected from them. If teachers are consulted in setting these standards, and are rewarded not only for high performance of their students in public examinations but also for their innovations and action researches that will help students overcome their social and emotional problems.

**Table 8.2 Perceptions of principal regarding professional development of staff**

Statement	State	Yes		No	
		Frequency	Percentage	Frequency	Percentage
Are you giving opportunity to teaching and non-teaching staff for professional development?	Nagaland	2	66	1	34
	Arunachal Pradesh	1	100%	0	0%
	Assam	0	0%	1	100%
	Manipur	2	67	1	33
	Mizoram	2	66.7%	1	33.3%
	Tripura	2	50%	2	50%
	Sikkim	2	66.7%	1	33.3%

It is perceptible in table 8.2 that 100% of the school principals from Nagaland, 100% from Arunachal Pradesh, 100% from Manipur, 66.66% from Mizoram, 66.66% from Sikkim, 50% from Tripura, and 0% from Assam gave opportunities to the teaching and non-teaching staff for professional development. The school principals with 100% from Assam, 50% from Tripura, 33.33% from Mizoram, 33.33% from Sikkim, 0% from Nagaland, 0% from Arunachal Pradesh, and 0% from Manipur did not give opportunities to the teaching and non-teaching staff for professional development.

## CHAPTER-IX

### STAKEHOLDERS' FEEDBACK AND SUGGESTIONS

The feedback and suggestions of important stakeholders regarding a programme are important for evaluating the effectiveness of an intervention. Besides the outcome indicators such as educational attainment and progress of students in a school system, stakeholders' perception of the school's functioning provides indications regarding the strengths and deficiencies of newly implemented intervention and measures for strengthening it. The research team obtained, through interview, the feedback and suggestion of important stakeholders such as the teaching and non-teaching staff, students, educational administrators and community members which are narrated in this chapter

#### **9.0 Teachers' Perception and Feedback.**

In the FGD teachers of EMRS of north east India were asked to rate their schools and hostels on several parameters. The principals of the sampled schools were also interviewed and their views have been integrated in Table 9.1. Their responses are summarized into three categories: satisfactory, average and unsatisfactory. The table is self-explanatory. It may, however, be pointed out that EMRSs followed a traditional model of education focusing on classroom teaching, course completion and terminal examinations with very little or no emphasis on hostel and toilet cleanliness, activity-based teaching and use of TLMs, cumulative student progress report, implementing CCE, school-community linkage, counseling services for students, capacity building of teaching and non-teaching staff.



<b>Satisfactory</b>	<b>Average</b>	<b>Need to be Strengthened</b>
<ul style="list-style-type: none"> <li>➤ Course completion as per syllabus</li> <li>➤ Regular correction of students' work</li> <li>➤ Remedial coaching</li> <li>➤ Organizing games and sports and cocurricular activities</li> <li>➤ Organizing literacy activities, debates and competitions</li> <li>➤ Using summative evaluations</li> <li>➤ Home assignments and projects to students</li> <li>➤ Gender and social equity in school and hostels</li> <li>➤ Dealing with student health problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers preparing lesson plan and diary</li> <li>➤ Activity-based teaching and use of TLMs</li> <li>➤ Effective use of labs</li> <li>➤ Use of library by students</li> <li>➤ Yoga and classes on art and aesthetics</li> <li>➤ Sharing student progress with parents</li> <li>➤ Coaching for professional courses</li> <li>➤ Infrastructure facilities for boarders</li> <li>➤ Learning atmosphere in hostels</li> <li>➤ Quality and safety of drinking water</li> <li>➤ Quality of food in hostels</li> <li>➤ Security and safety of boarders</li> <li>➤ Preparing students to contribute to family well being</li> </ul>	<ul style="list-style-type: none"> <li>➤ Environmental cleanliness in hostels</li> <li>➤ Toilet cleanliness and use</li> <li>➤ Maintaining cumulative progress report of students and student profile</li> <li>➤ Using CCE and planning remedial coaching</li> <li>➤ Sharing written progress card of students with parents</li> <li>➤ TLM corner in classes and students using TLMs</li> <li>➤ Using e-content in SMART classes</li> <li>➤ Using formative evaluations as per CCE</li> <li>➤ Assessing students in co-curricular activities</li> <li>➤ Assessing socio-personal qualities</li> <li>➤ Using self-, peer- and group-assessment</li> <li>➤ Assessing students' talent in specific areas</li> <li>➤ Innovative teaching-learning activities</li> <li>➤ Organizing activities like gardening, plantation, woodwork, tailoring etc.</li> <li>➤ Consultations with other teachers and subject experts</li> <li>➤ Counselling for student behavior problems</li> <li>➤ Organizing social service camps</li> </ul>

## **9.1 Perception and Feedback of Non-teaching Staff**

The responses obtained from the non-teaching staff through FGD and Interview pertaining to their working condition and relation with students, teachers and community. The satisfaction level of the non-teaching employees was better in Tripura compared to EMRS of other states EMRS. Their relationship with students, teachers and community was better in Sikkim, Manipur and Mizoram in comparison to other states of north East India. All most all the non-teaching staff were unhappy that attempts were not taken to provide capacity building training to the non-teaching staff in EMRS.

In EMRS, like the teachers, the non-teaching members wanted their employment to be made regular. All categories of non-teaching staff pointed out water crisis as major issue requiring serious attention. The staff at the clerical level did not perceive teachers to be as involved in school development work as expected. The office space was inadequate for efficient functioning. The cook, the sweepers and peons felt that their consolidated pay was not commensurate with their workload which caused enough physical stress. The cooks faced problems because of kitchen having leaking roof, not having smokeless oven, working for more than 14 hours a day to live up to student food requirements.

## **9.2 Perception and Feedback of Principals**

One to one interview conducted with all the principals of EMRS of north East India. All most all the principal agreed that remedial and supervised study are provided in all EMRS. They are trying their level best for providing opportunity to students to participate in district level events and spreading education with focus on the tribal community. Special coaching to students for entry into professional courses are seen in Tripura EMRSs. Most of the principals said that inadequate salary for the teachers and nonteachers is creating problems to run the institutions. Many posts are vacant. Contractual teacher engagement should be stopped. Funds flowing is irregular so that they are facing many problems to run the EMRS s of North East India. In many EMRS s Civil works are pending. It should be completed quickly. With regards to parent's teachers meeting the principals said that they are conducting it regularly with the help of staff members.

School campus should be improved agreed by many principals of EMRS of North East India. Principals are agreed that they have given opportunity for morning assembly. All principals said that they are giving rewards to meritorious students. Due to scarcity of funds principals are not able to give financial support to teachers for purchase of Teaching- Learning Materials. Principals are agreed that they are conducting meeting with faculty and staff regularly for smooth functioning of EMRS and conducting of different activities. Some of the principal said that their school conducting assessment or tests frequently. Principals of Tripura, Mizoram, Manipur, Nagaland, Sikkim expressed that they are giving opportunity to teaching and non-teaching staff for professional development and allocated funds for participation in school/national level sports meet. All most all the principals opined that they are giving opportunity to teachers and students for celebrating national and local festivals in the schools.

### **9.3 Views of Parents and Civil Society Members**

One to one interview was conducted with parents and civil society members regarding the problems and suggestions. Many suggestions are in the light of teacher's opinion in all the states. Most of the parents said that it should affiliated under CBSE so that their son and daughter will be able to compete in entrance examination at per the other plain land students. Coaching should be given to students for medical and IIT courses.

### **9.4 Students Feed Back**

In all EMRS of north East India, student voices were not reflected much in planning teaching-learning practices and school development work. There was, however, some degree of student participation in mess management. Most of the activities were initiated by teachers and were performed under the guidance and direction by teachers. It thus appears that student empowerment activities on many of the life-skill competencies were missing in schools

### **9.5 Views of Educational Administrators**

Views of the administrators of Director School Education, social welfare were interviewed. Many are also not satisfied over the school and hostel infrastructure,

management policies for EMRS, the quality of education imparted to the tribal children. Frequent supervision, capacity building of the staff, evaluating teachers for quality teaching, weekly checking of hostel facilities and quality of meals, regular health checkup were necessary for proper policy implementation. Regular counseling and motivational programs for students would make children's stay and learning experiences in the school more enjoyable. There is a requirement of more funds to be allocated for school and hostel maintenance and construction of boundary walls in hostels. It was considered important that the teaching and non-teaching staff in EMRS be employed on a regular basis with proper service conditions. The school-community link needed to be strengthened at the initiative of the school staff

### **9.5 EMRS Programme Strengths, Concerns and Suggestions**

All the important stakeholders provided feedback on the strength and issues of concern of the EMRS programme for tribal children and put forth their suggestions for improvement to realize the goals of programme. While stakeholders approached the issues from their points of view, certain common themes emerged

**Programme strengths (need to be maintained).** Good school and hostel infrastructure; Residential facilities for students; Favorable PTR; Supply of free textbooks and uniforms and learning materials; Scope for games, sports and co-curricular activities; Engagement of qualified staff; Gender and Social equity.

**Concerns (need special attention).** Poor salary and service conditions of the staff; Poor hostel maintenance and cleanliness; Water, power and toilet problems; Poor community involvement in school activities; Lack of regular health worker; Teacher-directed rather than student-initiated activities; Poor attention to build capacities of teachers

**Suggestions (need to be implemented).** Regular employment, proper salary and service conditions of staff; Solving water and power crises; Regular maintenance of hostel building and proper drainage system; Strengthening laboratories, adopting innovative educational practices including CCE in true spirit; Special measures for improving students' language proficiency; Capacity building of teaching and non-

teaching staff; Student involvement in school practices and mess management;  
Strengthening school-community link.

Stakeholders	Strength	Difficulties	Suggestions
Principal	<ul style="list-style-type: none"> <li>• Residential Schools</li> <li>• Opportunity for students to participate in district level events</li> <li>• Spreading education with focus on the tribal community</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate salary for the teachers and nonteachers</li> <li>• Vacant faculty positions</li> <li>• Contractual teacher engagement</li> <li>• Lack of transparent transfer policy</li> <li>• Water crisis during summer months</li> <li>• Erratic power supply, frequent load shedding</li> <li>• Lack of ANM leading to improper health care of students</li> </ul>	<ul style="list-style-type: none"> <li>• Special coaching to students for entry into professional courses</li> <li>• Filling up vacancy positions</li> <li>• Regular faculty employment with proper scale of pay and proper service condition</li> <li>• Orientation and regular capacity building training to teachers</li> <li>• Orienting teachers to implement CCE</li> <li>• Installation of overhead water tank and measures to solve water crisis</li> <li>• More community involvement in school development activities</li> <li>•</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Residential facilities for students and for some staff</li> <li>• Emphasis on co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Weak remuneration and incentive plan for teachers</li> <li>• Inadequate lab equipment's</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching to students for medical and engineering and for Math Olympiad</li> </ul>

	<ul style="list-style-type: none"> <li>• Remedial coaching for weak students</li> <li>• Student discipline and respect for teachers</li> <li>• Almost 100% students passing terminal examinations</li> <li>• Students learning to live together and share</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate teaching-learning materials</li> <li>• Higher per-teacher workload because of teacher vacancy</li> <li>• Student difficulty pertaining to English language instruction at entry point in Class VI</li> <li>• Poor hostel maintenance and inadequate staff quarters</li> <li>• Vacancy created by teachers leaving the job because of poor service condition and poor remuneration</li> <li>• Insufficient SMART class facility</li> </ul>	<ul style="list-style-type: none"> <li>• Regular literary and sports activities and competitions</li> <li>• Regular appointment of teaching and Non-teaching staff with proper scale of pay and service condition</li> <li>• Granting for fund for TLM</li> <li>• More community involvement</li> <li>• Serous attention to be given to enhance life skill</li> <li>• Yoga, Music and art teaching should pay more attention</li> <li>• Training teachers for different innovative pedagogy</li> <li>• Constructivist approach should be infused in teaching</li> <li>• Library should be strengthened</li> <li>• Bridge course for Class Vi students on English should be introduced</li> </ul>
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			<ul style="list-style-type: none"> <li>• Boundary wall should be constructed</li> </ul>
Non-Teaching Staff	<ul style="list-style-type: none"> <li>• Students learn good health and hygiene habits</li> <li>• NSS, NCC and Scout guide programmes and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Weak remuneration and incentive plan for teachers</li> <li>• Inadequate lab equipment's</li> <li>• Water crisis in hostels particularly during summer months</li> <li>• Safety and security problems for girls</li> <li>• No night watchman/security guards in hostels</li> <li>• Frequent power cuts affecting with students' study</li> <li>• No vehicle to meet emergency health problems of inmate</li> </ul>	<ul style="list-style-type: none"> <li>• Regular appointment of teaching and Non-teaching staff with proper scale of pay and service condition</li> <li>• Separate boundaries for girls' hostels</li> <li>• Engagement of ANM for hostels</li> <li>• Installation of overhead water tank and measures to solve water crisis</li> <li>• Orientation training to hostel staff on their roles and responsibilities</li> <li>• Regular maintenance of hostel buildings</li> <li>• Adequate furniture to hostel students for study</li> </ul>



			<ul style="list-style-type: none"> <li>• Vehicle for meeting emergency health problems of inmates</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Offering a good educational opportunity to the tribal community</li> <li>• Educationally qualified staff</li> <li>• Provision of relatively good infrastructure</li> <li>• Residential facilities for students</li> </ul>	<ul style="list-style-type: none"> <li>• Constraints of fund to address all important requirements</li> <li>• Poor staff initiative to connect school to the community</li> <li>• Water, power and toilet problems</li> <li>• Kitchen condition and food qua</li> </ul>	<ul style="list-style-type: none"> <li>• Staff regularization is evident</li> <li>• Water and power problem to be attended</li> <li>• Buildings and toilets to be repaired</li> <li>• Capacity building training for teachers</li> <li>• Improving food qua</li> </ul>

## CHAPTER – X

### CAUSES OF NON-FUNCTIONALITY OF EMRS

This chapter describes about the non-functionality of EMRS in North Eastern states of India. The data collected from the authorities of different state government. Data has been analyzed state wise and represented below.

#### 10.1 Arunachal Pradesh

• **Functional EMRSs:**

1. EMRS, Bana at East Kameng District.
2. EMRS, Lumla at Tawang District
3. EMRS, Nyapin at Kurung Kumey District.

• **Non-Functional:**

1. EMRS, Khela at Tirap District
2. EMRS, Tirbin at Leparada District.
3. EMRS Medo at Lohit District.
4. EMRS, Dambuk at Lower Dibang Valley District
5. EMRS, Seppa at East Kameng District
6. EMRS, Aalo, at West Siang District.
7. EMRS, Ziro -II (Yachuli) at Lower Subansiri District.

*Reasons for Non-Functionality- The government authority of Arunachal Pradesh highlighted that some of the causes for nonfunctional of 7 EMRSs*

- 1- *Infrastructure*
- 2- *land availability*
- 3- *Staff*
- 4- *other facilities*

*From the above it is found that the state government has taken the initiative to run these 10 EMRSs in the state. land and infrastructure are the main hurdles for running the EMRSs It will take time for readily available and the works in regard to non-functional EMRSs in the State are under progress.*

Regarding the questions Are there any fund received from Ministry for the non-functional EMRS? And are these funds utilized or not? The government official responded that

*National Education Society for Tribal Students (NESTS), under Ministry of Tribal Affairs releases 100% central fund for the purpose of construction of EMRSs. Further, it also releases recurring grants annually for all the functional EMRSs as per the guidelines of the Ministry. The status of utilization of these funds are timely submitted by the State Society to NESTS.*

Further regarding the parameters of functioning EMRS it is stated that “As per the guidelines, every block with more than 50% ST population and at least 20000 tribal persons will have an EMRS set up. However, most of the blocks particularly located at border areas in our State are thinly populated which may not meet up the minimum requirement of EMRSs guidelines placing our State to a position of disadvantage.”

Further, the guidelines also mandates that the State Society shall maintain, control and manage the EMR schools. However, as our Society is in the infant stage, we are facing challenges including manpower crunches due to which the Society is not in the position to run the schools. Hence, all the EMRSs in our State are run by the credible NGOs authorized by the State Government. Having the schools run by the respective NGOs are yielding excellent results academically as well as in extracurricular activities.

With regards to non-placement of teachers it is stated that the government of Arunachal Pradesh with the help of NGOs has recruited all the teachers and appointed them in 3 functional EMRSs. With regards to participation of society and parent teachers' association the government official stated that it is conducted in each and every school. But the researcher found that parent teachers association is there but the frequency of calling the meeting and sharing thoughts for the maintenance of quality education is very low. Regarding the qualified teachers it is stated that all are qualified teachers working in EMRSs of Arunachal Pradesh. Since EMRSs of Arunachal Pradesh are run by respective NGOs, the teachers are not considered as regular/permanent teachers. As per Guidelines, 1.91% of the total recurring grant released by the NESTS is for admin. Expenditures. With regards to gender sensitive issues in the EMRS the official said that there is no such gender issues in the EMRSs. Similarly, with regards organization of co-curricular activities in the school, every year National Cultural and

Sports Meet is being conducted by the NESTS where students of various EMRSs in the nation take participation. Our students have even bagged gold, silver and bronze medals at such National events.

## **10.2 Mizoram**

*Reasons for Non-Functional - The researcher interviewed the government officials she said that presently 6 EMRSs are functional and 5 EMRSs are not functional due to land issues and construction work.* NESTS will be looking for all the functionality of EMRSs. The construction work is going on. Only two schools are having +2 level and other 4 are up to Matric level. Regarding the quality of education, the pass percentage is very low and there are some criteria to go for CBSE affiliation, The government has taken initiative that all schools will be affiliated to CBSE. With regards to qualified teachers Mizoram Government has appointed TGT, PGT and all are qualified. The service of the teachers is Mizoram educational society The fund is 100% given by ministry has been split up recurring expenditure and non-recurring expenditures. With regards to participation of society and parent teachers' association the government official stated that it is conducted in each and every school. But the researcher found that parent teachers association is there but the frequency of calling the meeting and sharing thoughts for the maintenance of quality education is very low. With regards to gender sensitive issues in the EMRS the official said that 50 girls and 50 boys are in each class and there is no such gender issues in the EMRSs. Similarly, with regards organization of co-curricular activities in the school, every year National Cultural and Sports Meet is being conducted by the NESTS where students of various EMRSs in the nation take participation. At the school level they have allotted specific period for co-curricular activities. National Education Society for Tribal Students (NESTS), under Ministry of Tribal Affairs releases 100% central fund for the purpose of construction of EMRSs. Further, it also releases recurring grants annually for all the functional EMRSs as per the guidelines of the Ministry. The status of utilization of these funds are timely submitted by the State Society to NESTS.

### **10.3 Sikkim**

In Sikkim There are 4 (Four) functional EMRS in the State of Sikkim.

*There is no Non-Functional EMRS as on 15.06.2023. There is no fund received from Ministry as there is no Non-functional EMRS in the State. The government official reported that there is no such problems during the implementation of the scheme.*

It is to state here that, maximum appointment/ placement of teachers has resolved in all four EMRSs. Regarding the non-placement of teachers, it is mentioned here that, as per the direction of the National Education Society for Tribal Students (NESTS), the recruitment of the same will be done by the NESTS only. With regards to PTA and meeting with civil society the government official said that As per the telephonic conversation with Principals of EMRSs, it is to inform you that, the meeting conduct twice in a year with Parents, students and Teachers. Also conduct some of the programme with Civil Society. With regards to cocurricular activities the officer said we have given the opportunity to the students and teachers to participate in different kinds of programme.

### **10.4 Tripura**

In Tripura there are six no of functional EMRSs and 15 no of non-functional EMRSs. Infrastructure are available in 5 EMRSs where as 1 EMRS namely Killa is functioning in temporary campus. The 15 no of EMRSs are 1. Jampuijala 2. Amarapur 3. Ompi 4. Dumburnagar 5. Mandwi 6. Padmabil 7. Hezamara 8. Manu 9. Chawmanu 10. Rupaichari 11. Karbook 12. Dasda 13. Lazuri 14. Damcharra 15. Mungaikami are not functional due to non-availability of infrastructure and buildings are under construction. With respect to funding pattern in case of Tripura, NESTS is directly regulating the fund to the assigned Central Construction Agency (ies). As per prevailing norms, state is responsible for giving suitable encumbrance free land measuring 15.00 acres (there is a relaxation upto 5.00 acres for hilly region) including forest clearance (if any require) to the central construction agency for taking-up the pre-construction activities such as land survey, preparation of MLP, DPR etc. Approve cost per EMRS is Rs.48.00 cr. only.

Works are being taken-up only after issuance of commencement order from the NESTS thereof.

**Reasons for non-Functionality -In Tripura, NESTS has assigned two construction agencies viz. CPWD and MANIDCO. It is experienced that CPWD-Agartala is maintaining quality constructions, while progress of works in case of MANIDCO is not up to the mark, very slow and not comply with TPQA. NESTS, Ministry of Tribal Affairs, Govt. of India has stopped to Recruitment of teaching & non-teaching staff. Besides, NESTS, Ministry of Tribal Affairs, Govt. of India has already been processing recruitment of teaching staff for existing functional EMRSs in Tripura through national level.** EMRSs are conducting parents' teacher meeting every 2-3 months intervals and every 2nd Saturday the parents are meeting with their wards as well as concerned Hostel Supdt. & Principal which required more. With regards to co-curricular activities the EMRSs of Tripura actively participating in different games and sport events.

### **10.5 Nagaland**

The researcher visited the Nagaland EMRS Management Society and collected the information regarding the Non functionality of EMRSs in Nagaland . It was found that 3 no of EMRSs are in functional and 19 are not functional. EMRS Tuensang, EMRS Tizit and EMRS Diphupar are functional. EMRS Phenshonyu in the district of Tseminyu, Kade in the district of Phek, Pelhang in the district of peren, Phelungree of kiphire district , Riphyim of Wokha, Tuli of Mokocheung, Chiechma of Kohima, Vidima of Chumukedima, Japu of Mokokchung, Tamlu of Longleng, Longsa of Mokocheung, Botsa of Kohima, Nukusen of Tuensang, Akhakhu of Zunheboto, Nazamadam Tening of peren, Noklak of noklak district, Longwa of Mon district, Waityim-Longpatymesen of Mokokchung and Alongkima of Mokokchung are not functional in the state of Nagaland.

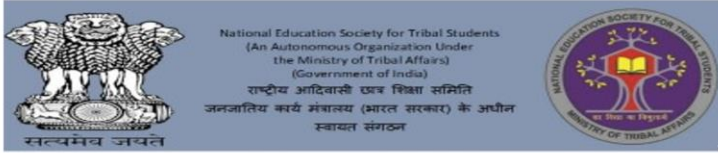
**Reason for Non-Functionality- As per the state government officials of Nagaland the construction work of all the above 19 nonfunctional EMRSs are going on. Due to land problem including forest clearance (if any require) are the causes of**

**nonfunctional of the above 19 EMRSs. Regarding the Fund Received for non-functional EMRSs the state government has not received any fund for running the above 19 EMRSs.**

With regards to affiliation of EMRSs in CBSE it is under process in the state of Nagaland. Out of 48 Teachers 55% teachers are trained remaining 45% are untrained. The office Expenditure is covered under operational expenditure components. The officials said the teachers are supposed to be permanent, However, at present contractual teachers are working. At present there is no gender sensitive issues in the EMRSs of Nagaland. There are adequate sports facilities available in the all the EMRSs of Nagaland.

**10.6 Meghalaya** the researcher visited seven times to the directorate of school education and tribal affair of Meghalaya. The government officials hesitate to give the data. However, at last they have given some ppt for consideration.

**Reason for Non-Functionality-** No *EMRS is functioning in the state of Meghalaya. The reason behind its construction work is going on and in some EMRSs land problem is there and it is not resolved.* The government of Meghalaya is trying to resolve the issue.



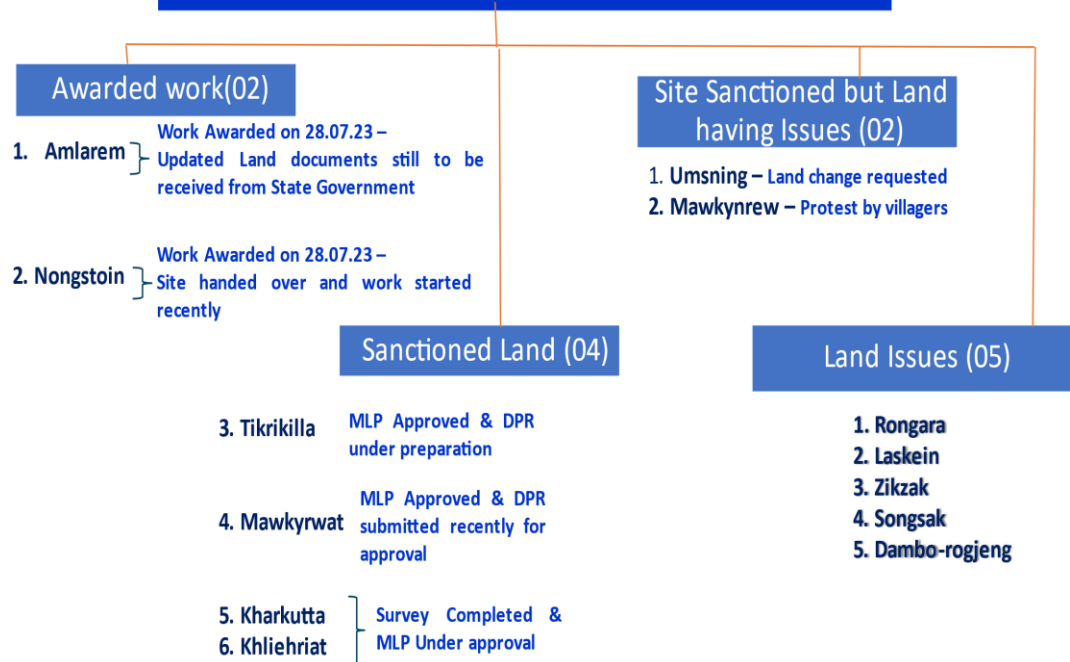
**Status of work**  
**Construction of Eklavya Model Residential Schools (EMRS) for  
Meghalaya (13 sites)**



**11<sup>th</sup> Oct., 2023**



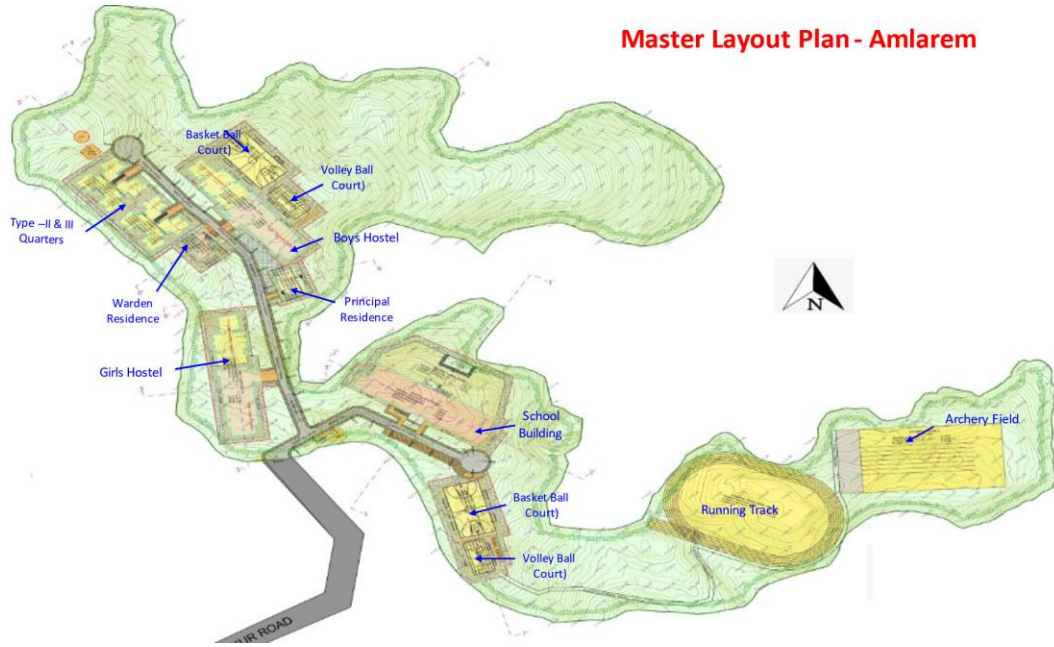
## EMRS Locations - Meghalaya (13 Sites)



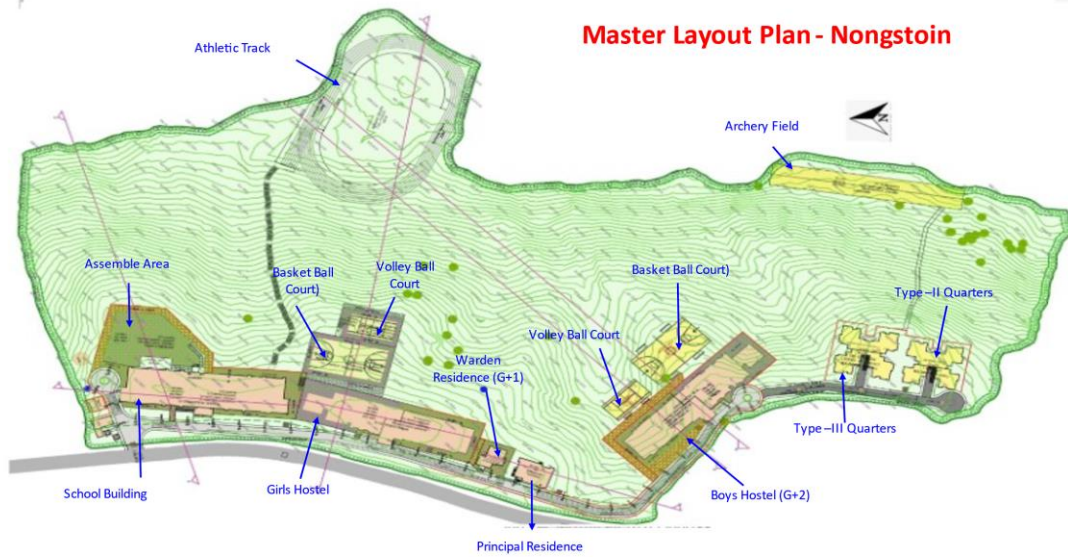
### Sites Awarded to Contractor- Under Mobilization

S. No.es	District	Block	Present Status
1.	West Jaintia Hills	Amlarem	<ul style="list-style-type: none"> <li>Work awarded to contractor M/s Pave Infrastructure Pvt. Ltd., West Bengal on 28.07.2023</li> <li>Mobilization of resources by the contractor under progress (hutment, approach road, temporary water and power connection, manpower etc.)</li> <li>During the joint site visit of WAPCOS &amp; State Government officials on 12.09.2023, it was observed that land documents doesn't belong to construction site.</li> <li>The updated/revised land documents and certificate of handing over still to be received from State Government.</li> </ul>
2.	West Khasi Hills	Nongstoin	<ul style="list-style-type: none"> <li>Work awarded to contractor M/s Pave Infrastructure Pvt. Ltd., West Bengal on 28.07.2023</li> <li>Mobilization of resources by the contractor under progress (hutment, approach road, temporary water and power connection, manpower etc.)</li> <li>Handing/taking over of land is completed on 30.08.2023. Boundary of EMRS plot has been finalised with the State Government on 13.09.2023 and work has been commenced</li> </ul>

### Master Layout Plan - Amlarem



### Master Layout Plan - Nongstoin



### Sites Under Planning Process- MLP / DPR Under Preparation

S. No.	District	Block	Present Status
1.	West Garo Hills	Tikrikilla	<ul style="list-style-type: none"> <li>MLP approved on 02.02.2022 (Phase -I)</li> <li>Structural drawings approved by NESTS.</li> <li><b>The Detailed Project Report (DPR)</b> preparation is under progress for Single Phase</li> </ul>
2.	South West Khasi Hills	Mawkyrwat	<ul style="list-style-type: none"> <li>MLP approved on 09.01.2022 (Phase -I)</li> <li>Structural drawings approved by NESTS,</li> <li><b>The Detailed Project Report (DPR)</b> was submitted to NESTS on 06.10.2023 for approval.</li> </ul>
3.	North Garo Hills	Kharkutta	<ul style="list-style-type: none"> <li>Survey &amp; Geotechnical Investigation completed.</li> <li><b>Master Layout Plan (MLP)</b> is submitted and under discussion with NESTS</li> </ul>
4.	East Jaintia Hills	Khliehriat	<ul style="list-style-type: none"> <li>Survey &amp; Geotechnical Investigation completed.</li> <li><b>Master Layout Plan (MLP)</b> is submitted and under discussion with NESTS</li> </ul>

### Sites having land issue is being resolved by State Govt.

S N	District	Block	Present Status
1.	East Khasi Hills	Mawkyrwat	<p><b>Protest by local villagers causing hindrance in demarcation works</b></p> <ul style="list-style-type: none"> <li>2 times date was fixed by DC, East Khasi Hills for demarcation of stone at site (17/08/2023 and 28/08/2023) but the same was not allowed by the local protestors <b>DC vide letter dated 05.09.2023 intimated that BDO proposed for alternate site in Jongkshavillage where the leaders of the village are willing to donate the land for EMRS.</b></li> </ul>
2.	East Garo Hills	Dambo Rongjeng (nongcharam)	<ul style="list-style-type: none"> <li>Alternate land identified recently at Nongcharam by State Govt. &amp; <b>Forest NOC is still awaited from State Govt for new site.</b> However Gift Deed, Land Suitability report (LSR) and Land Use Certificate have been received on 14.08.2023</li> </ul>
3.	Ri-Bhoi	Umsning	<ul style="list-style-type: none"> <li>Formal sanction of Land suitability was given by NESTS in Nov.2020. After detailed survey it is found that Land is not suitable for Construction of EMRS due to Highly elevated, sloppy &amp; rocky terrain and requested for alternate Land <b>A site visit conducted by Joint Commissione &amp; Technical Consultant, NESTS on 28.04.2023 &amp; Distt. Officials reported for identification of new land</b></li> </ul>
4.	South Garo Hills	Rongara	<ul style="list-style-type: none"> <li>The gift deed is conditional as restrictions are imposed on Donee on A/c of employment <b>Villagers are not willing to withdraw conditional clauses. The Unconditional Gift Deed is awaited from the State Govt.</b></li> </ul>

**Sites having land issue is being resolved by State Govt.**

S N	District	Block	Present Status
5.	West Jaintia Hills	Laskein	<ul style="list-style-type: none"> <li>In the earlier land at village Mukhap, Laskein Block, there was a area difference in the Gift Deed (72014 Sqm) and LSR (72914 Sqm). Village authority refused to amend the gift deed. State Govt. proposed to shift the site to another location at village Laskein Block Laskein. In this regard, a meeting and site visit was held at new identified land on 18.07.2023 in presence of ADC and officials of Revenue department, Central Ground Water Board, JHADC, DSEO, PWD, PHE, MeECL and community members. <b>Now, documents such as Gift Deed, Forest NOC, Land Suitability report (LSR), Land Use Certificate, Revenue map, State recommendation letter etc. for new site are awaited from State Govt.</b></li> </ul>
6.	South West Garo Hills	Chopapara (old Zikzak)	<ul style="list-style-type: none"> <li>The gift deed is conditional as restrictions are imposed on Donee on A/c of employment. <b>The Unconditional Gift Deed is awaited from the State Govt.</b></li> </ul>
7.	East Garo Hills	Songsak (old Samandā)	<ul style="list-style-type: none"> <li>Gift deed was conditional as restrictions are imposed on Donee on A/c of employment which has been rectified by State Govt. on 18.07.2023. <b>The boundaries of the EMRS site shown in the revenue plan and forest NOC are not correlating (a letter in this regard was sent on 26.09.2023 to Director of School Education &amp; Literacy for the confirmation.)</b></li> </ul>

Though currently there is no functional EMRSs in Meghalaya other questions are irrelevant for them.

**10.7 Assam.** Similarly, the researcher visited so many times to government of Assam and written a letter to the concerned authority to give the information. ***But, they have not replied anything about this. So, researcher felt that no need to spend time unnecessarily to complete the project.***

**10.8 Manipur.** In case of Manipur state, the project Director visited directorate of Tribal Affairs and Hills. ***The concerned dealing assistant asked me to write a letter to the authority. I have written a letter and waited for one month with regular touch telephonically to the concerned person but the authority does not reply anything. Hence, it is assumed that government officers are afraid of providing the data for conducting the research.***



The list of EMRSs with the year of establishment is given below

Sl No	Name of the state	Name of the EMRS	Address of the EMRS	Year of Establishment
1	Manipur	EMRS Tamenglong	Farm Land Tamenglong PO Tamenglong Manipur 795141	2015-16
		EMRS Gamnom Sapormeina	Gamnom Sapormeina PO Motbung, Sadar Hills Kangpokpi Manipur 795107	2015-16
		EMRS Moreh	Chikim Village, Moreh PO Moreh Tengnoupal District- Manipur 795131	2015-16
2	Mizoram	Emrs Lunglei	Pukpui, Lunglei District, Pin Code-796701	2008
		Emrs Serchhip	Kawlrilang, Serchhip District, Pin Code-796181	2015
		Emrs Tuipang	Tuipang, Siaha District, Pin Code-796911	2020
		Emrs Chawnhu	Chawnhu, Lawngtlai District, Pin Code-796891	2020
		Emrs Chawngte	Chawngte , Lawngtlai District, Pin Code-796770	2020
		Emrs Ngopa	Ngopa, Saitual District, Pin Code-796410	2020
3	Nagaland	Eklavya Model Residential School Tuensang,	Eklavya Model Residential School Tuensang,3rd NAP, Tuensang, Nagaland 798612	2008
		Eklavya Model	Eklavya Model Residential	2007

		Residential School, Tizit,	School, Tizit, Nagaland 798602	
		Eklavya Model Residential School Diphupar	Eklavya Model Residential School Diphupar 4th Mile, Diphupar A, Dimapur, Nagaland 797115	2009
<b>4</b>	<b>Arunachal Pradesh</b>	Eklavya Model Residential School	Lumla, Tawang. Po & Ps Lumla, New Lumla, Arunachal Pradesh 790106	2014
		Ekalavya Model Residential School, (EMRS), Bana,	Ekalavya Model Residential School, (EMRS), Bana, Seppa, East Kameng Dist, Arunachal Pradesh 790102	2009
<b>5</b>	<b>Sikkim</b>	Eklavya Model Residential School Swayem, (North Sikkim), Sikkim	Eklavya Model Residential School Swayem, Mangan (North Sikkim), Sikkim	2008
		Eklavya Model Residential School	Gangyap, West Sikkim, Sikkim. PIN Code: 737138	2007
<b>6</b>	<b>Meghalaya</b>	No school		
<b>7</b>	<b>Assam</b>	EMRS	Dalbari, PO-Dalbari District-Baksa pin-781333	2013
<b>8</b>	<b>Tripura</b>	EMRS Khumulwng	Vill: Radhapur, PO: Janmejoynagar, Block: Belbari, West Tripura District. Pin-799045	2002
		EMRS-	Vill: Birchandranagar, PO:	2003

	Birchandranagar	Manpathar, Block: Bokafa, South Tripura District. Pin-799144	
	EMRS-Kumarghat	Vill: Darchwi , PO: Kumarghat, Block:Kumarghat, Unakoti District. Pin-799266	2005
	EMRS-Rajnagar	Vill: Kalabagan , PO: Paschim Rajnagar, Block:Tulashikar, Khowai District. Pin-799207	2010
	EMRS-Killa	Vill: Pabitraram bari, PO: Kill, Block: Killa, Udaipur, Gomati District. Pin-799114	2019
	EMRS Ambassa	Vill: East Nalicharra, , PO: Nalicharra, Block: Ambassa, Dhalai District. Pin-799204	2022

## CHAPTER – XI

### SUMMARY FINDINGS AND OBSERVATIONS

The present study was undertaken to ascertain the impact of educational opportunities available in EMRS of north east India with reference to the quality of services offered, quality of learners and teachers and quality of school and classroom environment, teaching-learning processes, evaluation procedure, children's learning outcomes and their upward mobility in career and in the realization of the objectives of setting EMRS of north east India as an educational intervention focusing on tribal children. Data has been analyzed and interpreted. In this chapter attempt has been made to present the findings, Summary and educational implications of the study systemically.

#### 10.0 Major Findings

1. In all the EMRS of north east India principals are in position. Among the principals 88% are male and 12 % are female,94% are below 40 years of age & 06% are above 40 years of age. Similarly, 75% are above 10 years of teaching experience and 25% are below 10 years of teaching experience at secondary level. All the principals are trained graduate and post graduate.
2. Qualified teachers are found in all the EMRS of North East India 87% are trained and 13% are untrained, 27% are above 10 years of teaching experience, and 73% are below 10 years of teaching experience. Seventy-four percentage of teachers are below 40 years of age group and 47% are mail and 53% are female.
3. The majority of the non-teaching staffs were females with 55% in total North East India. With regard to age range 75% of non-teaching Staff working in EMRS of North East India were below 40 years and 25% are above 40 years. Similarly, 80% of non-teaching staff working in different EMRS of North East India are below 10 years of experience and 20% are above 10 years of teaching experience. Ninety percentage of non-teaching staff are having qualification graduation or below graduation and 10% are above graduation qualification.
4. The total percentage of girl's students in EMRS of North East India is 58% and boys 42%. With regards to age variation the youngest age range of 8-10 years was



occupied by 21.67% of Manipur student, 16.12% of Assam, 15% of Nagaland, 13.75% of Mizoram, 11.90% of Arunachal Pradesh, 8.57% of Sikkim, and 6.67% of Tripura, 63.33% of Manipur students, 57.14% of Arunachal Pradesh, 57.5% of Mizoram, 56.45% of Assam, 53.33% of Nagaland, 46.67% of Tripura, and 17.14% of Sikkim students occupied the 11-13 years age range. 54.28% of Sikkim students, 35% of Tripura, 32.25% of Assam, 30% of Mizoram, 28.57% of Arunachal Pradesh, 23.33% of Nagaland, and 28.33% of Manipur occupied the 14-16 years age range. The oldest age range of 17-19 years was occupied by 20% of Sikkim, 11.67% of Tripura, 8.33% of Nagaland, 3.75% of Mizoram, 3.33% of Manipur, 3.22% of Assam, and 2.38% of Arunachal Pradesh.

5. All most all the principals of the EMRSs from the states of Nagaland, Assam and Manipur have responded that they participated in the recruitment process of teaching and non-teaching staff.
6. Each of the EMRS, of north East India are spread over having own land with a lot of space for students to move around. All the buildings provided safe habitations for students except that the EMRS schools required regular maintenance and white washing. The EMRS did not fare well on hygienic parameters.
7. All schools had principal room, staff room, office room laboratory, library adequate space for non-teaching staff, adequate furniture's for students and staff, kitchen and store rooms, and dining rooms.
8. The EMRSs had library facilities but no adequate reading room. The conditions of labs, library and reading rooms were not good in EMRSs of Mizoram and Nagaland.
9. Regrettably, water scarcity was a major problem in one of the EMRS of Mizoram. Furthermore, drinking water safety was a major concern in all EMRSs of North East India. The cleanliness of toilets and provision of water and detergents inside the toilets were very poor in EMRSs.
10. All schools fell short on child-friendly parameters and in a large measure did not satisfy the disability-friendly provisions because ramps and rails were not available to all blocks and to none of the toilets, even if required. Schools also faltered on maintaining safety standards as attention was not paid to have classrooms with double doors and fire safety measures were maintained for name sake only.

- 11.** Adequate and appropriate play-grounds for different sports and games as per student needs and attractive child-friendly play-ground equipment's such as slides and swings were missing in all schools. Teaching-learning and curricular transactions mostly in classrooms assumed so much importance that they were not properly balanced by games and sports activities.
- 12.** Each school had entrance gate, boundary wall but due attention was not paid to raising and maintaining gardens and kitchen gardens, the primary reason for which was water scarcity. The water problem can be largely compensated by proper water harvesting measures on which the school authorities had not been trained
- 13.** Though EMRSs are residential schools mostly 100% of students in EMRS stayed in hostels. Many rooms had leaking roofs, and accommodation hardly met safety and child-friendly parameters. The situation in Sikkim Tripura and Assam was slightly better than other EMRS though accommodation space and facilities were still inadequate and the rooms did not fare well with respect to light and ventilation and child-friendly provisions.
- 14.** The pupil-teacher ratio (PTR) in EMRS was noticeably is as per the norms. There was noticeably large number of ST category teachers in all EMRS of north East India except in Assam and Sikkim.
- 15.** Astonishingly and regrettably, there was no service condition for EMRS teaching and nonteaching staff. All the teaching staff in EMRS were employed on contractual basis. Contractual employment, lack of service conditions and inadequate monthly emoluments of the EMRS teaching and non-teaching staff are issues of concern and need to be addressed to ensure quality processes and outcomes.
- 16.** Capacity building training was given to teachers of EMRS for content knowledge enrichment and teaching practices but the duration was not adequate. The non-teaching staff of EMRS received hardly any training. The clerks and CCA had not been trained as a result of which the official documents were not maintained properly and the quality of preparation of food in the hostels was not satisfactory. Training on child rights and protection issues was not imparted to the security personnel.
- 17.** The EMRS vision is to prepare students as contributing members to their families and the society. Attempts to empower students to realize this vision was absent as

none of the staff were trained on how to inculcate a befitting attitude and orientation in students. The warden/ superintendent, the security personnel, attendants and CCA of the hostels were not trained on skills necessary for ensuring a positive child-friendly climate in a residential set up with sensitivity to hygienic and child-right parameters and for comfortably interacting with parents, when they came up with grievances.

- 18.** In Arunachal Pradesh there were 30 boys and 34 girls enrolled in 2017, 45 boys and 35 girls enrolled in the 2018 academic year, 12 boys and 18 girls enrolled in the 2019 academic year, 34 boys and 28 girls enrolled in the 2020 academic year, 45 boys and 56 girls enrolled in the 2021 academic year, and 24 boys and 32 girls enrolled in the 2022 academic year.
- 19.** In Assam there were 12 boys and 15 girls enrolled in 2017, 13 boys and 27 girls enrolled in the 2018 academic year, 27 boys and 25 girls enrolled in the 2019 academic year, 30 boys and 24 girls enrolled in the 2020 academic year, 22 boys and 25 girls enrolled in the 2021 academic year, and 14 boys and 16 girls enrolled in the 2022 academic year.
- 20.** In Manipur there were 32 boys and 42 girls enrolled in three different EMRS in 2017, 43 boys and 46 girls enrolled in the 2018 academic year, 52 boys and 46 girls enrolled in the 2019 academic year, 50 boys and 49 girls enrolled in the 2020 academic year, 58 boys and 45 girls enrolled in the 2021 academic year, and 43 boys and 44 girls enrolled in the 2022 academic year.
- 21.** In Mizoram there were 22 boys and 30 girls enrolled in 2017, 27 boys and 35 girls enrolled in the 2018 academic year, 33 boys and 37 girls enrolled in the 2019 academic year, 38 boys and 39 girls enrolled in the 2020 academic year, 30 boys and 41 girls enrolled in the 2021 academic year, and 34 boys and 37 girls enrolled in the 2022 academic year. More specifically, attention can now be directed toward internal, or second-order, hurdles rather than the outward, or first-order, ones that might impede the usage of ICT. The knowledge, abilities, and attitudes of those engaged in this digital transformation with regard to ICT classroom integration are the second-order hurdles (Hämäläinen et al., 2021; Makki et al., 2018). Numerous research works (e.g., Afshari et al., 2009; Mumtaz, 2006; Spiteri & Chang Rundgren, 2020) have

examined the variables associated with teachers' use of ICT in the classroom, even in educational systems with a robust ICT infrastructure (Gil Flores et al., 2017). Firstly, Ertmer (1999) discovered that apart from incremental or institutional features 2022 academic year.

- 22.** In Sikkim there were 30 boys and 50 girls enrolled in 2017, 80 boys and 80 girls enrolled in the 2018 academic year, 80 boys and 82 girls enrolled in the 2019 academic year, 80 boys and 41 girls enrolled in the 2020 academic year, 51 boys and 52 girls enrolled in the 2021 academic year, and 53 boys and 60 girls enrolled in the 2022 academic year.
- 23.** In Tripura there were 55 boys and 48 girls enrolled in 2017, 82 boys and 72 girls enrolled in the 2018 academic year, 66 boys and 112 girls enrolled in the 2019 academic year, 67 boys and 72 girls enrolled in the 2020 academic year, 48 boys and 41 girls enrolled in the 2021 academic year, and 40 boys and 48 girls enrolled in the 2022 academic year.
- 24.** In Nagaland there were 75 boys and 65 girls enrolled in 2017, 86 boys and 75 girls enrolled in the 2018 academic year, 96 boys and 114 girls enrolled in the 2019 academic year, 87 boys and 75 girls enrolled in the 2020 academic year, 64 boys and 45 girls enrolled in the 2021 academic year, and 70 boys and 68 girls enrolled in the 2022 academic year.
- 25.** Students' attendance in all types of schools was satisfactory. Percentage of students admitted to Class VI in 2017-18 and completing the educational cycle in Class X were 100% in EMRS. Completion of educational cycle by 95% to 100% of students in EMRS over the years can be considered satisfactory.
- 26.** The school campus and classrooms appeared to be clean in all EMRS of north East India. Dustbins were made available inside the classrooms in EMRS. Initiative for school campus beautification was missing in Nagaland and Assam.
- 27.** First-aid boxes were available in all EMRS of north East India, the fire safety measures were either nonexistent or inadequate. Monthly health check-up was not done in EMRS. All schools suffered on account of having adequate garbage disposal pit and proper drainage system.

- 28.** In all EMRS of north East India, no TLM corner was evident in classrooms, information board and wall magazine were not updated, games and sports equipment's were not adequate, wall activities were nearly absent and suggestion boxes were not used by the students.
- 29.** The status of EMRS in north east India is not satisfactory in respect of preparation of lesson plan, activity-based teaching, group-based learning, regular correction of students' work, project assignments and use of e-content in SMART classes. Students participation in classroom activities is very poor in Manipur, Mizoram, Nagaland, Tripura and Sikkim where as less participation seen in Assam and Arunachal Pradesh
- 30.** Coaching for professional courses and sports competitions, training for musical and artistic talents, and training on life skills and self-defense were evident to some degree in EMRS of Tripura, Assam, Manipur, but personal and career counselling and training on vocational and work education were not evident in EMRS of all the states of north East India.
- 31.** Adoption of CCE along most of parameters was unsatisfactory in all EMRS of north East India. Only summative evaluations on half-yearly and yearly basis were done. The unit tests conducted at different phases during the instructional period were not used in a formative sense in EMRS. Formative assessments were done to some extent in all EMRS. In respect of the methods of assessment, oral as well as written questions were used but assessments through observations, peers, parents, anecdotal records, checklists and rating scales were missing in EMRS.
- 32.** The cumulative progress cards were not properly maintained and the quality of feedback to the students was not satisfactory. There were no initiatives to identify the strengths of individual students.
- 33.** Students of Class-VI of all EMRS of north East India perform well in English and social science but, in case of mathematics and science it is average in comparison to other subjects. It may, however, be mentioned that the performance of students from all the states is average in all subjects. In English 43.7% of students perform well. The performance rate in English is high in Mizoram, Manipur, Nagaland and Sikkim. Similarly, in Social Science students of EMRS of skim and Mizoram (62.2) and

Sikkim (61.6) perform well. With respect to Mathematics EMRS students of Sikkim (54.9) and Assam (43.5) performed well in comparison to other states of north east India.

- 34.** Students of class-X in all EMRS of north East India perform well in English and Social Science at Class-X but, in case of mathematics and science it is average in comparison to other subjects. It may, however, be mentioned that the performance of students from all the states is average in all subjects. In English 43.7% of students perform well. The performance rate in English is high in Mizoram, Manipur, Nagaland and Sikkim. Similarly, in Social Science students of EMRS of Mizoram (62.2) and Sikkim (61.6) perform well. With respect to Mathematics EMRS students of Sikkim (54.9) and Assam (43.5) performed well in comparison to other states of north east India.
- 35.** The mess committees consisting of students were not functioning efficiently in any of the hostels in all EMRS of different states of north East India. The presence of students in remedial classes was not ensured by locking up the hostel rooms in EMRS.
- 36.** The trend in respect of the results in Class X Board examination during the last five years in Tripura, Assam, Arunachal Pradesh and Sikkim was same as that observed in 2022. While it is different in states of Mizoram, Nagaland and Manipur.
- 37.** The teachers of Mizoram, Nagaland, Manipur, Assam did not encourage students to appear in competitive examinations nor did they provide any help to students in the form of guidance and coaching while in other states teachers has taken initiatives to give coaching to students for appearing competitive examination.
- 38.** In EMRS of Mizoram, there was more student participation in footstall, badminton karate and athletics. A very few percentage of students of EMRS of Assam, Arunachal Pradesh, Manipur and Sikkim were participated in NCC Scouts and NSS.
- 39.** The teachers of EMRS of different states of north east India did not show any serious interest in keeping contact with the community members or in soliciting their input for school development. When community members visited school either on their own or upon invitation by the principal, the school staff behaved well with

them, listened to their concerns and clarified issues pertaining to students and their respective wards. The teachers appeared to have minimally influenced the awareness level, belief system, and attitudinal dispositions of the community towards governance, social and educational issues.

40. The community involvement was extremely weak in that during a span of one year, no monitoring or supervision initiative was taken by the community members even including the SMC members. They visited the school for specific meetings when called by the principal to be given information on school activities with little participation from their side.
41. Class visits by the principals of EMRS of different states of north east India is occasional. The district level educational administrators of all states except Tripura expressed satisfaction over the school and hostel infrastructure, management policies for EMRS, the quality of education imparted to the tribal children. Frequent supervision, capacity building of the staff, evaluating teachers for quality teaching, weekly checking of hostel facilities and quality of meals, regular health check-up were necessary for proper policy implementation. There is a requirement of more funds to be allocated for school and hostel maintenance and construction of boundary walls in hostels. It was considered important that the teaching and non-teaching staff in EMRS be employed on a regular basis with proper service conditions. The school-community link needed to be strengthened at the initiative of the school staff.
42. Due to land problems and lack of infrastructure facilities the Sanctioned EMRSs are not functioning in all the states of North East India.
43. As per the parents' opinion this scheme is a good scheme but need more infrastructure and teaching and non-teaching staff. Some civil society members are interested to be the part of this institutions.
44. Funds has not been released for the non-functional EMRSs
45. The functional EMRSs in all the states are in the process of affiliation under CBSE and requiring teachers under central agency.

### **12.1 Strengths, Issues and Concerns of EMRS in all the states of North East India**

All the important stakeholders provided feedback on the strength and issues of concern of the EMRS programme for tribal children and put forth their suggestions for improvement to realize the goals of programme. While stakeholders approached the issues from their points of view, certain common themes emerged.

**A- Strength (Need to be maintained).**

Good school and hostel infrastructure and Residential facilities for students are the strength of EMRSs of North East India. Timely supply of free textbooks and uniforms and learning materials are seen in all the EMRSs of north East India across the states. Scope for games, sports and co-curricular activities are found in all the EMRS. Similarly, engagement of qualified teaching staff and maintain of gender and social equity is the basic components of quality education are the strength of all EMRSs of different states of north East India.

**B-Concerns (Need special attention).**

Special attention should be given to poor salary and service conditions of the staff, poor hostel maintenance, and cleanliness, water, power and toilet problems, poor community involvement in school activities and lack of regular health worker in all the EMRS of different states of North East India. Similarly, focus should be given to teaching learning activities, evaluation process, more participation of students in co-curricular activities and capacity building of the teachers.

**C- Suggestions (Need to be implemented).**

Suggestions are given by the experts. Some of the suggestions are regular employment, of teaching staff is required in all EMRS of all the states of North East India. Similarly, proper salary and service conditions of staff to be provided. Water and power crises may be solved by the intervention of the state government. Regular maintenance of hostel building and proper drainage system should be taken care of. laboratories and libraries should be strengthening. Innovative methods of teaching and educational practices should be adopted by the teachers of EMRS of North East India. Special measures should be taken for improving students' language proficiency. Life skill



education may be included in school curriculum. Training should be given to girl's students for self-defense. Capacity building of teaching and non-teaching staff should be strengthened. More involvement of students in hostel mess management is required in all EMRS of North East India. School-community link should be strengthened. Activities should be arranged to develop the student's English knowledge and confident in it. Smart class rooms, Audio-visual aids should be introduced in all the schools. Adequate TLM should be supplied. One ambulance vehicle is required for each EMRS as the schools are situated in remote area and no communication facilities are there.

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**APPENDIX-A**

**OBSERVATION SCHEDULE FOR SCHOOL INFRASTRUCTURE**

**PART – A**

1. Name of the Respondent:
2. Class:
3. Name of the School:
4. Name of the State:
5. Types of Building
  - a) Kacha
  - b) Pucca
  - c) Assam Type

**PART – B**

Some Questions are given below. Read every Questions carefully and please put the tick mark (√) according to your option.

Sl	Items	Available			Not Available
		Good	Manageable	Poor	
1.	Principal Room				
2.	Staff Common Room				
3.	Office Room				
4.	Classrooms				
5.	Visitor's Room				
6.	Science Laboratories				
7.	Computer Laboratories				
8.	Internet connectivity in the computer room				
9.	Library-cum-reading room				

10.	Availability of books in the library				
11.	Toilet facilities				
12.	Drinking water Facilities				
13.	School Bus facility				
14.	Emergency Fire exits				
15.	Fire extinguisher				
16.	Indoor stadium				
17.	Playground/ court in the campus				
18.	Fans in the classrooms				
19.	First aid facilities				
20.	Campus security guard				
21.	Store room				
22.	Sports goods				
23.	Learning aids				
24.	Recreational room				
25.	Blackboard/whiteboard				
26.	Condition of tables and chairs				
27.	Well ventilated classrooms				
28.	Presence of nurse				
29.	Teaching staff quarters				
30.	Ramps in the school for the disabled				
31.	Conditions of paths linking the buildings				
32.	Roads connectivity of staff quarters via classrooms				
33.	Water supply				
34.	Power supply				
35.	Condition of toilets				
36.	Maintenance of classrooms				
37.	Management of dormitories				

38.	Condition of desks and chairs				
39.	Campus environment and it's building construction				
40.	Conditions of building roof				

## APPENDIX-B

### INTERVIEW SCHEDULE FOR STUDENTS

Dear Students,

A research project entitled “*Ekalavya Model Residential Schools in North East India: An Evaluative Study*” sponsored by North Eastern Council, Shillong, Government of India is undertaken by the Department of Education, Mizoram University under the Project Director, Prof. Lokanath Mishra and Co-project Directors Dr Abha Shree & Dr Golapali Tejeswar Rao. For the above purpose we need your cooperation by answering the questions given below. Please rest assured that your responses will be kept strictly confidential and will be used for research purpose only. There are three possible answers to each question. You should answer each question either as ‘*Satisfactory, Unsatisfactory or Average*’ by putting tick (✓) marks in the appropriate brackets. Please fill up the following information about yourself given on Part – A before going to Part –B.

#### PART – A

6. Name of the Respondent:
7. Name of the School:
8. Name of the State
9. Class:
10. Male / Female:
11. Age
  - a) 8 – 10 years
  - b) 11 – 13years
  - c) 14 – 16 years
  - d) 17 – 19 years
12. Category SC                      ST                      General

PART – B (Students)

Some Questions are given below. Read every Questions carefully and please put the tick mark (√) according to your option.

Sl. No	ITEMS	Satisfactory	Unsatisfactory	Average
1.	School environment is conducive	( )	( )	( )
2.	Conducive hostel infrastructure and accommodation	( )	( )	( )
3.	Classroom and lab furniture adequate	( )	( )	( )
4.	Lab furniture adequate	( )	( )	( )
5.	Good quality food	( )	( )	( )
6.	Good drinking water	( )	( )	( )
7.	Health check-up facilities available	( )	( )	( )
8.	Hostel environment is clean	( )	( )	( )
9.	Toilets and bathrooms are clean	( )	( )	( )
10.	Mosquito net provided	( )	( )	( )
11.	Teachers are supportive of students	( )	( )	( )
12.	supply of textbooks	( )	( )	( )
13.	supply of learning materials	( )	( )	( )
14.	Quality of teaching	( )	( )	( )
15.	Activity-based teaching done and TLMs used	( )	( )	( )
16.	Home assignments given	( )	( )	( )
17.	Projects given	( )	( )	( )
18.	Student work corrected regularly	( )	( )	( )
19.	Regular supervised study and remedial classes	( )	( )	( )
20.	periodic class-test	( )	( )	( )
21.	Laboratories effectively used	( )	( )	( )

22.	Allowed to ask questions freely	( )	( )	( )
23.	Co-curricular activities promoted	( )	( )	( )
24.	Scope for games and sports	( )	( )	( )
25.	inter- school indoor and outdoor competition	( )	( )	( )
26.	Participation at district and state level encouraged	( )	( )	( )
27.	Student suggestions are solicited in school functioning	( )	( )	( )
28.	Student participate in mess management	( )	( )	( )
29.	Special programme for language development	( )	( )	( )
30.	Participation in the Annual function of the school	( )	( )	( )

## APPENDIX-D

### INTERVIEW SCHEDULE FOR TEACHERS

Dear Sir/Madam,

A research project entitled “*Ekalavya Model Residential Schools in North East India: An Evaluative Study*” sponsored by North Eastern Council, Shillong, Government of India is undertaken by the Department of Education, Mizoram University under the Project Director, Prof. Lokanath Mishra and Co-project Directors Dr Abha Shree & Dr Golapali Tejeswar Rao. For the above purpose we need your cooperation by answering the questions given below. Please rest assured that your responses will be kept strictly confidential and will be used for research purpose only. There are two possible answers to each question. You should answer each question either as ‘**YES**’ or ‘**NO**’ by **putting tick (√)** marks in the appropriate brackets. Please fill up the following information about yourself given on Part – A before going to Part –B.

#### PART – A

1. Name of the Respondent:
2. Name of the School:
3. Name of the State:
4. Designation:
5. Male / Female:
6. Category            General            SC            ST
13. Age
  - e) 21 – 30 years
  - f) 31 – 40 years
  - g) 41 – 50 years
  - h) 51 – 60 years
14. Working Experience:



- a) 0-5 Years
  - b) 6-10 Years
  - c) Above 10 years
15. Training
- a) Trained
  - b) Untrained
16. Nature of appointment
- a) Contractual
  - b) regular
- 11 Monthly emoluments
- 1. Rs. 2000 - 3000
  - 2. Rs. 3000 - 4000
  - 3. Rs. 4000 - 5000
  - 4. Rs. 5000 - 6000

### **PART – B**

Some Questions are given below. Read every Questions carefully and please put the tick mark (✓) according to your option.

Sl. No	ITEMS	Yes	No
17.	Are you using lesson plan while teaching in the class?	( )	( )
18.	Are you utilizing Teaching Aids to make it easier for Students?	( )	( )
19.	Are you usually able to finish your course of syllabus on time?	( )	( )
20.	Are the concerned teachers taking lab classes regularly?	( )	( )
21.	Are you checking student's homework regularly?	( )	( )
22.	Maintaining student Portfolios and anecdotal records	( )	( )
23.	Are you satisfied with student results?	( )	( )
24.	Are you sharing student's results with parents and guardians?	( )	( )
25.	Do you think the present pattern of examination is appropriate?	( )	( )
26.	Are you maintaining good relationship with students?	( )	( )
27.	Are there any counselling session for behavioural problems conducted?	( )	( )

28.	Are you listening to the grievances of the students?	( )	( )
29.	Are you interacting with the students for their problems?	( )	( )
30.	Do you check the assignments you give out diligently?	( )	( )
31.	Do you give tests on a regular basis as per your time table?	( )	( )
32.	Are you conducted remedial classes for specific backward students?	( )	( )
33.	Is there an after school course class for the outgoing students?	( )	( )
34.	Do you give tests on a regular basis as per your time table?	( )	( )
35.	Are you teaching through activity-based method	( )	( )
36.	Are you teaching as per the time table ?	( )	( )
37.	Topic presentation focused and organized	( )	( )
38.	Demonstrate/illustrate during teaching	( )	( )
39.	Encouraging students to ask questions	( )	( )
40.	Giving academic feedback to students	( )	( )
41.	Does the curriculum you follow matches up the needs of the local community?	( )	( )
42.	Have you ever conducted community awareness programme for EMRS?	( )	( )
43.	Does the school recruit students as per the criteria laid down for the intended Population?	( )	( )
44.	Whether the ST students of nearby area are enrolled in EMRS?	( )	( )
45.	Are you using smart boards while teaching?	( )	( )
46.	Are you getting salary as per the government norms?	( )	( )
47.	Are you getting incentives/allowances for extra works?	( )	( )
48.	Are you getting Employees Provident Fund?	( )	( )
49.	Does the school provide you any TA/DA for attending professional development programme?	( )	( )
50.	Are you getting maternity/paternity leave?	( )	( )

51.	Have you attended any capacity building programme?	( )	( )
52.	Are you getting residence?	( )	( )
53.	Does the school provide teaching staff quarters?	( )	( )
54.	Are you organising co-curricular activities in the school regularly?	( )	( )
55.	Are you giving group projects?	( )	( )
56.	Does the school prepare students for drama, song or cultural activities?	( )	( )
57.	Does the school celebrate national and state festivals?	( )	( )
58.	Does the school encourage students to participate in state level or national sports meet?	( )	( )
59.	Does the school organise field trips/visits/exhibitions?	( )	( )
60.	Are you conducting any NSS or Scout and Guide Programme?	( )	( )
61.	Are you giving Self-defence training to students	( )	( )
62.	Are you giving Training on Vocational and Skill based Education?	( )	( )

**APPENDIX-E**

**INTERVIEW SCHEDULE FOR THE PRINCIPAL**

Dear Sir/Madam,

A research project entitled “*Ekalavya Model Residential Schools in North East India: An Evaluative Study*” sponsored by North Eastern Council, Shillong, Government of India is undertaken by the Department of Education, Mizoram University under the Project Director, Prof. Lokanath Mishra and Co-Project Directors Dr Abha Shree & Dr Golapali Tejeswar Rao. For the above purpose we need your cooperation by answering the questions given below. Please rest assured that your responses will be kept strictly confidential and will be used for research purpose only. There are two possible answers to each question. You should answer each question either as ‘**YES**’ or ‘**NO**’ by putting tick (✓) marks in the appropriate brackets. Please fill up the following information about yourself given on Part – A before going to Part –B.

**PART – A**

1. Name of the Respondent:
2. Name of the School:
3. Name of the State:
4. Experience in Years:
5. Age
6. Qualification:
7. Gender: Male                      Female                      Third Gender
8. Marital Status:

**PART – B**

Some Questions are given below. Read every Questions carefully and please put the tick mark (✓) according to your option.

Sl.	ITEMS	Yes	No
1.	Do you have course content separately for your		

	school?		
2.	Are there any inclusions of local relevant curriculum?		
3.	Does your school have an academic calendar?		
4.	Does your school have time table?		
5.	Do you have sufficient number of teaching and non-teaching staffs?		
6.	Are you participating in the recruitment process of teaching and non-teaching staff?		
7.	Are you facing any financial problem to run the school properly?		
8.	Are you involved in the admission process?		
9.	Are you permitting teachers for tuition class?		
10.	Have you arranged remedial classes/ extra classes?		
11.	Have you conducted parent's Teacher meeting?		
12.	Are you satisfied with the school campus?		
13.	Have you given opportunity for morning assembly?		
14.	Are you giving rewards to Meritorious students?		
15.	Do you practise gender equity?		
16.	Do you purchase Teaching- Aids?		
17.	Are you emphasising activity-based learning?		
18.	Have you allocated enough funds for field trips and projects?		
19.	Do the teachers check class notes regularly?		
20.	Does your school conduct assessment or tests frequently?		
21.	Are you giving opportunity to teaching and non-teaching staff for professional development?		
22.	Are there separate time slots for students to access computers?		
23.	Are you allocated funds for participation in		

	school/national level sports meet?		
24.	Are giving opportunities to students exposed to school-level curricular competitions?		
25.	Does your school organise science exhibitions?		
26.	Are national and state festivals celebrated in your school?		
27.	Are there regular interactions between you and the hostel superintendents?		

No. of Enrollment												
Year												
Class	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

**APPENDIX-F**

1. Name of the School:

VI												
VII												
VIII												
IX												
X												
XI												
XII												

2. Name of the State:

No. of Dropouts												
	Year											
Class	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
VI												
VII												



VII												
IX												
X												
XI												
XII												

No. of Pass outs with Percentage												
	Year											
Class	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
VI												

VII												
VII												
IX												
X												
XI												
XII												