**Chapter 1**

**INTRODUCTION**

* **Need and significance of the study**
* **Statement of the problem**
* **Definition of key terms**
* **Objectives of the study**
* **Scope and limitation of the study**
* **Organization of the report**

**INTRODUCTION**

Education is a lifelong process, from infancy to old age or womb to tomb. Whatever broadens our horizons, deepens our insight, refines our reactions and stimulates our thoughts and feelings educate us, includes all influences such as cultural, domestic, economic, geographical, political, religious, social and spiritual aspects. It is almost obvious that education is not only a means of development but also an end in itself. To be more clear education leads a man from darkness to light and it gives perfection to life.

The National Policy on Education, 1986 has observed, “The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of changes reach all sections. Education is the high way to that goal”.

The promotion of education of the deprived sections will ensure the general improvement in the standard of living of the population. These groups can be classified in a number of ways, for instance, those suffering from cultural deprivation, economic deprivation, political deprivation and social deprivation. The traditional method of classification is in terms of scheduled caste, scheduled tribes and other backward classes. People belonging to remote hilly areas, desert areas and slum are also classified as such. The entire tribal population comes under the category of deprived groups.

The education commission (1964 -66), in chapter six, entitled “Equalization of educational opportunities and social change, very aptly observed, one of the important social objectives of education is to equalize opportunities, enabling the backward or under privilege classes and individuals to use education as a lever for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of the common man and cultivated all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and humane society in which the exploitation of the weak is minimized”.

The education commission (1964 – 66), in chapter six, stated that “the education of backward classes in general and the tribal people in particular are a major programme of equalization and social and national integration. No expenditure is too great for their purpose”.

The education is directly related to the development of the country. Efforts are being made both by the union government as well as state government provides numerous facilities to the tribal groups with a view to bring them at par the various advantaged groups. Opening of schools habitations with a higher concentration of disadvantaged population, free education, merit scholarship, attendance scholarship, free uniforms, mid- day meals and providing coaching classes to the needy children are some inventions which aims at increasing the enrolment and retention of scheduled castes and scheduled tribes children in school. Besides the government, there are various welfare and non- government organizations that has also put in significant efforts to raise the educational level of the disadvantaged population.

Tribals are the integral part of our society and culture. Only education can bring them to the main stream. Model residential schools are aimed at imparting better and quality education to the talented SC/ST students who are hailing from economically and socially backward conditions and lack of healthy environment and educational support from their families. These schools are supported to be the centers of excellence and help in the all round development of personality.

These schools are residential in nature and differing from other schools in many aspects. Careful arrangement should also be made for giving personal guidance and some extra tuition to those children who are dull. So they will be able to perform better in comparison with the non- tribal students. There are so many educational welfare schemes provided to them for their betterment. Another important feature is that most of these schools are rural based and government spending a large amount of money for these schools.

**Need and significance of the study**

Education for achieving equality is one of the major objectives of the National Policy on Education. Article 46 of our constitution states, “the state shall promote with special care, the educational and economic interests of the weaker sections of the people and in particular of the scheduled castes and scheduled tribes, and shall protect them from social injustice and all forms of exploitations”. Special and specific measures will be undertaken to bring educational development of the people belonging to SC/ST.

Model residential school for scheduled tribes is a new experiment in education. It is the first time for scheduled tribes divisions has been given adequate attention to providing quality education to the children in remote society and culture. One of the important aims of this scheme is the elimination of disparities in educational system. Thus the state government provides various educational welfare schemes to the students of Model Residential School (MRS) to bring out the talents and aptitudes in children and direct them towards excellence.

The major argument about this system is whether the objectives of the scheme MRS are realized or not. Whether it is able to impart better education to gifted students belonging to scheduled tribes. Whether all the educational welfare schemes are utilized or not in MRS. So it is necessary to check whether the objectives with which those schemes were established have been achieved in terms of educational welfare schemes and other allowances in MRS for tribes of Kerala. It is also to know the problems and suggestions in utilizing these schemes in model residential schools. Hence it is necessary to know the nature of utilization of educational welfare schemes in MRS.

**Statement of the problem**

The problem under investigation is entitled as “UTILISATION OF EDUCATIONAL WELFARE SCHEMES OF THE STUDENTS IN MODEL RESIDENTIAL SCHOOLS FOR TRIBES OF KERALA”

**Definition of key terms**

Some of the key terms that need clarification are operationally defined below:-

Educational welfare schemes: - government provides welfare facilities for the students in Model residential schools to keep their motivation and academic achievements high. Welfare schemes can be classifieds in to two. Educational welfare schemes and other welfare schemes or allowances. Educational welfare schemes are provided mainly for the achievements of education and encouragement for arts and sports activities. The other allowances are for meeting the daily needs of students of this residential system.

Utilisation: - In this study utilisation refers to the nature and use of educational welfare schemes in model residential schools for tribes.

Model residential school: - These are newly setup educational institutions for scheduled castes and scheduled tribes based on Kerala scheduled castes and scheduled tribes residential educational society 1995, to serve as centers of excellence for quality education especially meant for brilliant pupils in weaker sections.

Scheduled tribes: - a group of (especially primitives) families or communities, linked by social, economic, religious or blood, and usual having a common culture and dialect and recognized leader are deemed under article 342 to be scheduled tribes for the purposes of this constitution.

**Objectives of the study**

Objectives of the study are as follows: -

1. To identify whether all welfare schemes/ funds are reaching the school.
2. To identify the nature of utilisation of schemes/funds in the school.
3. To find out the problems, if any, in utilising the educational welfare schemes.

**Sample selected for the study**

The samples for the study were 308 students and 20 Head Masters and senior superintendents (10+10) from 10 selected model residential schools of five districts. The samples are from the five districts of Kerala, viz, Wayand, Kannur, Kozhikode, Malappuram and Palakkad.

**Tools used for the study**

The investigator used the following tools for the data collection.

1. A check list for Head Masters/Senior Superintendent to know about the welfare schemes reaching the MRS for tribes.
2. A questionnaire for Head Masters/Senior Superintendent to know the utilization of welfare schemes of MRS for tribes.
3. An interview schedule for Head Masters/Senior Superintendent to propose suggestions for removing problems in the utilization of welfare schemes.
4. A questionnaire for the students in MRS to know the utilization of welfare schemes of MRS for tribes. This is also to cross check the data provided by the Head Masters/Senior Superintendent.

**Scope and limitation of the study**

The present study is a qualitative study about utilization of educational welfare schemes in MRS for tribes of Kerala. For the study the investigator selected 10 model residential schools from five districts.

There are 18 model residential schools in all over the Kerala. In this, for the present study investigator selected 10 MRS. Among this, the investigator took five MRS from Wayand and two from Palakkad which represent the majority of the tribes or primitives of Kerala

All the welfare schemes for MRS were taken by the investigator for the study.

Even though the utmost care was taken to make the study successful as possible, the investigator could identify certain limitations of the study. The data were collected from head masters/senior superintendent and students of MRS. The study will be more fruitful when the samples from tribal development department or from all stakeholders of this system.

**Organization of the report**

The report of the study is organized in to five chapters, arranged under the following heads:-

**Chapter 1** deals with the brief introduction of the problem, need and significance of the study, statement of the problem, definitions of the key terms, objectives and methodology, scope and limitations of the study

**Chapter II** presents the Review of related studies and related literature.

**Chapter III** deals with the methodology of the study, the tools used, sample for the study, procedure of data collection of the study.

**Chapter IV** deals with the analysis and interpretations of data and discussion of the results.

**Chapter V** presents the summery of the study, major findings, educational implication of the study and suggestions for further research in this area.

**Chapter 2**

**REVIEW OF RELATED LITERATURE**

* **Theoretical over view**
* **Review of related studies**

**REVIEW OF RELATED LITERATURE**

The review of related literature is an essential aspect of a Research. It helps the researcher by giving Information about the status of knowledge in the area intends to study. Literature is a faithful source of hypothesis and it is also helps to demonstrate the relationship between the complete researches and the topic under the present investigation.

Review of related literature consisted of two heads, one is theoretical overview and the other is review of related studies.

**Theoretical overview**

**Concepts of model residential school**

Model residential school for scheduled caste and scheduled tribes is a new experiment in education. It is first time for scheduled caste and scheduled tribe divisions have been given adequate attention to providing quality education.

This system is an important step to locate and develop the talents hidden in the children in the remote society and culture. One of the important aims of the scheme is the elimination of disparities in the educational system. These schools will provide accelerated and good quality education to all talented children drawn from the scheduled caste and scheduled tribe divisions, irrespective of their capacities to pay for education. The broad aim of this project is to bring out the talent and aptitude in children and direct them towards excellence. The scheme has one of its objectives, the development of mutual awareness and understanding among children drawn from various districts of Kerala. They should learn more and live together to their full potential and most important of all, become catalyst of national development.

The idea behind starting of model residential school in the state is generated from the perseverance of introducing innovative projects in the field of scheduled caste and scheduled tribe development particularly in education sector in connection with the birth centenary of Dr. B.R Ambedkar, the architecture of Indian constitution. It is aimed at to provide quality education to the talented SC/ST students who are hailing from economically and socially backward conditions and lack of healthy environments and educational support from their families. In the beginning two MRS were started in Kerala. One at Kattela in Trivandrum district and the other is Nallornad near Manathawadi in Wayand district. These schools were started at functioning in the year 1990- 91 in public school model by admitting 30 numbers of students in 5th standard. Later on the strength has been raised to 35 in each class. First batch of SSLC students of these schools came out during the year of 1995-96. Both the schools had recorded 100 percentage successes in the final examination. This thumbing victory in SSLC examination is continuing in both the schools up to 2011 to 2013.

With these cognizance that such model institutions assist the tentented SC/ST students in their education, which will ultimately reflected in the socio- economic development of the targeted groups; it has been decided during the ninth plan period to start more such schools in each and every district. Accordingly, in addition to the existing two institutions other 13 MRS, two Ekalavya MRS, and one CBSE school in English medium have been established in Kerala. As such, at the present there are 18 such institutions functioning all over the state under the direct control of scheduled tribes development department. Besides this nine such MRS are also functioning under the control of scheduled castes development department.

50% of the central assistance is getting for the building construction of MRS and 100% central assistance is received for the two Ekalavya and one CBSE school, as per the article 275(1) of the constitution of the India.

In MRS, students are admitted in the 5th standard, by conducting a screening test for the 4th standard student, probably during the month of February every year. Only student whose family income do not exceeds 1, 00,000 /- are considered for admission, 10percentage of seat in each class is reserved for the students of poor families from general categories. Quality education, free food and accommodation, uniform and study materials, health care facilities etc. are provided to the inmates. More over students are well trained in sports and arts. The students who got admission from general categories are also considered for all the benefits admissible to the ST students with full privilege.

MRS Institutions are either exclusively for boys or for girls. At the same time Ekalavya MRS are mixed and admission is given in 6th standard.

In ashram school admission is provided in first standard directly without any screening test. These schools are also mixed.

Out of the total such 18 institutions, eight institutions are having higher secondary course. The Thirunelli ashram school in Manathawadi taluk, Wayand is exclusively meant for student belonging to Adiyas and Paniyas. At the same time Rajeev Gandhi MRS, Noolpuzha of Sultan Bathery taluk, Wayand is meant for student of Kattunaika (PVTG) community.

The intention behind the admission of general category students in MRS is to promote cultural exchange interaction, Communal harmony, develop secular mentality and to avoid alienation feeling to ST student.

T he teaching staff up to high school classes is appointed by Director of Public Instruction, as addition to Cadre. The higher secondary section, teachers are appointed by the higher secondary department. All other remaining posts such as, senior superintendent, manager, warden, clerk, peon, ayah and security etc. are appointed by the ST development department. Whenever the educational department could not make regular appointments the ST development directly fill the vacancies on contract basis. In short government servants from three different departments are harmoniously working under a single roof in MRS institution.

For the smooth administration of the MRS, a charitable society called the Kerala SC/ST residential education society has been formed by the government, under which all these institutions are co-ordinated. A state level governing body is also functioning in which important decision are taken up, more over an Executive Committee, chaired by the concerned district Collectors are also functioning at district level for monitoring of academic and other performances of schools. This Executive Committee is powerful to address the day to day issues including academic and infrastructure facilities.

**Administrative committee**

1. The District Collector (chair man)
2. The Project Officer, ITDP.
3. The Tribal Development Officer (secretary).
4. The District Medial Officer.
5. The Deputy Director of Education
6. The Head Master of the school (Model Residential School).

According to this societies act, there is governing body for the state level and an Executive Committee for the district level for the functioning of schools. These committees assemble once in three months and control the functions of the schools.

**Admission of the students in MRS**

The admission for model residential schools are made to standard V through a state wide Scholastic Aptitude Test conducted by the Kerala scheduled castes and scheduled tribes educational society, since 1990 (27-7-1990 government ordinance, No-40/90/ scheduled castes and scheduled tribes welfare committee). From the academic session 1999-march, 27, this selection test has been conducted by model residential schools for scheduled castes and scheduled tribes samithi or society.

The test will prominently be non- verbal, cultural free and objective type, so that it will be equally fair to the children coming from different socio-economic strata and cultural experiences. The assumptions underlying here are that talented children are born in all groups of society. The talent is native and that a culture free test will identify them correctly. There are no intelligence differences between poor and rich. Research findings reveal that the relationship between intelligence and poverty is inconclusive. The effect of poverty is more evident in the verbal test than in non- verbal test of intelligence.

The entrance test is conducted to assess the intelligence, language comprehension level and arithmetic ability of the student with the weightage for each area as shown in the table 1.

Table 1

Nature of selection test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section | Type of test | Time | No: of questions | Total scores |
| Section I | Language comprehension | 30 minutes | 28 | 26 |
| Section II | General knowledge | 50 minutes | 33 | 33 |
| Section III | arithmetic | 40 minutes | 22 | 41 |
| total |  | 2hrs | 83 | 100 |

The main purpose of the language test is to assess the reading comprehension of the candidate and that of arithmetic test is to measure the basic competencies of the candidates in mathematics. All the questions are in 3 sections- objective type and paragraph writing. The general awareness section is related to social studies and general science.

**Eligibility for appearing in entrance test**:-

1. Students those who have annual income up to 18000/- get admission in MRS.
2. Admission is given for the students on the basis of their marks obtained in the annual examination of standard IV in the previous year.
3. Admission for other community is based on the marks obtained in the standard IV, students in the state.
4. Applications for the admission and the selection for the students are under the control of administrative committee.
5. Admission belongs to the concerned district.
6. They should have passed 3rd and 4th standards without any failure or gape.
7. They should have pass for the 4th standard from the government or government aided school.

The academic standard of MRS is reaching new heights year by year. Definitely to say, the public investment in this field is no longer a waste and almost these schools are greatly supporting to the overall development of ST students. MRS provides a center to mould and nourish excellent students. Software to monitor the progress of MRS students is required for easy monitoring.

**Special privileges to the students in model residential school**.

All expenses including boarding and lodging of people will be met by the government spending a large amount of money for these schools. Government spends about approximately RS 15,000/- (14,890)/- annum for model residential school students, while the expenditure is only RS 150/- for student in a government or aided school. These schools are supposed to be the centers of excellence and help in the all round development of the personality.

The special privileges of the students of model residential schools were reformed in 2011. The prize of food items and stationary materials are highly increased. In this situation it is necessary of increase the privileges.

Table 2 provides details of privileges and its amounts in MRS for tribes.

Table 2

The special privileges for students in model residential school

|  |  |
| --- | --- |
| Special privileges | Per year/month |
| Uniform allowances  Books and stationeries  Oil and soap  Towel, comb, mirror  Medical expense  For cutting hair  Sports equipments  News papers and magazines | Rs 3000/-(per year)  I to 7th standard RS 550/-  8th standard RS 800/-  9th standard RS 1100/-  10th standard RS1900/-  +1,+2 RS 1500/-(per year)  1to 10th standard RS 75/-  +1,+2 RS 100/-(per month)  1to 10th standard RS 100/-  +1,+2 RS 150/-(per month)  RS 75/-(per month to a student)  Rs 20/-(per month to a student)  Rs 10000/-(per year)  Rs 1500/-(per month) |

**Weaker sections:-**

The concept of weaker sections has been in use in the socio- economic studies of the scholars on Indian society. But, its scope and depth were not clearly defined and its use in research studies was ambivalently made prior to 1950’s. For the first time, it appears that Adiseshaih has addressed to this problem in 1974. He started his analysis with the assumptions that the weaker sections are those who live below the nutritional poverty line. Later, he has explained that not only the aspect of caloric intake but also the minimum of clothing, shelter, medical and facilities that a person needs, then the number of weaker section will be more than fifty percent of our population. He further emphasized that, “this section is also politically weak in the sense that they are excluded from the political processes of the country at all levels- village, block, state or federal”. They are socially ostracized in the sense of not giving any property- agrarian or industrial.

The description of the weaker sections by Adiseshai as now given us some ground to understand the concept in clear terms. Viewing the concept under the connotations it is hoped that it will facilitate one to evaluate the educational programs designed for the weaker sections in India. It is also helps us to identify the groups of weaker sections for the purpose of this study.

However, the following categories of Indian society more particularly the rural segment, which is consider as weaker sections:-

1. Families who are uneconomic land holdings.
2. Landless agricultural labours and other labours.
3. Village artisans and workers engaged in crafts, fisherman, tanners, ‘Telis’, potters, basket makers etc.
4. Group forced by historical and other reasons to live the backward and unreason to live the backward and unproductive regions and not adjusted to modern economic life such as scheduled tribes.
5. Sections of the village community, such as scheduled castes, who on account of special circumstances are forced to engage themselves in hereditary occupations which are not very remunerative and entail risk in matters of health and sanitation and who are also subjected to low social status, the “lowliest and the last”.
6. Sections that is weak economically though their social status may be higher.
7. Nomadic tribes living on medicancy, small trades.

Therefore, the above classification is reorganized to include scheduled caste, scheduled tribes other backward classes for the purpose of the present study. These categories, it is assumed would generally encompass all categories of the weaker sections that are found to be socially and educationally backward.

We have adopted the official position of the concept of weaker sections with a purpose to evaluate and analysis the official educational program that have been addressed to these groups for the last few decades.

**Education and weaker section**

India is a land of many contradictions. These contradictions are all pervasive in the length and breadth of the Indian soil. Often, they are misunderstood, misinterpreted and, never resolved. The same is true even in the field of education.

The educational problems of the mass of people in the country appear to have close relations with those of the society. Most of the socially and economically disadvantaged and deprived groups of the society are found to be educationally backward. Therefore, it is necessary to examine the status of these groups, understand their socio-economic setting and resolve the problem in hand illiteracy and ignorance. Indian society has devised its own indigenous social system that has been responsible in maintaining the low level equilibrium. This social system which was named by the Europeans as caste system. However, the Indian scholars referred to this as varnadharma. The caste- class controversy is hardly applied to understand the problems of educational backwardness of mass of people.

Studies in the area of education, particularly of scheduled caste and scheduled tribes have been however, undertaken in recent times on a large scale to understand the pedagogic component of the problem. But, these studies are being undertaken on fragmented issues and group without establishing the close relationship between education, society, economy and the policy. As a result, these studies appear to have remained a partial analysis of the whole problem. This may due to the failure of the experts to come out with a concrete non controversial term of disadvantaged or backward group of people. However, the concept of ‘weaker sections’ has been used ambiguously in some studies for the last two decades. But this concept has to be refined and accepted finally to apply the same to the educational problems that are related to the whole structure of the society.

The term is getting broadened in recent years with the increasing use of the same by government agencies in their welfare programs. It is broadened also because of the increasing number of groups coming under the vulnerable category with the increase in the economic differentiation and exploitation. But the economic criteria of class differentiation has very limited application at the present stage of development of the Indian society to understand the socio- cultural and more particularly the educational problems of the vulnerable sections in relation to all other facts of life. This is because of the existence of dichotomy between the rural v/s urban, traditional v/s modern, industrial v/s agricultural etc. sectors of the contemporary Indian situation. It is clear to us now that the concept of class is in general applicable to a small minority of one- fifth of the industrial urban- modern segment of the whole society, while the concept of caste is still a stigma and a functional category for the majority of rural population.

**Towards an educational policy of weaker sections**

The theoretical and empirical status of weaker sections is very low even at the end of 20th century. That is likely to continue even in the 21stcentury. It is pointed out that the educational distance in terms of co- efficient of equality among the weaker sections and others is too wide that we take around 22 to 90 years for the weaker sections to reach complete equality with the forward sections of society in education. It may be pointed out here that if the present rate of growth of education continues, it will take from now around more than 24 years for the scheduled castes to reach perfect equality with all others in upper primary education. In the case of secondary education, the time is estimated to around 24.5 years and it takes26.5 years in higher education, in the professional stream and 22 years respect of general education.

Scheduled tribes, however, need 22 years to reach the main stream in primary education. To achieve equality at upper primary education the constitutional limit of universalization of elementary education, this group astonishingly requires 273 years. The corresponding figures for secondary education are 265 years. 90 years for professional higher education and 44 years for general education. Other backward classes, of course may require a little leisure time than scheduled caste and tribes. These rough estimates are made on the basis of the pace of development of advanced groups and weaker sections.

The present low level of literary, enrolment, retention and high rates of drop outs among the weaker sections are largely related to their low socio- economic status. The nutritional status of some of the school going children of the weaker section is so low. That it adversely affect their intellectual development, and impair future educational development event if all support programmes are provided to them. This calls for a large scale land reforms and assets certain sufficient supply of water resources to strengthen the economic base of the parents of the weaker section children so that it would induce them to send their children to school. If ones a minimum standard of the family is reached, the state need not concentrate on the support programmes like subsidy, mid day meals etc. to increase enrolment, as the parents it is assumed will be automatically motivated to send their children to school.

**Strategy for the development of education of weaker sections:-**

After examining the various issues that are involved in the formulation of an educational policy for weaker section, it is possible to develop a strategy. A strategy for the development of education for the socially disadvantaged groups is however, and exercises in understanding the socio- cultural and economic background of the groups and the correlation between these factors and education. The following are some important policies which can be taken to consideration for devising a scientific strategy.

1. At the stage of the formulation of the plan for human resources development there is a need for the preparation of special subjects plan for the human resource development of the scheduled caste and scheduled tribes, and other backward classes and it should be linked with the overall plan.
2. Most of the children in the age group 6-40 in the rural area are used for child labour by parents due to poor economic conditions with a view to supplement to their family income with the child earning. The problem can be solved if the parent’s once paid compensation to the extent of the earnings forgone by the children while they are in school.
3. The children of the scheduled tribe have badly any preparation for school at home. There for, pre primary schools should be started with in the vicinity of the scheduled tribes habited.
4. More sufficient hostels facilities with sufficient scope for remedial classes at home should be provided to all those children who demand such facilities.
5. The present strategy of enrolment mobilization on the basis of the individual as a unit is to be replaced by group enrolment mobilization, so that the socially disadvantaged children more in a group and develop confident.
6. The so called high quality institutions like the English medium convent and public school should be subjected to a mandate of enrolling at least 30 percentage of the children from weaker section

**Conclusion**

All the theoretical overview helped the investigator in various ways. The review of literature throws light on the problems to be further investigated in the field. Hence the investigator selected the present topic utilisation of educational welfare schemes.

**Review of related studies**

Vijayalakshmi (2003) conducted a study of secondary school tribal children. The sample consisted of 240 students from Standard VIII, IX and X was selected from four Ashram schools. Major findings are low status of the parents, lack of education of the siblings and nomadic life of parents, lack of academic help from the teachers, non availability of the teachers; inconvenient school timings and absence of teachers in the school were also the problem of tribal children. Also the study revealed that the boys had more problems as compared to girls.

Vasumathi and Firoz (2012) conducted a study on the learning style performances and the educational commitment of tribal students in secondary schools of Malappuram district. The sample consisted of 252 high school pupils of standard 9 and 10. The major findings of the analysis reveals that the tribal students in secondary school prefer emotional component compared to physical, environment and social learning style areas, also the educational commitment of the students is significantly influenced by the gender and type of management of schools. The study also revealed that there exist a negligible correlation between learning style performance and educational commitment of tribal students.

Varma. K., (2010) investigated to assess the verbal and non verbal creativity of scheduled tribe and non scheduled tribe students. A sample of 800 students studying in plus one were taken from various government schools of Baster district in Chhattisgarh state.

* Utter poverty, may compute the Adivasi pupils to find earnings in their school age to support family budget.
* Undesirable attitude of other students and classmates towards Adivasi students.

Umaimath (2012) conducted a study of development of teaching modules in social science for tribal schools in Kerala’. In this study the investigator tried to develop teaching modules for selected topics in social studies text book of 9th standard. This module is developed with a focus on socio- cultural perspective of tribal community.

* Tribals are unaware of the available facilities and special programs of assistance.
* Tribal and non tribal boys do not differ significantly in their means score of verbal creative thinking here as non tribal boys are significantly more creative (non verbal creativity) than tribal boys.
* There is significant relationship between the interest in sports and games and academic achievement among the primary school tribal students.
* The study documents that the educational development of the people residing the natural area of the tribal sub plan is very law.

The study conducted by Shah and Patel (1985) on social context of tribal education and the study examined the educational development of the tribes in relation to social context, caste, community, and occupation. The present work covering 64 villages in the 32 taluks of the Gujarat tribal sub plan area. The major findings are as follows:-

* The ST administrative machinery should be sensitized towards peculiarities of tribal habit.
* The primary school tribal boys and girls do not differ in the level of interest in sports and games.

The observed factors from school/ educational context.

The observed factors from familial social context

The major findings as follows:-

The major findings are as follows:-

* The leaders and other educational administrators failed to get in to the real issues regarding education of Adivasis because most of these are unacquainted about the specific socio- cultural features of Adivasi life.

Sujatha (2000) conducted a study on education among scheduled tribes. In this study she pointed out the problems of tribal education. It was also noted that in spite of constitutional guarantees and persistent efforts, tribal communities continue to lag behind the general population in education. The study revealed the reasons for this lag was an external, internal and socio- economic and psychological constraints. Internal constraints refers to problems associated with school system, content, curriculum, medium of instruction, pedagogy, academic supervision, monitoring and teacher related problems.

Sreedhari (2000) conducted a study of ‘An enquiry in to the facilities and functions of model residential school for scheduled castes and scheduled tribes in Kerala. The sample for the present study consisted of 387 students from 6 selected model residential schools of 6 districts in Kerala. The major findings of study as follows:-

Shinde.V., (2012) conducted a study of interest in sports and games in relation to academic achievement among tribal children with the sample of 240 tribal girls and 260 tribal boys. The study is an indicator of the success of the policies for tribal upliftment.

Seshadri and Ramamani (1995) pointed out that one of the reasons for the low output is the school language and text book languages are different from the tribal dialect of ST children which naturally affected their language and other achievement.

Sachidananda and Sinhala (1989) conducted a study on “scheduled caste and scheduled tribe” with a view of finding out how many educational facilities have been used by the target groups and what types of problems are faced by them in the process of education.

Rajula (2005) studied difficulties experienced by tribal students of standard nine in Wayand district in mechanics of writing in English with the sample of 275 tribal students in 12 secondary schools of Wayand.

Rajeswari and Usha (2013) investigated the school climate and parental involvement in education and it was a comparative study of tribal, non tribal secondary school students of Palakkad districts in Kerala. The sample of the study consisted of 261 students in 9th standard. The findings revealed that there exist significant differences in school climate and parental involvement between tribal and non tribal secondary school.

Raj .T., (2002) conducted a study is to aimed at investigating academic alienation among tribal high school students studying in 9th and 10th standard of Kinnaur district in Himachal Pradesh in relation with home and school environment. A sample of 560 male and female students of 19 secondary school was taken. The result revealed that the level of the home environment appeared to be promoted of academic alienation among tribal high school students, better environmental facilities, the development of positive attitude towards school, academic task, teachers, building of high level, self esteem and self confidence, aspirations which are anti academic motivation. Poor school environment like high control, high rejection, low permissiveness, low acceptance, low cognitive encouragement and low creative simulation is more likely to develop negative relation towards school.

Pramod (2010) tries to explore theoretically and empirically the educational backwardness of Adivasis in the state of Kerala. The sample of the study consisted of selected Adivasi communities in Wayand district. The issues which cause formulation of undesirable attitudes and culture of resistance towards education among Adivasi can be listed under two heads. One is the factor from the familial social context and the other is the factor from school or educational context.

* Poor infrastructure at home
* Poor infrastructural facilities of the school.
* Poor economic conditions

Phadke and Sukla (1981) studied about the impact of higher education on the tribal students of Vyara College. The study revealed that due to interaction with the non tribal students, the thought process had started among the tribal students, and developed a sense of responsibilities and a sense of consciousness of justice and property among the tribal students.

Opinion of tribal girl students

Opinion of the parents

Opinion of teachers/ HMs

* Non tribal students show better verbal creativity than tribal students in all dimensions. Non tribal students are better than tribal students in originality but tribal students show superiority in elaborating and composite non verbal creativity.
* Non tribal girls are significantly higher in verbal creativity and its dimensions were as non verbal creativity of tribal girls performe better than non tribal girls.

Mohanty .S., (2012) conducted a study to identify the problems of tribal girls of secondary schools of Sundergarh district and the sample consisted of 50 parents of 100 students, 50 teachers/ HMs of twenty five secondary school. The major findings of the study were, the opinion of the tribal students, teachers/ HMs and parents regarding problems of tribal students given below:-

Menon .S., (2011) conducted a study aims to find out the adjustment problems of the deprived students in model residential school. The sample for the study consisted of 500 students of five model residential schools. The study reveals that there exist significant differences in the adjustment problems of boys and girls, elementary and secondary students and scheduled caste and scheduled tribe students in model residential school.

Masvi (1976) conducted the study on wastage and stagnation in primary education in tribal areas, the study revealed that the main four causes for wastage and stagnation hereby, enlarge socio-economic conditions, ignorance among teachers, teaching in alien languages, physical illness and inappropriate curriculum.

Madhu (2006) conducted a study of tribal perception of their educational problems in Wayand district with the sample of 600 students in Wayand. The major findings of the study were:-

* Low and menial employment status of parents and siblings.
* Local medium and ST intelligentsia can work jointly for creating awareness among the STs
* Language problem
* Lack of proper formal education.
* Lack of mass media
* Lack of future education

Kurian (1983) investigated certain factors related to mathematics achievement of scheduled caste and scheduled tribes students in secondary school. This study revealed that there is relationship between socio- economic status, parental involvement, facilities at home for learning and achievement in mathematics of SC &ST.

* Inefficiency of teaching to bring and accustom the students from Adivasi community to modern scientific rationality which intended to perpetuate through teaching in school.

In an article Shinde.V., (2011) presents the measure adopted for the educational and economic development of scheduled tribes in Karnataka state. The author found that in spite of various special measures and incentives, the Tribals lag behind others in educational development with a literacy rate of 26.6 percentages.

* Illiteracy of parents of siblings.
* Illiteracy of parents
* Ignorance of parents regarding schooling and educational matters.

Gautham. N., (2012) highlights laudable programs and schemes for promotion of education among STs in India. She found that low level of awareness about the schemes among the tribal masses, peculiar nature of their dwellings, apathy of administration officials in implementation of these schemes and programs are bottlenecks in the STs Education.

Enrolment

Educational facilities

* Educational development of the most progressive tribal group is comparable to that of only the scheduled caste.

Curricular activities

* Child labor

Chaudary.p, (2010) conducted a study of the academic achievement of tribal students of ashram schools of Surat district. The sample size was 221 students of standard 10 ashram school. The paper shows the condition and quality of inputs and the functioning of schools with large ST population are not very encouraging and there is need to improve the quality of education in ashram school.

* CBSC syllabus is followed in 33.33 percentages of schools only at higher secondary level.
* But auditorium is available only in 33 percentages.

Building facility

* Assisting parents in their occupation.

Ambasht (1970) conducted a critical study of tribal education. It is tried to highlight some problems of tribal education with special reference to Ranchi district. Investigator found that the problem of absenteeism, stagnation and wastage which are more acute in the area of Ranchi. The closes inter relationship between attendances in school in different seasons. Difficulties in the recruitment of teachers for the primary schools, untimely payment of scholarships and lack of adequate hostel facilities are also the major findings.

Aliamma (1985) aims to find out certain factors related to science achievement of scheduled caste and scheduled tribe students at the level of secondary stage. The study found that various factors like facilities, study, home, parental involvement in children’s studies, parental attitude towards science, parental expectations about child’s future and socio- economic status are significantly related to science achievement of scheduled caste and scheduled tribes.

* Alcoholism in parents

Aggarwal (1965) found out that there were significant differences between non scheduled caste and scheduled tribes students in their intelligence. The non scheduled caste students being significantly more intelligent than the scheduled tribe groups**.**

Abdurahman (2011) investigated ‘the problems faced by the teachers in constructivist pedagogy at secondary level tribal schools of Kerala’. The study found that the tribal students facing the problems in dimensions like teachers, learners, and curriculum. From the curricular dimensions he made suggestions for the development of supplementary books on the basis of traditional knowledge and folklore of the Tribals, creation of tribal relevant learning materials, inclusion of the activities related to the socio cultural background of the tribes and development of teaching and learning materials and modules for the tribal students.

* 90 percentage parents opined that frequent meeting should be arranged between teachers and tribal parents to discuss the problem.
* 85 percentage parents opined that teachers should provide affirming attitude and positive expectations from the scheduled tribe students
* 83 percentage of the model residential schools have play grounds in these schools,
* 80 percentage of the headmasters opined that there is no orientation of teachers with regards to developing awareness of tribal education.
* 70 percentage of the tribal girl students opined that no girls hostels in the school.
* 66 percentage schools have libraries in these schools and reference books journals etc.
* 60 percentages of teachers/ HMs opined that educational strategy for education of ST students is a proper survey of need and problems of these children and their community.
* 60 percentages of teachers /HMs opined that text books curriculum should be tribal culture based.
* 60 percentage of the tribal students opined that they are unable to understand classroom lesson at their schools
* 48 percentages of students from tribal category, 44 percentage of students in scheduled caste and 8 percentage from general category were admitted model residential schools as per prescribed norms.
* 100 percentages of schools follow Kerala syllabus.
* 100 percentages of model residential schools have sufficient classroom and sufficient furnitures.

**Conclusion**

All the studies helped the investigator in various ways. The review of these studies throws light on the problems to be further investigated, the method to be adopted and the tools to be used etc. There are 26 studies were reviewed by the investigator and among there only 5 studies are related to the educational welfare schemes/ facilities for scheduled tribes students and also few studies are conducted in MRS for tribes of Kerala. Hence the investigator selected the problem regarding utilization of educational welfare schemes of students in model residential school for tribes of Kerala.

**Chapter 3**

**METHODOLOGY**

* **Design of the study**
* **Sample selected for the study**
* **Tools used for the study**
* **Description of tool used for the study**
* **Data collection procedure**
* **Statistical techniques used**

METHODOLOGY

Methodology occupies a very important place in any type of research, as the validity and reliability of the findings depend upon the method adopted.

“A preplanned and well described method will provide the researcher a scientific and feasible plan for attending and solving the problem under investigation” (koul 1993).

The present study is Utilization of educational welfare schemes of the students in Model Residential Schools for Tribes of Kerala.

The methodology followed by the investigator can be given under the following headings.

1. **Design of the study**
2. **Sample used for the study**
3. **Tools used for the study**
4. **Data collection procedure**

**Design of the study**

The aim of the present investigation was to find out the utilization 0f educational welfare schemes of the students in MRS for scheduled tribes of Kerala. Survey method is followed.

**Sample used for the study**

Sampling is the fundamental in any form of research intending to draw generalization for specified population. According to Cornell(1960) the term sampling stands for the process by which a relatively small number of individuals, objectives or events is selected or analyzed in order to find out something about the entire population from which it was selected.

There are 18 model residential schools for scheduled castes and scheduled tribes of Kerala. Out of 18 schools, 10 were selected from the north part of the Kerala namely Wayand, Kannur, Kozhikode, Malappuram and Palakkad. The sample from the schools for the study was 308 students and 20 HMs and Senior superintendents (10+10) from 10 selected model residential schools of five districts.

The details of the sample selected for the study are given in table 3.

Table 3

List of selected schools and student sample from MRS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SLNO | NAME OF THE SCHOOL | DISTRICT | CLASS | NO:OF STUDENTS |
| 1  2  3  4  5  6  7  8  9  10 | Ekalavya model residential school, Pookod (mixed).  Model residential school Kalpatta for girls.  Thirunelli ashram school, Manathawadi.  Ambedkar memorial model residential school, Nallornad  Rajeev Gandhi model residential school, Noolpuzha  Government model residential school for girls- Thrithala  Ashram high school, Malambuzha.  Government model residential school Pattuvam  Indira Gandhi model residential school, Nilambure.  Model residential school Ullyeri | Wayand  Wayand  Wayand  Wayand  Wayand  Palakkad  Palakkad  Kannur  Malappuram  Kozhikode | IX  IX  IX  +2  +2  IX  IX  +2  IX  - | 28  30  31  43  41  27  32  54  22 |
|  | Total |  |  | 308 |

**Tools used for the study**

The following tools have employed by the investigator for the collection of data.

1. Check list: check lists used for collecting data from 20 HMs and superintendents (10+10) from selected MRS for tribes.
2. Questionnaire: questionnaire is used to collect data from HMs and superintendents (10+10) and from student sample of the selected MRS for tribes.
3. Interview schedule for HMs and senior superintend of selected MRS for tribes

**Description of tools used for the study**

**Check list**

Check list is prepared on the basis of welfare schemes provided for the students of MRS and it contains 17 items. These 17 items are categorized under two heads namely educational welfare schemes and other allowances provided to students. There are 10 items under the educational welfare schemes and the last 7 items are under the other allowances. Educational welfare schemes are provided mainly for the achievements of education and encouragement for arts and sports activities. The other allowances are for meeting the daily needs of students of this residential system

The welfare schemes of MRS are as follows: -

1. **Educational welfare schemes**
2. Sri. Ayyankali Talent Search Scholarship.
3. Temple Entry Proclamation Memorial Scholarship.
4. Gold Coin for rank winners.
5. Encouragement prize for sports and arts winners.
6. Encouragement prize for students.
7. Entrance Exam Coaching.
8. Communicative English Coaching.
9. Bharath Darshan/ Kerala Darshan program.
10. Sasthrabodhini Cell.
11. Sports equipments.

b) **Other allowances**

1. Uniform allowances.
2. Books and Stationeries.
3. Medical Expenses.
4. News papers and Magazines.
5. Daily use materials.
6. Hair cutting charge.
7. Mess charge.

**Educational welfare schemes**

1. Sri. Ayyankali Talent Search Scholarship.

Those who get higher marks in 4th and 7th standard examinations are given this scholarship. Each student is eligible in their category to get RS 4500/-(four thousand and five hundred only) per year.

1. Temple Entry Proclamation Memorial Scholarship.

This scholarship is provided to the science students who scored b+ and above in SSLC examination. This is worth Rs 20000/-(twenty thousand only) to each student.

1. Gold Coin for rank winners.

Those who get all A+ in SSLC and plus two are given a gold coin as encouragement grant.

1. Encouragement prize for sports and arts winners.

Prizes are given to the students of scheduled tribes who win art form and sports activities at the state level in the following manner: -

* The student who get the first and second place at the state level competitions, prizes are given at the rate of Rs 400/-(four hundred only) and Rs 300/-(three hundred only) respectively.
* For district level winners Rs 300/-(three hundred only) and Rs 200/-(two hundred only) provided.

5) Encouragement prize for students

This is an educational welfare scheme to encourage the students in the following manner:-

* Those who get 45 percentage marks in 8th and 9th standard are given Rs 50/-(fifty rupees only).
* Those who get 45 percentage marks in 10th standard are given as Rs 200/-(two hundred only).
* The students who get first class in 10th standard examination are given Rs 2500/-(two thousand and five hundred only).

1. Entrance exam Coaching.

Students who got admission in plus two sciences are given free and compulsory coaching for entrance exam.

1. Communicative English Coaching.

Communicative English coaching provided to all the students of model residential school.

1. Bharath Darshan/ Kerala Darshan program.

30 boys who scores high marks in SSLC examination are selected for Bharath darshan program whereas 30 girls are selected for the Kerala darshan program for their upliftment in education.

1. Sasthrabodhini cell.

Sasthrabodhini program implemented for promoting talents in science and technology of the scheduled tribe students of the MRS.

1. Sports equipments.

Rs 10,000/- (ten thousand rupees only) per year are providing to the MRS in the form of grant in aid to purchase sports equipments.

**b) Other allowances**

1. Uniform allowances.

Rs 3000/- (three thousand only) per year to each students for free uniforms in the forms of uniform allowances.

1. Books and Stationeries.

Grant is provided to MRS for books and stationeries to each student. The description is as follows: -

1. Rs 550/-(five fifty only) for the students of 1st standard to 7th standard
2. Rs 800/- (eight hundred only) for the students of 8th standard.
3. Rs 1900/- (one thousand and nine hundred only) for the students of 9th standard.
4. Rs 1500/- (one thousand and five hundred only) for the students of plus one and plus two.
5. Medical expenses.

The school is provided medical expenses to meet the needs of the student. This is in the rate of Rs 75/- (seventy five only) for each student.

1. News papers and magazines.

For providing news papers and magazines Rs 1500/-(one thousand and five hundred only) per month is allotted to each school.

1. Daily use materials/ cosmetics.

Cosmetics or daily use materials are provided to the students of MRS is allotted to each school. This is as follows.

1. For soap and oil Rs 75/- (seventy five only) to each student up to 10th standard and Rs 150/-(one fifty only) to higher secondary student.
2. For towel, mirror and comb Rs 100/-(one hundred only) to the students up to 10th standard and Rs 150/-(one fifty only) for higher secondary.
3. Allowance for Hair cutting.

There are allowances for cutting hair and it is Rs 20/-(twenty only) per month.

1. Mess charge.

Mess is free for all students of MRS. The amount allotted for each student is Rs 1300/- (one thousand and three hundred) per month up to the 10th standard and Rs 1500/- (one thousand and five hundred only) for higher secondary students.

A copy of check list is appended as appendix.

**Questionnaire**

A questionnaire is prepared on all welfare schemes provided to the students of MRS. It is prepared to know the nature of welfare schemes provided and the problems in utilizing the welfare schemes. This tool is given to Head Masters and senior superintendents to know the nature of utilization and problems in utilizing welfare schemes and to student samples to know their problems with the welfare schemes provided. The questionnaire for students is consisted of 16 items.These 16 items are categorized under two heads namely educational welfare schemes and other allowances provided to students. There are 10 items under the educational welfare schemes and the last 6 items are under the other allowances. The questionnaire for head masters and senior superintendents consisted of 6 items. These 6 items are under the other allowances reaching the MRS for tribes.Educational welfare schemes are provided mainly for the achievements of education and encouragement for arts and sports activities. The other allowances are for meeting the daily needs of students of this residential system.

A copy of each questionnaire is appended as appendix.

**Interview schedule**

The investigator prepared an interview schedule for HMs and senior superintendents for suggestions for the improvement of MRS for tribes. There are 10 items included in the interview schedule.

A copy of interview schedule is appended as appendix.

**Data collection procedure**

The investigator sought to get permission from the tribal development officer and HMs/principals of model residential schools for the data collection. For this purpose the investigator approached them with letter for permission and sufficient number of tools. The investigator made an interview with the principals/ HMs, senior superintends, and some teachers of MRS.

The investigator met the student samples with sufficient number of tools. After making a rapport with the students, investigator gave a brief description about the questionnaire and invited their active participation and co- operation to conduct the study. The investigator assured that the responses given by them will be kept confidential and sufficient time was given to the pupils to answer all the items in the questionnaire.Data were collected in each school by approaching the authorities one by one.

The data entered in a consolidation sheet for further analysis and the analysis of data is given in the next chapter.

**Chapter 4**

**ANALYSIS AND INTERPRETATIONS**

**ANALYSIS AND INTERPRETATIONS OF DATA**

This chapter deals with the objective wise analysis of the collected data and its interpretations. Then they were subjected to item wise analysis. The extend of objectives by all samples are analyzed.

The analysis of data was attempted as per the objectives of the study. The objectives of the study are given below:-

1. To identify whether all welfare schemes/funds reaching the school.
2. To identify the nature of utilization of schemes/funds in the school.
3. To find out the problems, if any, in utilizing the educational welfare schemes.

A district wise analysis of the welfare schemes reaching the school from the data of student is given below. Table 4 provides data and results of the schemes reached in the schools of Wayand district as reported by students. The educational welfare schemes and other allowances are included in the table.

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| --- |
| Table 4  Data and results of welfare schemes reaching in the MRS of Wayand district. |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Pookod  N=28 | Thirunelli  N=31 | Kalpatta  N=30 | Nallornad  N=43 | Noolpuzha  N=44 | | 1 | Sri. Ayyankali Talent Search Scholarship | - | - | - | - | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - |  | - | - | - | | 3 | Gold Coin for rank winners | 16 | 31 | 30 | 24 | - | | 4 | Encouragement Prize to sports and arts winners | 28 | 31 | 30 | 11 | 13 | | 5 | Encouragement Prize for rank winners | 13 | 31 | 30 | 13 | - | | 6 | Coaching for Entrance Exam | - | - | - | 13 | - | | 7 | Communicative English Coaching | 28 | 31 | 30 | 22 | 24 | | 8 | BharathDarshan/Kerala Darshan Program | - | - | - | - | - | | 9 | Sasthrabodhini Cell | 7 | - | - | - | - | | 10 | Sports equipments | 13 | 31 | 30 | 12 | 12 | | 11 | Uniform allowance | 28 | 31 | 30 | 43 | 44 | | 12 | Books and Stationary | 28 | 31 | 30 | 43 | 44 | | 13 | Medical Expenses | 28 | 31 | 30 | 43 | 44 | | 14 | News paper, Magazines | 28 | 31 | 30 | - | - | | 15 | Daily use materials | - | - | - | 41 | 42 | | 16 | Mess charge | 28 | 31 | 30 | 43 | 44 | |
|  |

It is shown from the table that there are five MRS in Wayand district namely Pookod, Thirunelli, Kalpatta, Noolpuzha and Nallornad. From this table the first two educational welfare schemes like Sri. Ayyankali Talent Search Scholarship and Temple Entry Proclamation Memorial Scholarship are not reaching in any schools of Wayand district.

16 students of pookod, 24 students of Nallornad and all the students of Kalpatta and Thirunelli reported that the Gold Coin for rank winners is provided in their schools. But none of them reported in Noolpuzha.

The Encouragement Prize for sports and arts winners is available in the schools of Nallornad (11), Noolpuzha (13), pookod (28), Thirunelli (31) and Kalpatta (30) as reported by the students.

13 students in pookod, 13 students in Nallornad and all the students in Kalpatta and Thirunelli reported that the Scholarship for rank winners is provided.

Entrance Exam Coaching for plus two science students is available in the school of Nallornad and Noolpuzha as reported by the students.

Communicative English Coaching is available in the schools of pookod, Thirunelli, Kalpatta, Nallornad and Noolpuzha as reported by 22 students in Noolpuzha, 24 students in Nallornad and all the students in Kalpatta, pookod and Thirunelli.

Out of five schools only two students are selected for BharathDarshan/ Kerala Darshan Program in the school of Kalpatta and Nallornad. Only seven students are the members of Sasthrabodhini cell in Pookod School.

13 students of pookod, 12 students of Nallornad, 12 students of Noolpuzha and all the students of Kalpatta and Thirunelli reported that, the Sports Equipments are available in their school.

In the case of other welfare schemes the students reported that the Uniform allowances, Books and Stationeries and Medical Expenses are provided to them.

News papers and Magazines are reaching in pookod, Manathawadi and Kalpatta as reported by the students. But none of them reported in Nallornad and Noolpuzha,

Out of five schools only the students in Noolpuzha and Nallornad are reported that the all Daily use materials are provided.

From the reports of students, it is found that Mess charge is reaching in all schools of Wayand districts.

Table five provides data and results of the schemes reached in the schools of Palakkad district as reported by students.

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| Table 5  Data and results of welfare schemes reaching in the MRS of Palakkad district |
|  |
| |  |  |  |  | | --- | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Malambuzha  N=34 | Thrithala  N=28 | | 1 | Sri. Ayyankali Talent Search Scholarship | - | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | - | | 3 | Gold Coin for rank winners | 34 | 28 | | 4 | Encouragement Prize to sports and arts winners | - | - | | 5 | Encouragement Prize for rank winners | - | - | | 6 | Coaching for Entrance Exam | 33 | - | | 7 | Communicative English Coaching | 28 | 31 | | 8 | BharathDarshan/Kerala Darshan Program | 34 | 24 | | 9 | Sasthrabodhini Cell | - | - | | 10 | Sports equipments | - | - | | 11 | Uniform allowance | 34 | 28 | | 12 | Books and Stationary | 34 | 28 | | 13 | Medical Expenses | 34 | 28 | | 14 | News paper, Magazines | 34 | 28 | | 15 | Daily use materials | 34 | 28 | | 16 | Mess charge | 25 | 24 | |

From the above table there are two schools in Palakkad district, one is Thrithala and the other is Malambuzha. From this table the first two educational welfare schemes such as Sri. Ayyankali Talent Search Scholarship and Temple Entry Proclamation Memorial Scholarship are not reaching in any schools.

All the students in both the school reported that the Gold Coin for rank winners, Encouragement prize to sports and arts winners, coaching for Communicative English, Uniform allowances, Books and Stationeries, Medical Expenses, News papers and Magazines and Daily use materials are available in their school.

Scholarship for rank winners is available in Malambuzha School as reported by students.

Students selected for BharathDarshan/ Kerala Darshan Program as reported by 33 students in Malambuzha. But none of them reported in Thrithala.

From the reports of students, it is found that Mess charge is reaching in all schools of Palakkad districts.

Table 6 provides the data and results of the schemes reached in the schools of Kannur district as reported by students.

|  |
| --- |
| Table 6  Data and results of welfare schemes reaching in the MRS of Kannur district |
| |  |  |  | | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Pattuvam  N=54 | | 1 | Sri. Ayyankali Talent Search Scholarship | 3 | | 2 | Temple Entry Proclamation Memorial Scholarship | 11 | | 3 | Gold Coin for rank winners | 8 | | 4 | Encouragement Prize to sports and arts winners | 8 | | 5 | Encouragement Prize for rank winners | 11 | | 6 | Coaching for Entrance Exam | 11 | | 7 | Communicative English Coaching | 2 | | 8 | BharathDarshan/Kerala Darshan Program | 2 | | 9 | Sasthrabodhini Cell | 3 | | 10 | Sports equipments | 54 | | 11 | Uniform allowance | 13 | | 12 | Books and Stationary | 54 | | 13 | Medical Expenses | 16 | | 14 | News paper, Magazines | 12 | | 15 | Daily use materials | 1 | | 16 | Mess charge | 25 | |

It is shown from the table that there are three students in Pattuvam reported that the Sri. Ayyankali Talent Search Scholarship is provided and 11 students reported that the Temple Entry Proclamation Scholarship is available in their school.

Eight students in Pattuvam School reported that the Gold Coin for rank winners and Encouragement prize for sports and arts winners are provided to them.

Entrance Exam Coaching provided for plus two science students in Pattuvam School as reported by 11 students and two students in Pattuvam reported that the Communicative English Coaching is provided to their school.

Two students are selected for BharathDarshan/ Kerala Darshan Program and three students are the members of Sasthrabodhini Cell.

Sports Equipments are available in school as reported by 20 students and all the students in Pattuvam reported that the Uniform allowance, Books and Stationeries and Medical Expenses is provided to their school.

News papers and Magazines are available in school as reported by 16 students and Daily use materials is available in school as reported by 12 students of Pattuvam school.

From the reports of students, it is found that Mess charge is provided / reaching in all schools of Kannur districts.

Table 7 provides data and results of the schemes reached in the schools of Malappuram district as reported by students.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 7  Data and results of welfare schemes reaching in the MRS of Malappuram district   |  |  |  | | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Nilambure  N=22 | | 1 | Sri. Ayyankali Talent Search Scholarship | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | | 3 | Gold Coin for rank winners | - | | 4 | Encouragement Prize to sports and arts winners | 11 | | 5 | Encouragement Prize for rank winners | - | | 6 | Coaching for Entrance Exam | - | | 7 | Communicative English Coaching | 19 | | 8 | BharathDarshan/Kerala Darshan Program | - | | 9 | Sasthrabodhini Cell | 22 | | 10 | Sports equipments | 2 | | 11 | Uniform allowance | 22 | | 12 | Books and Stationary | 22 | | 13 | Medical Expenses | 22 | | 14 | News paper, Magazines | 17 | | 15 | Daily use materials | 22 | | 16 | Mess charge | 17 | |
| From the above table Sri. Ayyankali Talent Search Scholarship, Temple Entry Proclamation Scholarship, Gold Coin for rank winners and Encouragement Prize for rank winners are not reaching in Nilambure School.  Encouragement Prize for sports and arts winners is reaching the school as reported by 11 students in Nilambure.  19 students reported that the Communicative English Coaching is provided to their school and all the students reported that sports equipments are provided.Uniform allowance, Books and Stationeries, Medical Expenses, News papers and Magazines and Daily use materials are provided in their school as reported by all the students of Nilambure. |
|  |

**Discussion**

Various schemes provided in MRS are categorized under two heads namely educational welfare schemes and other allowances/ privileges.

The educational welfare schemes like Sri. Ayyankali Talent Search Scholarship and Temple Entry Proclamation Scholarships are not reaching in any model residential school. Because those scholarships are implemented for the encouragement of students in scheduled caste and scheduled tribes who studying as a day scholar in government school. These scholarships provided only on the basis of the higher marks obtained by the students in 4th, 7th and 10th standard. Communicative English Coaching and the allowance for Sports Equipments are available in all MRS. But most of the scholarships are not reaching in all schools because it is provided only on the basis of the academic achievement of the students. Sasthrabodhini Cell set up in the school based on the infrastructure facilities of the school.

Other welfare schemes are reaching in all schools. But in the case of News papers and Magazines, Books and Stationeries are not reaching in all schools.

A district wise analysis of the welfare schemes/funds reaching the school from the data of Head Masters and senior superintendent is given below. Table 8 provides data and results of the schemes reached in the school of Wayand district as reported by Head Masters and senior superintendents.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 8  Data and results of welfare schemes reaching in the MRS of Wayand district   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Slno: | Name of the funds/schemes | Pookod  N=28 | Thirunelli  N=31 | Kalpatta  N=30 | Nallornad  N=43 | Noolpuzha  N=44 | | 1 | Sri. Ayyankali Talent Search Scholarship | - | - | - | - | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - |  | - | - | - | | 3 | Gold Coin for rank winners | yes | - | yes | - | - | | 4 | Encouragement Prize to sports and arts winners | - | - | - | - | - | | 5 | Encouragement Prize for rank winners |  |  |  | yes | Yes | | 6 | Coaching for Entrance Exam | - | - | - | yes | Yes | | 7 | Communicative English Coaching | yes | Yes | yes | yes | Yes | | 8 | BharathDarshan/Kerala Darshan Program | yes | - | yes | yes | - | | 9 | Sasthrabodhini Cell | yes | - | yes | yes | - | | 10 | Sports equipments | yes | Yes | yes | yes | Yes | | 11 | Uniform allowance | yes | Yes | yes | yes | Yes | | 12 | Books and Stationary | yes | Yes | yes | yes | Yes | | 13 | Medical Expenses | yes | Yes | yes | yes | Yes | | 14 | News paper, Magazines | yes | Yes | yes | yes | Yes | | 15 | Daily use materials | yes | Yes | yes | yes | Yes | | 16 | Mess charge | yes | Yes | yes | yes | Yes | |
|  |
|  |

All the Head Masters and senior superintendents in MRS of Wayand district reported that the first two educational welfare schemes are not reaching in their schools and Gold Coin for rank winners is only reaching in pookod and Kalpatta.

Head Masters in Thirunelli and Nallornad reported that the Encouragement Prize for sports and arts winners is not provided.

Entrance Exam Coaching provided for plus two science students in Nallornad and Noolpuzha as reported by Head Masters.

Communicative English coaching is provided to all students in MRS as reported by Head Masters and senior superintendents.

Only the students who participated in BharathDarshan/ Kerala Darshan Program in Kalpatta and Nallornad and Sasthrabodhini Cell are implemented in all schools of Wayand district except Nallornad.

Allowances for Sports Equipments and all the other allowances are reached in all MRS of Wayand districts as reported by Head Masters and senior superintendents.

Table 9 provides data and results of the schemes reached in the schools of Palakkad district as reported by Head Masters and senior superintendents.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Table 9  Data and results of welfare schemes reaching in the MRS of Palakkad district   |  |  |  |  | | --- | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Malambuzha | Thrithala | | 1 | Sri. Ayyankali Talent Search Scholarship | - | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | - | | 3 | Gold Coin for rank winners | - | - | | 4 | Encouragement Prize to sports and arts winners | - | - | | 5 | Encouragement Prize for rank winners | yes | Yes | | 6 | Coaching for Entrance Exam | - | - | | 7 | Communicative English Coaching | yes | Yes | | 8 | BharathDarshan/Kerala Darshan Program | yes | - | | 9 | Sasthrabodhini Cell | yes | - | | 10 | Sports equipments | yes | Yes | | 11 | Uniform allowance | yes | Yes | | 12 | Books and Stationary | yes | Yes | | 13 | Medical Expenses | yes | Yes | | 14 | News paper, Magazines | yes | Yes | | 15 | Daily use materials | yes | Yes | | 16 | Mess charge | yes | Yes | |
|  |

It is shown from the table that the first four educational welfare schemes are not reaching in any school of Palakkad district and the other educational welfare schemes such as Scholarship for rank winners, Communicative English Coaching and allowance for Sports Equipments are reaching in both the MRS of Palakkad districts.

Sasthrabodhini Cell is implemented in Malambuzha School and also the students are participated in BharathDarshan/ Kerala Darshan Program as reported by Head Masters and senior superintendents.

All the other allowances are fully provided to the students of Malambuzha and Thrithala in Palakkad district.

Analysis of the welfare schemes reaching the MRS of Kannur district is given below. Table 10 provides data and results of the schemes reached in the schools of Kannur district as reported by Head Masters and Senior superintendents.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Table 10  Data and results of welfare schemes reaching in the MRS of Kannur district   |  |  |  | | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Pattuvam | | 1 | Sri. Ayyankali Talent Search Scholarship | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | | 3 | Gold Coin for rank winners | - | | 4 | Encouragement Prize to sports and arts winners | - | | 5 | Encouragement Prize for rank winners | Yes | | 6 | Coaching for Entrance Exam | Yes | | 7 | Communicative English Coaching | Yes | | 8 | BharathDarshan/Kerala Darshan Program | - | | 9 | Sasthrabodhini Cell | - | | 10 | Sports equipments | Yes | | 11 | Uniform allowance | Yes | | 12 | Books and Stationary | Yes | | 13 | Medical Expenses | Yes | | 14 | News paper, Magazines | Yes | | 15 | Daily use materials | Yes | | 16 | Mess charge | Yes | |
|  |
|  |

From the above table Sri. Ayyankali Talent Search Scholarship, Temple Entry Proclamation Scholarship, Gold Coin for rank winners and Encouragement Prize to sports and arts winners are not reaching in Kannur district.

Sasthrabodhini Cell is not set up in Pattuvam School and none of the students participated to BharathDarshan/ Kerala Darshan Program as reported by Head Masters and Senior Superintendents.

Entrance Exam coaching for plus two students is provided in Pattuvam School.

Scholarship for rank winners, Communicative English Coaching, Sports Equipments and all other welfare schemes are reaching in school as reported by Head Masters and Senior Superintendents.

Analysis of the welfare schemes reaching the MRS of Kozhikode district is given below. Table 11 provides data and results of the schemes reached in the schools of Kozhikode district as reported by Head Masters and senior superintendents.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 11  Data and results of welfare schemes reaching in the MRS of Kozhikode district.   |  |  |  | | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Ullyeri | | 1 | Sri. Ayyankali Talent Search Scholarship | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | | 3 | Gold Coin for rank winners | Yes | | 4 | Encouragement Prize to sports and arts winners | - | | 5 | Encouragement Prize for rank winners | Yes | | 6 | Coaching for Entrance Exam | - | | 7 | Communicative English Coaching | Yes | | 8 | BharathDarshan/Kerala Darshan Program | - | | 9 | Sasthrabodhini Cell | - | | 10 | Sports equipments | Yes | | 11 | Uniform allowance | Yes | | 12 | Books and Stationary | Yes | | 13 | Medical Expenses | Yes | | 14 | News paper, Magazines | Yes | | 15 | Daily use materials | Yes | | 16 | Mess charge | Yes | |

From the above table Sri. Ayyankali Talent Search Scholarship, Temple Entry Proclamation Scholarships and Encouragement Prize to sports and arts winners are not reaching in Ullyeri School.

As reported by Head Masters and senior superintendents, the Gold Coin for rank winners is provided to the students of the MRS.

Sasthrabodhini Cell is not set up in Ullyeri School and none of the students participated to BharathDarshan/ Kerala Darshan Program as reported by Head Masters and Senior Superintendents.

Scholarship for rank winners, Communicative English Coaching, Sports Equipments and all other welfare schemes are reaching in school as reported by Head Masters and Senior Superintendents.

Analysis of the welfare schemes reaching the MRS of Malappuram is given below. Table 12 provides data and results of the schemes reached in the schools of Malappuram district as reported by Head Masters and senior superintendents.

|  |
| --- |
| Table 12  Data and results of welfare schemes reaching in the MRS of Malappuram district |
|  |
| |  |  |  | | --- | --- | --- | | Sl.no: | Name of the funds/schemes | Nilambure  N=22 | | 1 | Sri. Ayyankali Talent Search Scholarship | - | | 2 | Temple Entry Proclamation Memorial Scholarship | - | | 3 | Gold Coin for rank winners | - | | 4 | Encouragement Prize to sports and arts winners | 11 | | 5 | Encouragement Prize for rank winners | - | | 6 | Coaching for Entrance Exam | - | | 7 | Communicative English Coaching | 19 | | 8 | BharathDarshan/Kerala Darshan Program | - | | 9 | Sasthrabodhini Cell | 22 | | 10 | Sports equipments | 2 | | 11 | Uniform allowance | 22 | | 12 | Books and Stationary | 22 | | 13 | Medical Expenses | 22 | | 14 | News paper, Magazines | 17 | | 15 | Daily use materials | 22 | | 16 | Mess charge | 17 | |

From the above table Sri. Ayyankali Talent Search Scholarship, Temple Entry Proclamation Scholarship and Gold Coin for rank winners are not reaching in Nilambure School.

As reported by Head Masters and senior superintendents, the Encouragement Prize to sports and arts winners provided to the students of MRS.

Sasthrabodhini Cell is not set up in School and none of the students participated to BharathDarshan/ Kerala Darshan Program as reported by Head Masters and Senior Superintendents.

Communicative English Coaching, Sports Equipments and all other welfare schemes are reaching in school as reported by Head Masters and Senior Superintendents.

**Discussion**

Various schemes provided in MRS are categorized under two heads namely educational welfare schemes and other allowances/ privileges.

The educational welfare schemes like Sri. Ayyankali talent Search Scholarship and Temple Entry Proclamation Scholarships are not reaching in any model residential school. Because those scholarships are implemented for the encouragement of students in scheduled caste and scheduled tribes who studying as a day scholar in government school. These scholarships provided only on the basis of the higher marks obtained by the students in 4th, 7th and 10th standard. Communicative English Coaching and the allowance for Sports Equipments are available in all MRS. But most of the scholarships are not reaching in all schools because it is provide only on the basis of the academic achievement of the students. Sasthrabodhini Cell set up in the school based on the infrastructure facilities of the school.

Other welfare schemes are reaching in all schools of five districts as reported by Head Masters and Senior Superintendents.

B) Analysis of the nature and utilization of funds reaching the MRS of five districts is given below. Table 13 provides data and results of the nature and utilization of funds in MRS as reported by Head Masters and senior superintendents.

Table 13

Data’s and results of nature of utilization of funds in MRS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.no: | Name of the fund | Wayand  N=5 | Kannur  N=1 | Kozhikode  N=1 | Malappuram  N=1 | Palakkad  N=2 |
| 1 | Rs 3000/- for Uniform allowance.(Y/N)  Whether the fund fully utilized ?(Y/N)  If no, is the balance refunded?(Y/N | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |
| 2 | Books and Stationary RS 1100/1500/(Y/N)  Whether the fund fully utilized ?(Y/N)  If no, is the balance refunded?(Y/N) | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |
| 3 | Medical Expense RS 75/-(Y/N)  Whether the fund fully utilized ?(Y/N)  If no, is the balance refunded?(Y/N) | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |
| 4 | News papers and Magazines Rs1500/(Y/N)  Whether the fund fully utilized ?(Y/N)  If no, is the balance refunded?(Y/N) | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |
| 5 | Daily use materials Rs 250/-(Y/N)  Whether the fund fully utilized? (Y/N)  If no, is the balance refunded?(Y/N) | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |
| 6 | Mess charge RS 1300/1500/-(Y/N)  Whether the fund fully utilized?(Y/N)  If no, is the balance refunded?(Y/N) | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No | Yes  Yes  No |

It is clear from the table that about the nature of utilization of funds/schemes, the stipulated amount and its complete utilisation without any refunding is seen from the report of samples.

**Discussion**

The funds allotted for the other allowances for the welfare of students of MRS is reaching totally and completely utilized for the students welfare and there is no refunding.

**C) Problems in utilising educational welfare schemes of MRS**

Students sample and head master/ senior superintendents of the selected MRS opined that there are so many problems related with welfare schemes provided. The problems and suggestions of head masters and senior superintendents are given first and then the problems and opinions of students.

1. **Problems of MRS from the opinion of head master/ senior superintendents.**
2. In sufficient funds are the major problems of MRS especially in the case of Uniform allowances, Books and stationeries, Daily use materials and Mess charge.
3. Funds are not reaching in the school at proper time.
4. **Problems of MRS from the opinion of students**
5. Authority members are not providing good quality of uniforms.
6. Insufficient Uniforms and night dresses are provided.
7. There are no chapels, shoes and boots in their school.
8. There is no calculator, instrument box and sufficient number of stationeries like pen, notebooks, and study materials.
9. Books and stationeries are not reaching in time.
10. Not providing sufficient number of news papers and magazines.
11. There are no news papers in different languages.
12. There are no labour India, supplements, journals and magazines in their school.
13. Provide all the daily use materials in MRS such as paste, brush, towel, comb etc.
14. Include more nutritious foods in mess menu.
15. As per the mess menu they are not getting foods in MRS.
16. There is no neatness in mess.
17. Improve the quality and quantity of mess menu.
18. There is no sports kits in school
19. There are no coaching classes for athletes.
20. Insufficient number of sports equipments.
21. There are no P.E.T. periods.
22. The authority members are not encouraging the talented students in arts and sports.
23. Improve the communicative English coaching and entrance exam coaching.

**Suggestions are made by the Head Masters/senior superintendents**

1. It should be increase the amount of other welfare schemes such as books and stationeries, uniform allowances, news papers and magazines, hair cutting charge and mess charge.
2. To establish more model residential school in all districts for scheduled Tribes.
3. Construct quarters for teachers and non teachers.
4. Higher secondary course should be allotted in all model residential school.

**Needs of the students in MRS**

1. It should be provide better quality of uniforms, night dress, shoe, chapels etc.
2. It should be provide sufficient number of books and stationeries at proper time.
3. It should be provide sufficient number of all daily use materials such as towel, comb, mirror, soap, oil etc.
4. It should be include nutritious food items and seasonal fruits in mess menu.
5. It should be provide better quality and quantity of food items in mess.
6. Provide news papers in different languages, more magazines, labour India etc.
7. It should be provide cricket/foot ball kit, more sports equipments and almost coaching class for athletics.
8. It should be provide communicative English coaching for higher secondary students.
9. The authoritative members should be encouraging the talented students to participate in arts and sports competitions.
10. The head master should be provide proper awareness about available scholarships in MRS.
11. Should be providing yoga class, counseling class, extra tuition, one day tour and different clubs in model residential school.

**Conclusion**

The study aimed at utilisation of educational welfare schemes in MRS for tribes of Kerala. From the analysis can be concluded that these are some problems in the utilisation of educational welfare schemes in MRS for tribes. The problems are more in educational welfare schemes rather than other allowances to meet the daily needs of the students.

**Chapter V**

**SUMMARY, FINDINGS AND SUGGESTIONS**

* **Study in retrospect**
* **Objectives of the study**
* **Methodology**
* **Major findings**
* **Educational implications of the study**
* **Suggestions for further research**

**SUMMERY, FINDINGS AND SUGGESTIONS**

This chapter consists of summary of the procedure adopted for the study, conclusions based on findings, educational implications and suggestions for further study.

**Restatement of the problem**

The problem under investigation was entitled as, “UTILIZATION OF EDUCATIONAL WELFARE SCHEMES OF THE STUDENTS IN MODEL RESIDENTIAL SCHOOLS FOR TRIBES OF KERALA”.

**Objectives of the study**

The objectives of the present study were as follows:-

1. To identify whether all welfare schemes/funds are reaching the school.
2. To identify the nature of utilization of funds in school.
3. To find out the problems, if any, in utilizing the educational welfare schemes.

**Methodology**

The aim of the present investigation was to find the utilization of educational welfare schemes of the students in MRS for tribes of Kerala. Survey method was adapted to the study.

**Sample selected for the study**

The samples for the study were 308 students and 20 Head Masters / senior superintendents (10+10) from 10 selected model residential schools of five districts. The samples are from the five districts of Kerala, viz, Wayand, Kannur, Kozhikode, Malappuram and Palakkad.

**Tools used for the study**

The investigator used the following tools for the data collection.

1. A check list for Head Masters/Senior Superintendent to know about the welfare schemes reaching the MRS for tribes.
2. A questionnaire for Head Masters/Senior Superintendent to know the utilization of welfare schemes of MRS for tribes.
3. An interview schedule for Head Masters/Senior Superintendent to propose suggestions for removing problems in the utilization of welfare schemes.
4. A questionnaire for the students in MRS to know the utilization of welfare schemes of MRS for tribes. This is also to cross check the data provided by the Head Masters/Senior Superintendent.

**Major finding**

The major findings that are emerged from the study are summarized under the followings:-

Educational welfare schemes and other allowance reaching the MRS are considered for the study.

**Educational welfare schemes**

1. Ayyankali Talent Search Scholarship and temple entry proclamation memorial scholarship are not reaching in any model residential school.
2. Out of 10 model residential school, the Gold Coin for rank winners is not reaching in Noolpuzha school of Wayand district and Nilambure school of Malappuram district.
3. Out of 10 model residential school, the Encouragement prize for rank winners is not reaching in Thrithala of Palakkad district
4. Out of 10 model residential school, the Encouragement prize for sports and arts winners is not reaching in Noolpuzha, Malambuzha, Thrithala and Nilambure.
5. Entrance exam coaching for plus two science students and communicative English coaching for all students in MRS are provided to their schools.
6. Out of 10 model residential school, only few students of Pattuvam, Nilambure and pookod schools are participated in Sasthrabodhini cell.
7. Students are selected for Bharath Darshan/ Kerala Darshan program in Malambuzha, Thrithala, Pattuvam, Kalpatta, Nallornad and pookod.
8. Sports equipments are reaching in all schools of five districts

**Other welfare schemes**

1. All other allowance such as uniform allowance, books and stationeries, medical expenses, news papers and magazine, daily use materials and mess charge is reaching in all schools of five districts.
2. News papers and magazines are not reaching in Noolpuzha and Nallornad schools of Wayand district.
3. All Daily use materials are not reaching in pookod, Thirunelli and Kalpatta schools of Wayand district.

**The major findings emerged from the nature of utilization of funds in MRS.**

1. All other welfare schemes are reaching in all school of five districts.
2. The students are fully utilizing those allowances that are provided by the authoritative members in their schools.
3. Insufficient fund is the major problems regarding uniform allowances, books and stationeries, daily use materials and mess charge in model residential school.

**Educational implications of the study**

There are 18 Model Residential Schools established only for the upliftment of scheduled castes and scheduled tribes of Kerala. The idea behind this school is to impart free education to such deprived sections not only for their developments in education but also for the entire development of their society.

Model residential school is one of the schemes of union government of India and also functioning under the state government of Kerala. This system is an important step to locate and develop the children in remote hilly areas and culture. Almost everything some model residential schools are exclusively meant for the primitive groups such as Adiyas, Paniyas and Kattunaika.

There are a lot of schemes provided to the students of MRS. Those schemes are reaching the schools in different ways such as educational welfare schemes and other allowances. The students who got admission to the school can utilize those schemes in MRS. But the scholarships are meant for the encouragements of curricular and non curricular activities of the students of MRS. To make other capabilities and the improvements of talents are the objectives behind those scholarships in MRS.

The present study is one of the steps for the betterment of MRS and thus to the scheduled castes and scheduled tribes. The study highlights certain problems of MRS and sought suggestions for improvement of MRS. This will be very helpful to the Ministry of scheduled castes and scheduled Tribes development departments, The District Collector (chair man of MRS), The Project Officer, ITDP, The Tribal Development Officer (secretary of MRS), The District Medial Officer, the Deputy Director of Education and The Head Master of the Model Residential.

The study would help the authorities and concerned members to analyze these suggestions propounded for the upliftment of the tribal education.

**Suggestions for further research**

The studies in MRS are few in Kerala and the area is to be explored in future

Here are some suggestions in the field for further research**.**

1. A survey study of this type is to be conducted on MRS by taking all stakeholders of the system.
2. Higher education prospects of students of MRS after plus two is to be conducted.
3. Academic achievement of students of MRS is to be conducted

**UTILISATION OF EDUCATIONAL WELFARE SCHEMES OF THE STUDENTS IN MODEL RESIDENTIAL SCHOOLS FOR TRIBES OF KERALA**

**ASHITHA LR**

**Dissertation**

**Submitted to the University of Calicut**

**In partial fulfillment of the requirements for the degree of**

**MASTER OF EDUCATION**



**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

**DECLARATION**

I, **ASHITHA L.R.** do hereby declare that this dissertation **“UTILISATION OF EDUCATIONAL WELFARE SCHEMES OF THE STUDENTS IN MODEL RESIDENTIAL SCHOOLS FOR TRIBES OF KERALA”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College **ASHITHA LR**

30-10-2013

**CERTIFICATE**

I, **Dr. P. REKHA,** do hereby declare that this dissertation **“UTILISATION OF EDUCATIONAL WELFARE SCHEMES OF THE STUDENTS IN MODEL RESIDENTIAL SCHOOLS FOR TRIBES OF KERALA”** is a record of bonafide study and research carried out by **ASHITHA. L.R**, under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College **Dr. P.REKHA.** Supervising Teacher

30-10-2013

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