

RESIDENTIAL FACILITIES OF SCHEDULED TRIBE LEARNERS OF KERALA - AN ANALYSIS

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Abstract

School dropout is the major problem of India. Scheduled tribe learners dropout rate is unpredictable in the last decades. Now the residential schools fulfill the needs of the students. There are thirty five tribal communities in Kerala. Government implemented lots of programmes for the upliftment of their educational development. The researcher detailed a retrospective facilities and educational outcomes of students. The Present study reveals the frame work of the Model residential schools in the current educational scenario.

The main objective of the study is to find out the residential facilities of Scheduled Tribe students in Government Model residential schools of Kerala. Data collected from 17 Government Model residential schools at Kerala. The study revealed that maximum level of residential facilities is provided to the learners of Kerala. The model residential schools provide better facilities and maximum level of exposure to the Scheduled tribe learners. Reduced number of Permanent teachers and scarcity of pure water is a problem.

Keywords: Investigation, Residential facilities, Scheduled tribe learners.

INTRODUCTION

Education is a part of our life. Every child had to acquire knowledge through education. Education has been revealing secrets of the universe. Residential facilities influence the learners' achievement motivation and learning style. Local availability of teachers, study materials, extra care for tutor should develop an effective learning behavior for them. Article 46 of the Indian constitution provides promotion of the educational interest of neglected minority groups and for their protection against injustice and exploitation. Government Model residential schools were a dream of Jawaharlal Nehru and Mahatma Gandhi. Indian five year plan gives special attention to the reserved community and backward learners. The majority of the tribal people are situated in the high range area of the forest. Children are getting special attention through Government Model residential schools for their education and personality development.

Government model residential schools played a significant role in the upliftment of Scheduled Tribe learners of Kerala. Socioeconomic status of the learners is not sound. E-grants help the learners to flower their dreams.

NEED AND SIGNIFICANCE OF THE STUDY

Scheduled tribes in Kerala live in grinding poverty, the means of lively hood are limited and they have to work very hard to get a bare subsistence. Children from tender age are burdened with a number of domestic duties and obligations and they can hardly be spared for schools. Government model residential schools provide residential facilities; Residential tutor, warden, aaya (Helper) and

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extra reading facilities are enhancing the teaching learning activity. The present study deals the major problem of the society. Scheduled Tribe learners are the heart of the country, so it should be develop at various levels. Mental and Intellectual development are the milestone of the society. Divisions of the society create a gap among the people. The present study is an investigation of the residential facilities of scheduled tribe learners of Kerala.

OBJECTIVES OF THE STUDY

1. To analyze the hostel and residential facilities provided for Scheduled Tribe learners of Government Model Residential school of Kerala.
2. To find out whether the changes in the infrastructural facilities affect the learning outcomes of the Scheduled Tribe learners under the residential programme.

METHODOLOGY

In the present study the investigator adopted survey method to study the residential facilities. Document analysis is also used in the present study.

225 students and 17 Government Model residential schools of Kerala were selected for the present study. Researcher collected data from Government records, Indian constitution, University Archives, Government model residential schools of Kerala and Scheduled caste and scheduled Tribe Department. A questionnaire was used as the major tool in the study. Observation schedule was developed for observing the residential facilities. Percentage analysis was used as the statistical technique.

ANALYSIS AND INTERPRETATION

The researcher analysed the Indian constitutional rules and regulations; Government has provided lots of facilities through the five year plans

Now a days Government model residential schools provides a maximum level of facilities for the Scheduled Tribe learners of Kerala. The model residential school facilities are providing maximum level of exposure to the Scheduled Tribe learners. Even though extra care is giving to the SSLC students, they are not achieving the level expected. Dropout is the major threat of this field. Permanent teacher are less in number and scarcity of pure drinking water is another problem.

Table 1. List of Government Model Residential Schools

Sl. No.	Name of the school	District
1	Dr Ambedkar Memorial Model Residential School Kattela	Thiruvananthapuram
2	Model residential School Kulathoopuzha	Kollam
3	Model residential School, Vadasserikkara	Pathanamthitta
4	Model Residential school Kottayam	Kottayam
5	Model residential school Moonnar	Idukki
6	Model Residential School Chalakudy	Thrissur
7	Model Residential School Attappady	Palkkad

8	Ekalavya Model Residential School Pookode	Wayanad
9	Model Residential School Kalpatta	Wayanad
10	Dr Ambedkar Memorial Model Residential School Nalloornadu	Wayanad
11	Ekalavya Model Residential School Idukki	Idukki
12	Model Residential School Pattuvam	Kannur
13	Model Residential School Paravanadukkam	Kasaragod
14	Smt Indira Gandhi Memorial Asram School Nilambur	Malappuram
15	Smt Rajeev Gandhi Memorial Asram School Noolpuzha	Wayanad
16	Asram Model Residential School Malampuzha	Palkkad
17	Asram Model Residential School Thirunelli	Wayanad

Table1 shows the list of Government Model Residential Schools working with the residential facilities for the Scheduled Tribe learners. Most of the schools have high level of facilities. But, there noticed lack of play grounds, scarcity of water, schools are located in isolated area and lack of medical facilities.

But there is no past pupils' association and higher educational attitudes. There are slight changes felt in the infrastructural facilities and learning outcomes' of the bonafide learners under the residential facilities.

Table 2. Percentage Analysis of Availability of Facilities of Government Model Residential School

Sl. No.	Facilities	Percentage of availability
1	Permanent Teachers	65
2	School Building	95
3	Library	85
4	Laboratory	85
5	Pure drinking water	75
6	Parent Teacher Association	40
7	Medical Facilities	65
8	Nutritious food	70
9	Cleanliness	95
10	Career Guidance	45
11	ICT Facilities	85

Table 2 shows the details of residential school facilities provided for learners. Availability of permanent teachers is found to 65 percent in the selected schools. Availability of School building is found in 95 percent in the selected schools. Laboratory and Library facilities are found in 85 percent each in the selected schools. Availability of pure drinking water is found in 75 percent of the selected schools. Functioning of Parent Teacher Association is found in 40 percent of the selected schools. Implementation of medical facilities is found in 65 percent of the selected schools. Availability of nutritious food is found in 70 percent of the selected schools. Clean campus is found in 95 percent of the selected schools. Career guidance facility is found in 45 percent of the selected schools. ICT facilities are available in 85 percent of the selected schools.

CONCLUSION

Government model residential schools provide education to the next generation through a proper way. The present study denoted that renovation of the facilities need for the Government residential schools of Kerala. Absence of permanent teachers, pure drinking water and absence of vehicles are the main concern of the residential schools. Proper Career guidance is needed for the learners. Lack of interaction with the society is the major problem observed in the residential learners. So field trips, Industrial visit and health exercises should include in their school manual.

The study shows that residential facilities should be enhanced to fulfill the needs of learners. The involvement of parent teacher association should be more to ensure better performance. Nutrition problem influence the learning style of the learners, So rescheduling of the food menu is essential for the learners.

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