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**Impact of Modern School Education on ST Students: A  
Case Study in Eklavya Model Residential Schools  
(EMRSs) in Palghar District, Maharashtra**

**March 2025**

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## 1. Abstract

This research examines the experiences and satisfaction levels of Scheduled Tribe (ST) students across three Eklavya Model Residential Schools (EMRSs)—in Chalani, Kambalgaon, and Savane—in Maharashtra's Palghar district. It analyses various aspects of school life, including student perceptions of their health, satisfaction with food services, and the quality of academic support and residential facilities.

With regard to student perceptions of their health, *the study data reveals a concerning trend of declining health perceptions among students after enrolment in school, particularly in EMRS Chalani, potentially linked to inadequate health facilities and nutrition.* Students' satisfaction with mess food varies across the schools that are part of this study, with EMRS Kambalgaon showing the highest satisfaction and EMRS Savane exhibiting significant dissatisfaction. Despite the availability of support systems, a significant percentage of ST students in all three schools report challenges in understanding their lessons, indicating a need for improved teaching methodologies. Perceptions of teacher support and administrative responsiveness also differ across schools, with EMRS Kambalgaon receiving more favourable ratings. *The study highlights the need for comprehensive interventions to enhance the quality of education, student well-being, and residential experiences in EMRS schools. Recommendations to rectify these problems include improving health services, addressing food safety concerns, revising teaching approaches, enhancing teacher training, and improving hostel facilities and administrative support.*

## 2. Introduction

The Eklavya Model Residential Schools (EMRSs) scheme is aimed at providing quality education for ST students in India. It is one of the milestone policy interventions of India's Ministry of Tribal Affairs and was introduced in 1997-98. EMRSs start at class VI and offer education up to class XII. With a capacity of 480 ST students in each school, admissions to these schools follow the Jawahar Navodaya Vidyalaya model (Geddam, 2015).

A study conducted at the Eklavya Model Residential School (EMRS) in Y. Ramavaram, ITDA (Integrated Tribal Development Agency), Rampachodavaram, Andhra Pradesh, revealed that between 2007-08 and 2011-12, 30 girl ST students dropped out of the EMRSs. The number of dropouts each year ranged from 4 to 9. The institution's principal reported high dropouts in class 8<sup>th</sup> because of early marriage (Geddam, 2015). Of 513 ST students seeking transfer certificates

from the school, 471 (91.81 per cent) had completed class 10 education; the remaining 42 ST students (8.18 per cent) left school at different levels for personal reasons. It is emphasised in the above study that this EMRS is specifically for girls, and it is unacceptable for adolescent girls to have to use the fields to attend to nature's call, or to bathe in the open. Due to limited space in the dining hall, they are forced to take food on plates and eat it in the open verandahs (Geddarn, 2015).

A study conducted by the Center for Economic and Social Studies in 2018 analysed the health record of ST students in EMRSs for the year 2011. It was found that fever and cold (67 per cent) were the main ailments the children suffered from. Other diseases common among the children were diarrhoea, stomach ailments, and headache. A few students were also treated for boils, wounds, mumps, chickenpox, and jaundice. In the study, in response to a question about their ambition for life and future career, out of 209 student respondents, nearly 1/3<sup>rd</sup> said they wanted to join the medical profession either as doctors or staff nurses; 14 per cent and 19 per cent, respectively, said they wanted to be engineers and teachers.

Another critical issue mentioned in the study is regarding the quantity and quality of hostel food. The hostel food they have every day does not match the traditional food culture of the ST students (Dash, 2018). Sometimes, the students suffer from food poisoning and other health problems. Children were also found having food in their dormitories and sitting on the floor near their cots. They do not know how to behave in the new environment. This highlights the need for better management of available facilities by faculty or staff members of the schools (Dash, 2018).

Given this general scenario, *the objective of this research is to ascertain the extent to which tribal educational policy benefits ST students at the EMRSs in Palghar in their academic as well as social life*. Academically, this study seeks to understand, from their peers and course instructors, the challenges faced by these students in their classrooms, extra-curricular activities, and labs, and in their engagement with institutional structures and practices. In terms of their social life, the attempt will be to understand the experiences of ST students with regard to their transition from traditional tribal culture to modern culture in the EMRSs and its impact on their social life, especially for ST girls. *In short, the core research question in this study is how far tribal educational policy mediates the social and academic life experience of the ST students in the EMRSs and the impact of modern school education on them, focusing on their academic and social experiences within EMRSs located in Palghar.*

This study employs a primary data-driven approach through field surveys to examine the impact of modern school education on Scheduled Tribe (ST) students in three Eklavya Model Residential Schools (EMRSs)—Kambalgaon, Savane, and Chalani—located in the Palghar district of Maharashtra. A stratified random sampling technique was adopted to ensure balanced representation across different grades and genders, resulting in a total sample size of 60 students. The data collection process incorporated structured questionnaires to gather quantitative data on academic performance, social experiences, and health-related issues. Additionally, semi-structured interviews were conducted with students, teachers, and school administrators to capture qualitative insights into the lived experiences of ST students within these schools.

The data analysis framework combined quantitative and qualitative methods. Descriptive statistical techniques were used to analyse survey responses, while thematic analysis was applied to interview transcripts to identify recurring patterns and insights. Rigorous ethical considerations were upheld throughout the study, including obtaining informed consent from all participants and ensuring confidentiality to protect their rights and privacy.



### 3. Overview of Schools Studied

**Table 1: Distribution of ST Students Across Grades & Genders in EMRSs**

School	Grade	Total No. of girls	Total No. of boys	Total No. of students
<b>EMRS Kambalgaon</b>	VI	30	26	56
	VII	30	30	60
	VIII	30	30	60
	IX	29	30	59
	X	29	25	54
	XI	25	18	43
	XII	30	21	51
	<b>Total</b>	<b>203</b>	<b>180</b>	<b>383</b>
<b>EMRS Savane, Talasari</b>	VI	15	17	32
	VII	27	28	55
	VIII	23	25	48
	IX	21	15	36
	X	28	17	45
	XI	9	5	14
	<b>Total</b>	<b>123</b>	<b>107</b>	<b>230</b>
<b>EMRS Chalani, Dahanu</b>	VI	13	13	26
	VII	20	24	44
	VIII	25	30	55
	IX	28	28	56
	<b>Total</b>	<b>86</b>	<b>95</b>	<b>181</b>

#### I. EMRS Kambalgaon

- Established: November 20, 2000
- Principal: Mr. Vidhate
- Student Composition: 20 participants (10 girls, 10 boys from 8<sup>th</sup> to 12<sup>th</sup> standard)
- Total School Strength: 383 students (203 girls and 180 boys)

## **II. EMRS Savane**

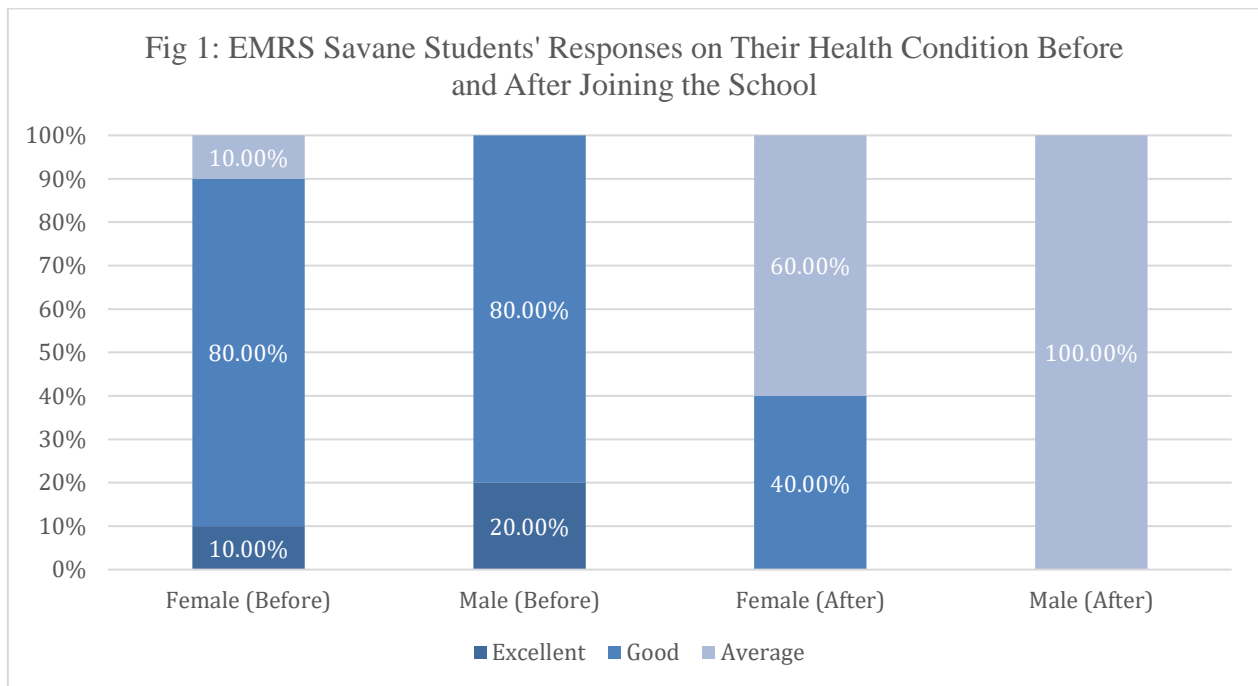
- Established: June 2019
- Principal: Mr. Gajanan
- Student Composition: 20 participants (10 girls, 10 boys from 7<sup>th</sup> to 11<sup>th</sup> standard)
- Total School Strength: 230 students (107 girls and 123 boys)

## **III. EMRS Chalani**

- Established: February 25, 2022
- Principal: Mr. Kambale
- Student Composition: 16 participants (10 girls and 6 boys from 6<sup>th</sup> to 9<sup>th</sup> standard)
- Total School Strength: 181 students (86 girls and 95 boys)

## **4. Students' Health Condition Before and After Joining School**

EMRS Chalani shows a notable decline in the “Good” health condition of students of both genders after they joined the school, with that of girls dropping from 66.67% to 22.22% and boys from 81.82% to 45.45% (Fig.2 ). The results also show that there is a reduction in their “Average” health conditions after joining the school, implying reduced perceived health quality. After joining EMRS Kambalgaon and EMRS Savane (Fig:1&3), many “Good” health conditions have also been recorded as having been reduced, though not to the extent of what EMRS Chalani experienced. This trend shows that the perception of the general health status of the ST students declines after joining the school setting. Gender difference can also be observed in EMRS Chalani before enlisting (Fig. 2); boys had a slightly better health status than girl respondents, with 81.82% boys and 66.67% girls in the “Good” health status. It is worth mentioning that after joining, the health status of both genders showed a decline, but the decline in girls was steeper. In EMRS Kambalgaon and EMRS Savane, the health status of both genders is more equal, although boys are generally healthier than girls both before and after joining the school.



Of all the investigated schools, only EMRS Kambalgaon shows no change in both the “Average” and the “Excellent” scores in health status after joining school; however, these averaged results can only mean that, while overall health may deteriorate, the distribution of health conditions may well remain static. Finally, for EMRS Savane, both the “Good” and “Average” figures have reduced, pointing towards the somewhat similar deterioration of health conditions in all categories. *None of the schools showed an improvement in the health conditions of students after their joining school, which raises concerns about the impact of the school environment on student health. This suggests potential issues such as inadequate health facilities, poor nutrition, or stressful conditions in the school environment.*

The figures show that ST students’ health conditions worsened after joining the schools, with the highest deterioration rate being recorded for EMRS Chalani students. This trend across all three schools highlights the need for a systemic approach to addressing the health and nutritional needs of ST students upon their enrolment in these institutions. There are also gender differences in the health status, which are pretty evident, especially in EMRS Chalani, where girls show a steeper drop-off in health indicators than boys. Let’s examine the reasons for worsening of students health condition at EMRSs:

Fig 2: EMRS Chalani Students' Responses on Their Health Condition Before and After Joining the School

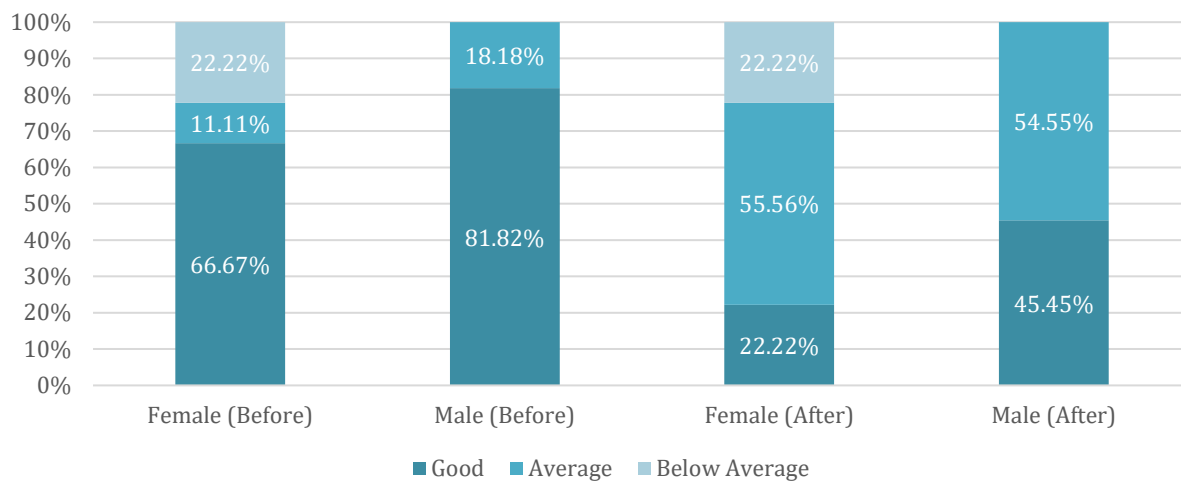
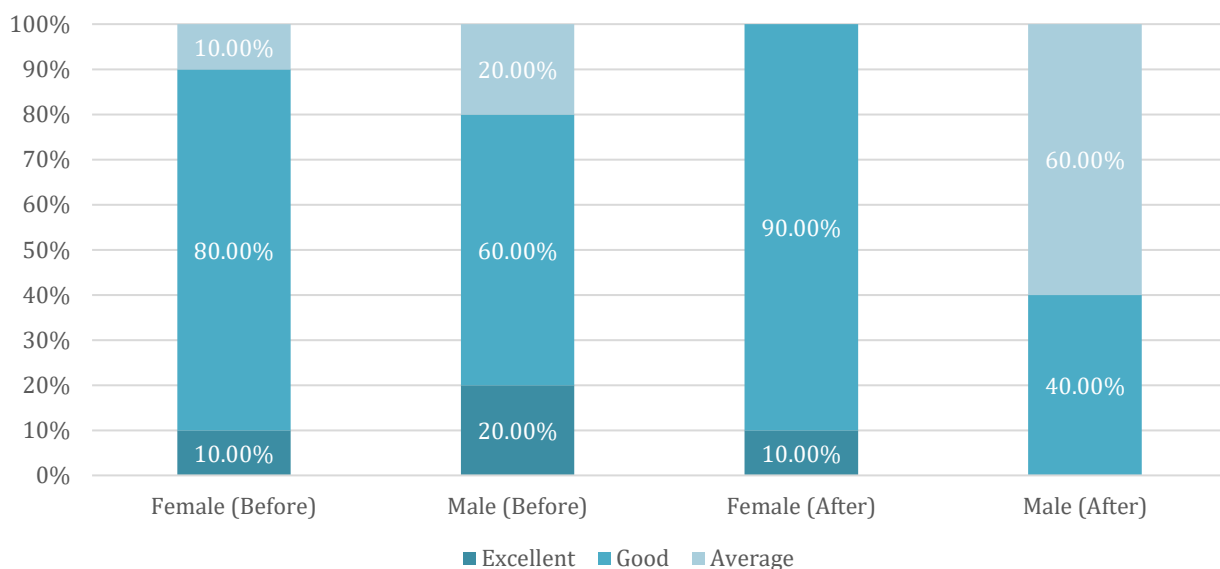
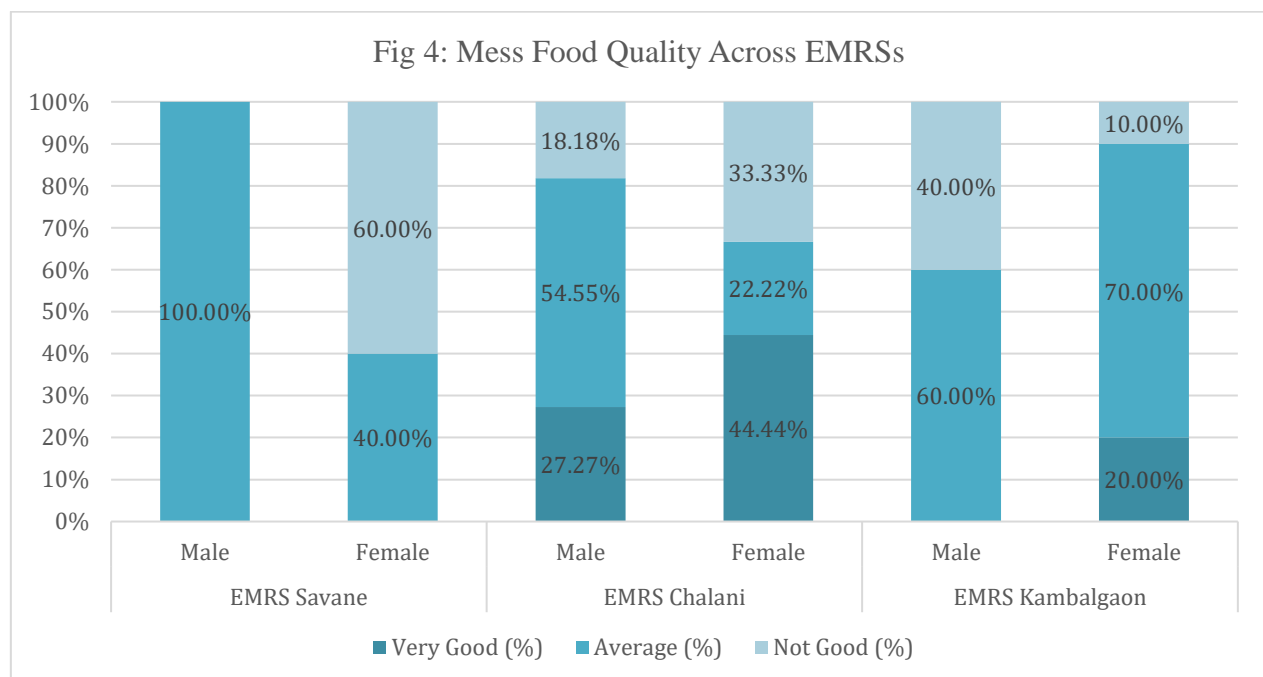


Fig 3: EMRS Kambalgaon Students' Responses on Their Health Condition Before and After Joining the School



The data (Fig.4) on students' perceptions of mess food across EMRS Savane, Chalani, and Kambalgaon reveals significant variations in satisfaction levels, with noticeable gender-based differences in some schools. At EMRS Savane, all boys (100%) rated the mess food as "Average," suggesting a neutral stance. However, among girls, a majority (60%) found the food "Not Good," while only 40% rated it as "Average." The absence of "Very Good" ratings from both genders indicates overall dissatisfaction with the mess food quality in this school, particularly among girls.

EMRS Chalani presents a more balanced perception of mess food quality. Among boys, 27.27% rated it as "Very Good," while the majority (54.55%) found it "Average," and 18.18% considered it "Not Good." girls showed a higher level of satisfaction, with 44.44% rating the food as "Very Good" compared to 33.33% who found it "Not Good." This indicates that girls in Chalani generally have a more positive view of the mess food compared to boys. In EMRS Kambalgaon, the majority of students across genders found the food "Average" (70% of girls and 60% of boys). However, a significant proportion of boys (40%) rated it as "Not Good," while only 10% of girls shared this negative view. Additionally, 20% of girls considered the food "Very Good," while no boys did. This suggests that girls in Kambalgaon have a more favourable opinion of the food compared to boys.

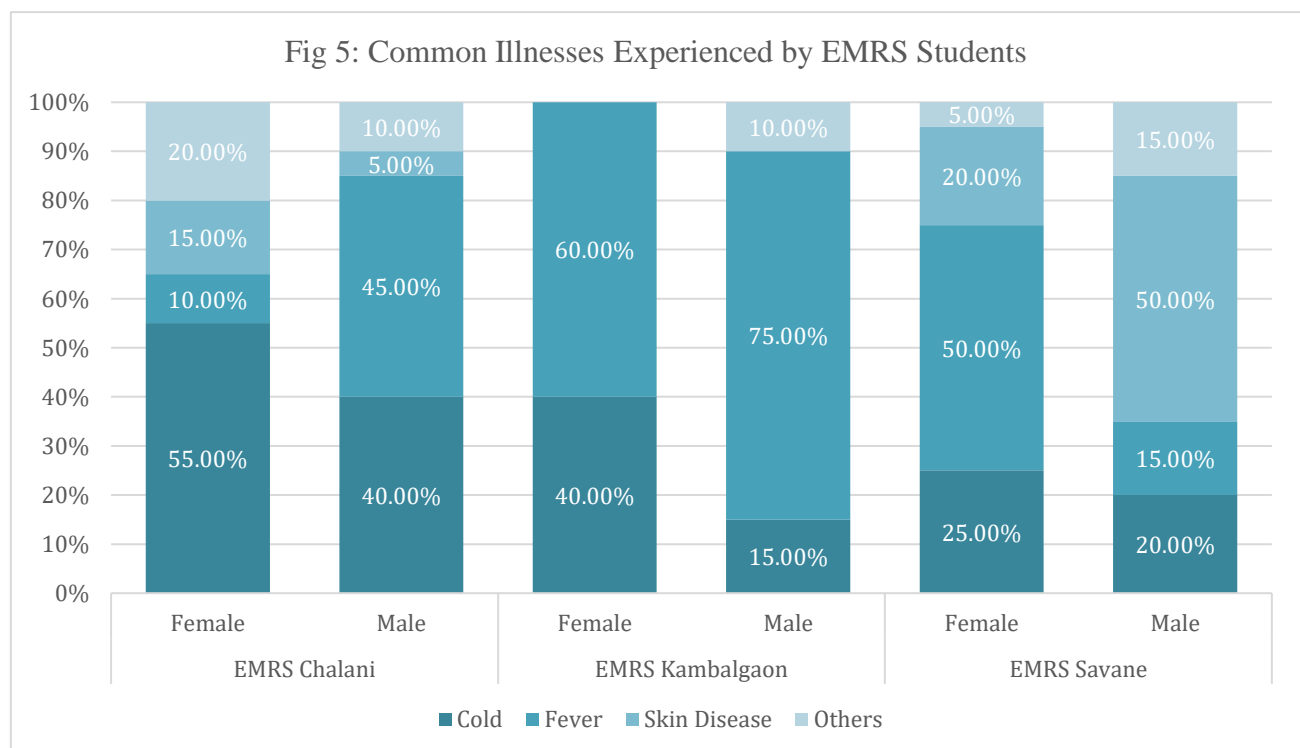


It is observed from the data that girls showed a higher level of dissatisfaction compared to boys. None of the students from EMRS Savane said that the food is good. Among the three schools, EMRS Chalani had the highest proportion of students who said that the food is good. At EMRS Kambalgaon, most students found the food "Average," but a higher percentage of boys (40%) rated it as "Not Good" compared to girls (10%). Some girls (20%) gave a "Very Good" rating, while no boys did. These insights suggest that mess food quality may need improvement in some schools, particularly in EMRS Savane and for boys in EMRS Kambalgaon.

#### 4.1 General Illness, Healthcare Perception, and Illness Frequency

The data from EMRS Chalani, EMRS Kambalgaon, and EMRS Savane provide a comprehensive picture of student health concerns, the frequency of illnesses, and the perceived quality of healthcare assistance in these schools. The findings reveal significant patterns regarding student health conditions, the recurrence of illnesses, and the effectiveness of healthcare services in addressing these concerns.

In Fig.5, the most commonly reported health issues across the three schools include common cold, fever, and skin diseases. Among them, cold is the most frequently reported illness, with high prevalence rates, particularly among girls at EMRS Chalani (55%) and EMRS Kambalgaon (40%). Fever is also a concern, with EMRS Kambalgaon showing the highest rates among boys (75%) and girls (60%), suggesting that seasonal changes and weakened immune system of students may be contributing to widespread illness. Skin diseases, though less frequent, still affect a notable proportion of students, especially in EMRS Savane, where 50% of boys report this issue. The presence of other health concerns, though less specified, also indicates that students face a variety of health-related challenges that may impact their well-being and academic performance.



The frequency of illnesses (Fig.6) varies across schools, but the data suggest that health issues are a recurring problem for many students. In EMRS Chalani, a significant number of students report experiencing illnesses "Sometimes" (40%) or "Frequently" (30%), indicating that health issues are a persistent challenge in this school. (Fig.6). EMRS Kambalgaon has a higher percentage of students reporting illnesses "Occasionally" (35%) or "Rarely" (35%), which suggests that health concerns are less severe but still present. EMRS Savane, on the other hand, shows a more balanced distribution, with 35% of students experiencing illnesses "Sometimes" and another 35% reporting them "Rarely." However, it is important to note that 15% of students in EMRS Savane report being sick "Always," which is a concerning statistic that requires further investigation into environmental or institutional factors contributing to persistent health issues.

The effectiveness of healthcare assistance (Fig.7) varies significantly across the three schools, with students having mixed experiences regarding the support they receive. In EMRS Savane, 70% of girls and 50% of boys rate healthcare assistance as "Average," while a notable 30% of girls and 40% of boys find it "Not Helpful." This indicates that while some students receive adequate support, many feel that the healthcare services in their school are insufficient.

EMRS Chalani presents an interesting contrast, where 90.91% of boys rate the assistance as "Average," while only 44.44% of girls feel the same. Meanwhile, 33.33% of girls find it "Not Helpful," suggesting that healthcare services may not be equally accessible or effective for all students. A small proportion of students rate the assistance as "Very Good" (22.22% girls, 9.09% boys), implying that while some students benefit from quality care, the majority feel that there is room for improvement.

EMRS Kambalgaon appears to have a relatively better healthcare service perception compared to the other two schools. 40% of girls and 20% of boys rate the assistance as "Very Good," while 50% of girls and 60% of boys consider it "Average." However, 10% of girls and 20% of boys find the assistance "Not Helpful," showing that although the school provides relatively better healthcare, gaps in service still exist.

Fig 6: Frequency of Illness Experienced by EMRS Students

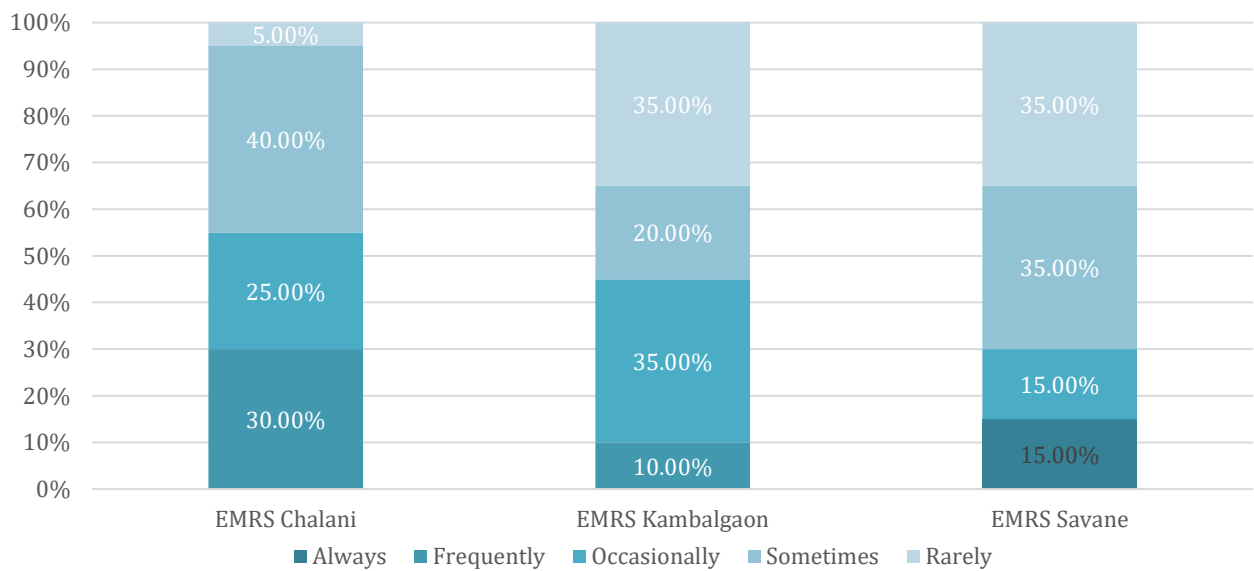
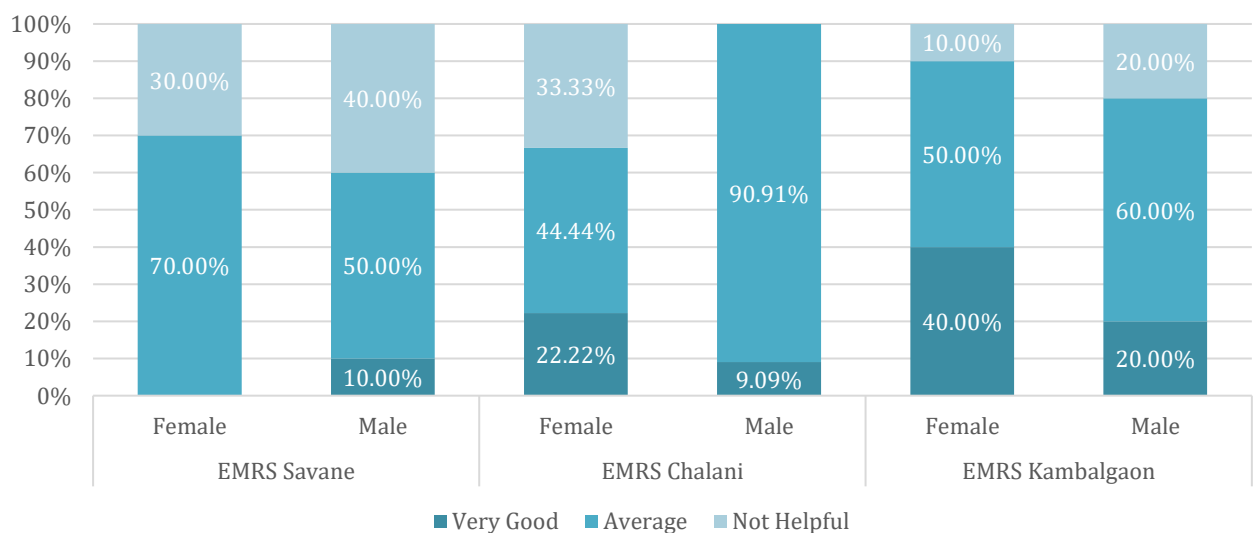


Fig 7: Students Rating of Healthcare Facilities at EMRSs

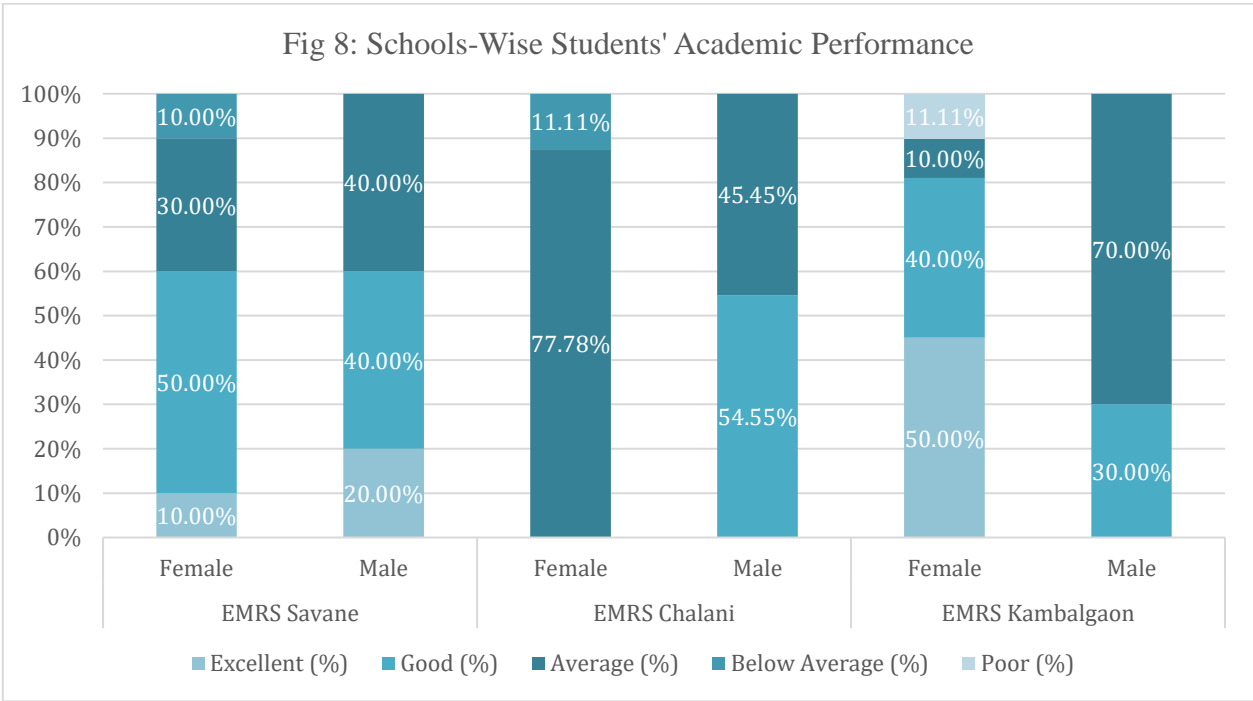


## 5. Students' Academic Performance Across EMRS Schools

In EMRS Savane, (Fig.8) most girls' academic performance is "Good" (50%), followed by "Average" (30%), while for a smaller percentage it is "Excellent" (10%) or below "Average" (10%). Among boys, the majority academic performance is "Good" (40%) and "Average" (40%), with 20% as "Excellent". The presence of "Below-Average" performance among girls but not boys suggests that girls in this school might have lower academic performance.



A significant majority of girls’ academic performance is “Average” (77.78%), with a smaller proportion as “Below Average” (11.11%) at EMRS Chalani. Notably, no girls are “Excellent” or “Good”. Among boys, 45.45% reported academic performance as “Average”, while a higher percentage (54.55%) reported it as good. The absence of "Excellent" academic performance from both genders in this school suggests a general trend of moderate to lower academic achievement among students.



EMRS Kambalgaon exhibits distinct trends in academic performance, especially among girls (50%) reported "Excellent" academic performance, Half of the girls (50%) is “Excellent”, with another 40% reporting "Good." Only 10% of students reported “Average”, and a small proportion (11.11%) reported “Poor” academic performance. Among boys, the performance of a striking 70% of students reported "Average," while only 30% reported "Good," with no boys reporting "Excellent." These findings indicate a higher academic excellence among girls in Kambalgaon compared to the other two schools, while boys predominantly reported “Average” performance.

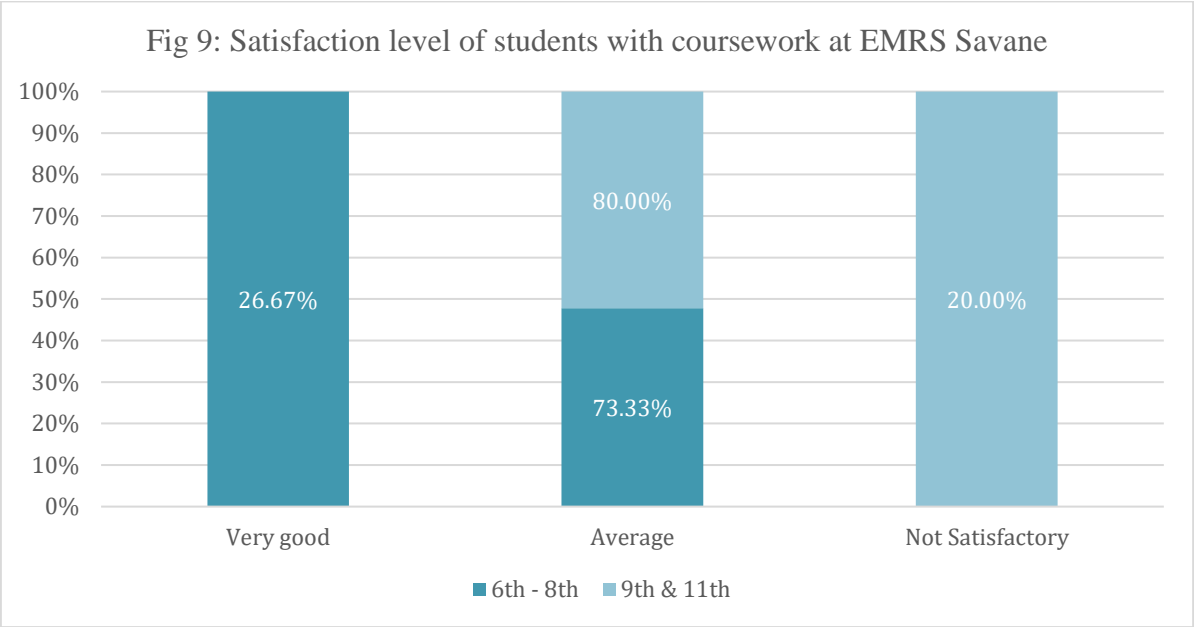
In EMRS Savane, boys showed higher excellence (20%) compared to girls (10%). In EMRS Chalani, a larger proportion of boys showed "Good" (54.55%) academic performance, while girls were mostly identified as “Average” students (77.78%). EMRS Kambalgaon saw the highest proportion of excellence among girls (50%), while boys showed “Average” academic performance (70%).

EMRS Kambalgaon had the highest percentage of students reporting "Excellent" performance, particularly among girls. EMRS Chalani had no students reporting "Excellent", indicating lower academic performance. EMRS Savane showed a relatively balanced distribution across all categories, with both boys and girls showing "Good" performance. In both EMRS Savane and Chalani, girls reported "Below-Average" performance (10% and 11.11%, respectively), while no boys did so. EMRS Kambalgaon was the only school where a small percentage of girls (11.11%) is "Poor" in studies. The analysis indicates that academic performance varies significantly by gender and school. EMRS Kambalgaon stands out with stronger academic confidence among girls, whereas EMRS Chalani appears to have the lowest performance. EMRS Savane presents a balanced perspective, with both boys and girls reporting "Good" academic performance as their most frequent response.

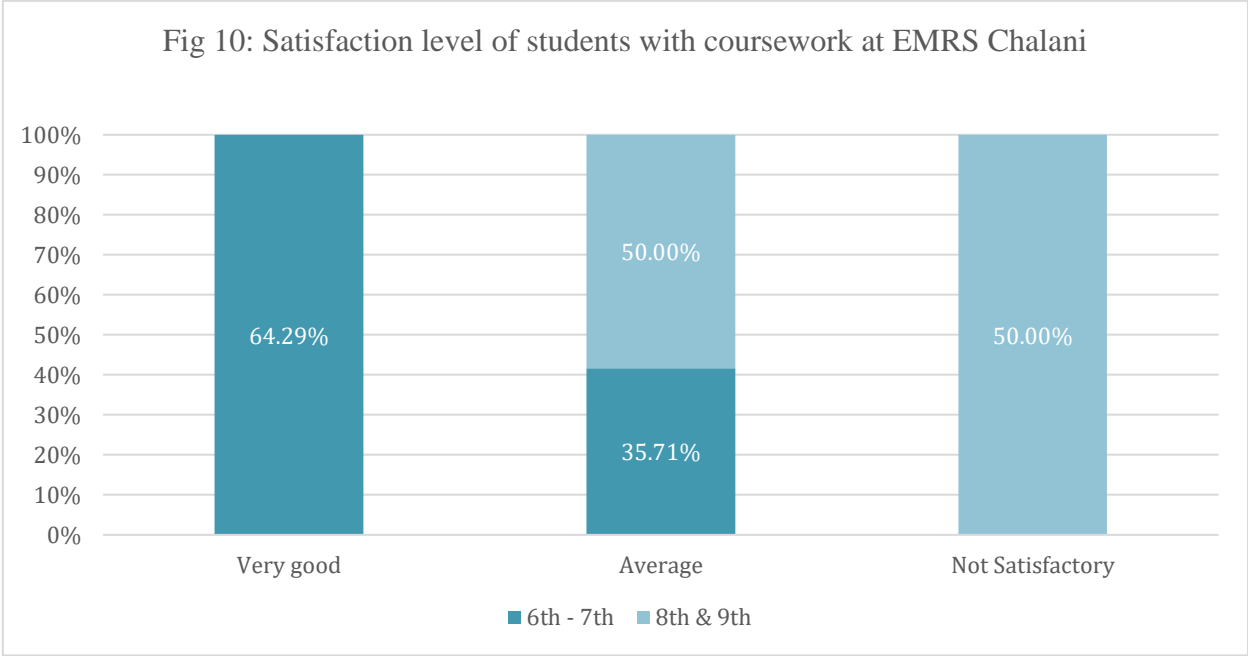
### 5.1. Coursework and Students' Experiences

The students' satisfaction levels with coursework across EMRS Savane, EMRS Chalani, and EMRS Kambalgaon reveals distinct trends in how students perceive their academic workload. Overall, most students rated the coursework as "Average," with satisfaction levels decreasing as they progressed to higher grades. Fewer students found the coursework to be "Very Good," while dissatisfaction was more noticeable in middle grades, particularly in some schools.

In EMRS Savane, (Fig.9) students in grades 6th-8th predominantly rated their coursework as "Average" (73.33%), while only 26.67% found it to be "Very Good." In grades 9th & 11th, 80% of students maintained an "Average" rating, and 20% expressed dissatisfaction. The declining satisfaction in higher grades suggests that coursework becomes more challenging, requiring additional support or engagement strategies.

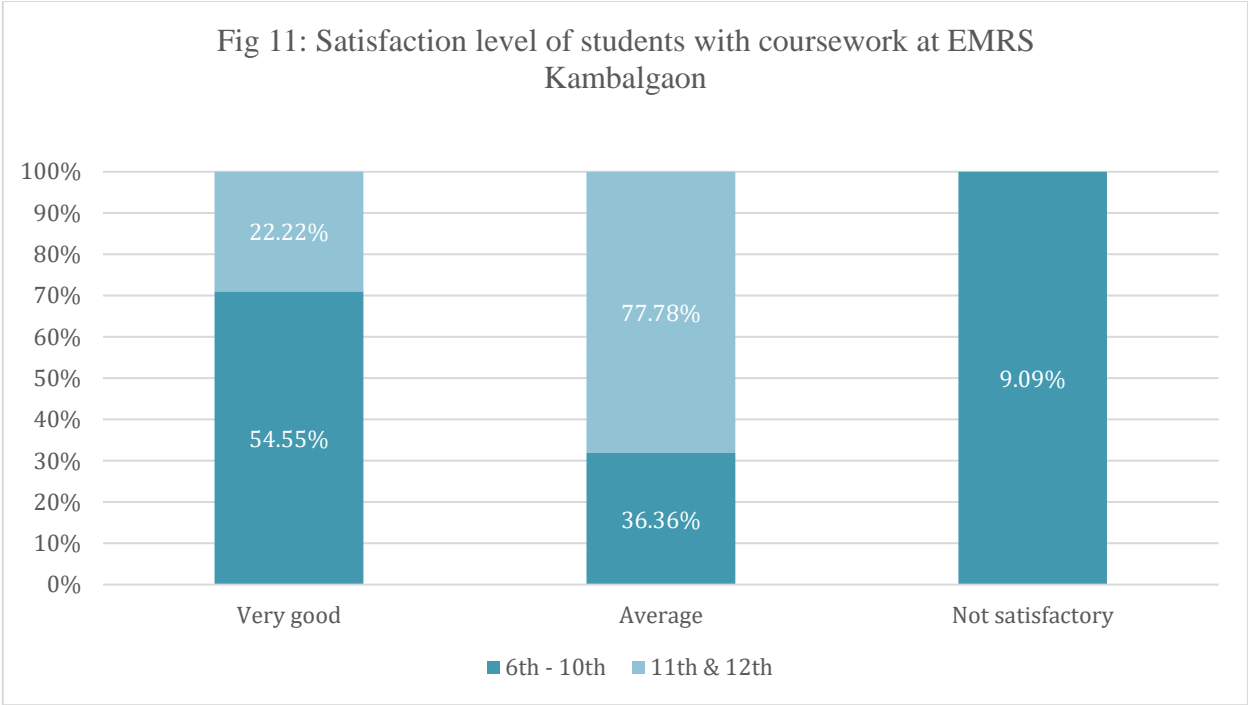


EMRS Chalani (Fig. 10) exhibited significant variations across grades. In grades 6th-7th, 64.29% of students rated the coursework as "Very Good," indicating strong satisfaction in the early years. However, in grades 8th-9th, 50% of students found the coursework "Not Satisfactory," highlighting a sharp decline in engagement. This school displayed the highest dissatisfaction rate among middle-grade students, signalling the need for improved teaching strategies or additional academic support.



EMRS Kambalgaon (Fig. 11) showed a more balanced trend. Among students from grades 6th-10th, 54.55% rated the coursework as "Very Good," 36.36% as "Average," and only 9.09% as "Not Satisfactory." However, satisfaction significantly declined in grades 11th-12th, where only 22.22%

rated the coursework as "Very Good," while 77.78% found it "Average." Although dissatisfaction did not increase significantly, the lack of high satisfaction suggests that coursework could be more engaging.



A few common trends emerged across all schools. Younger students generally reported higher satisfaction, indicating that coursework at the junior level may be more engaging or well-structured. However, as students progressed to higher grades (9th-12th), the majority rated coursework as "Average," implying that while it was manageable, it lacked engagement. In EMRS Chalani, middle-grade students (8th-9th) reported the highest dissatisfaction, while EMRS Kambalgaon maintained the best balance, with lower dissatisfaction rates despite declining satisfaction.

To improve coursework satisfaction, schools with high dissatisfaction rates, such as EMRS Chalani, should reassess teaching methods, provide additional learning support, and introduce interactive learning techniques. For higher-grade students in all schools, strategies like project-based learning, mentorship programmes, and feedback-driven curriculum adjustments could help maintain engagement. Meanwhile, younger grades should continue receiving the same level of academic support to sustain their positive learning experiences.

Students in lower grades tend to have higher satisfaction with coursework, while those in higher grades find it increasingly less engaging. EMRS Chalani has the most noticeable dissatisfaction trend among middle-grade students, whereas EMRS Kambalgaon has a relatively balanced satisfaction level.

Addressing these issues through innovative teaching approaches and targeted academic support will be crucial in improving students' learning experiences.

The percentage of ST students rating the coursework as “Not Satisfactory” remains consistent at 9.09% across all grade levels. These trends imply that causes of dissatisfaction may not necessarily be limited to a particular grade but may be systemic. Still, more than 70% of ST students in total are ready to classify the coursework as “Average” and “Unsatisfactory”. This means that there is still more that can be done to address the needs of these students. The somewhat fewer “Very Good” and more “Average” ratings of 11<sup>th</sup> and 12<sup>th</sup> grades may be the result of difficulties which ST students experience while changing to more complicated lessons. It may also be a sign of the need to provide more assistance and/or learning materials for ST students in these higher grade levels.

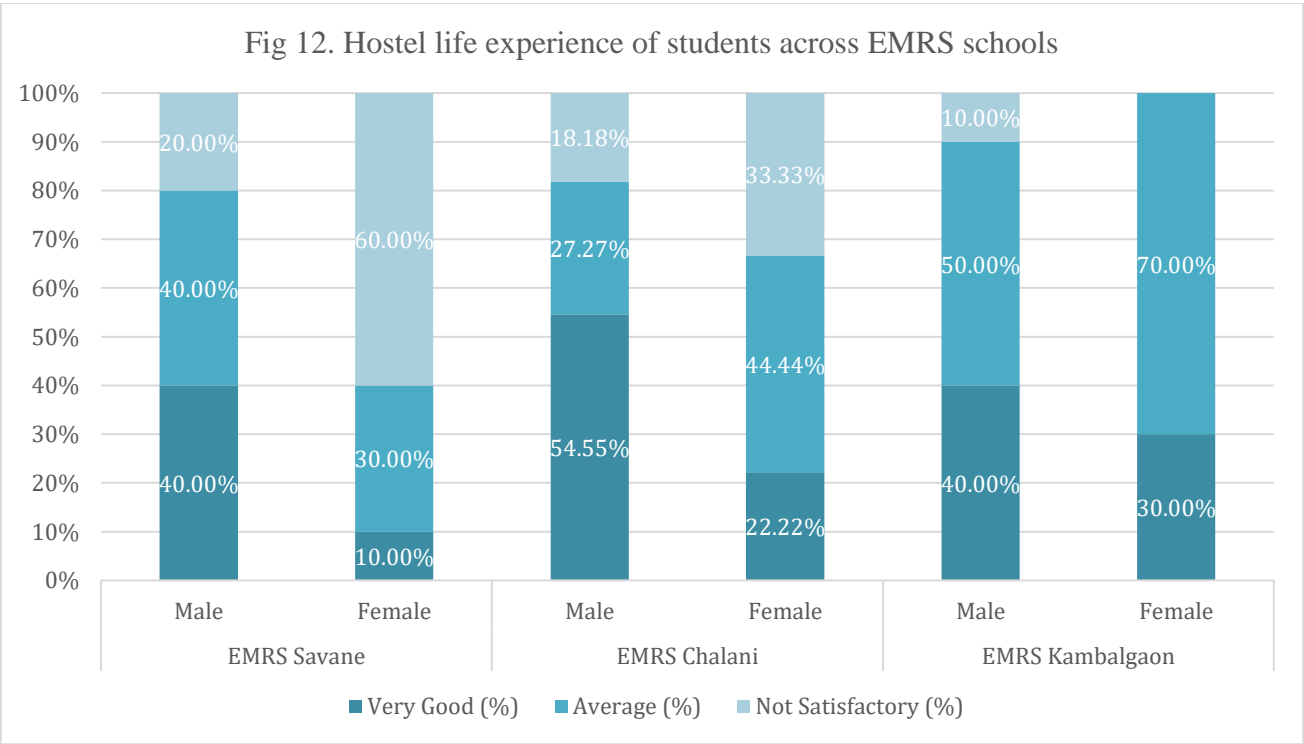
The distribution of the ratings indicates that the curriculum is quite balanced and meets the different needs of ST students with different abilities and preferences. Nevertheless, the school may be interested in exploring how best to achieve higher involvement and satisfaction, particularly in the upper grades. The changes in the ST students' satisfaction level, as demonstrated by the differences between different grade groups, are not very significant, indicating that the quality of education does not differ greatly across the schools.

The high satisfaction rates across all grades suggest that ST students are generally adapting well to increasing academic challenges as they progress through school. It would be beneficial to understand the specific factors contributing to the 9.09% dissatisfaction rate across all grades. Exploring the reasons behind the slight decrease in “Very Good” ratings in higher grades could help refine the curriculum. To fully contextualise these results, it would be helpful to compare them with national averages or data from similar schools. If the results are above “Average”, the consistently high satisfaction rates could be a model for other schools.

## **6. Hostel Life Experiences at the Three EMRS Schools**

The data (Fig.12) on hostel life experience across EMRS Savane, Chalani, and Kambalgaon reveals school-wise and gender-based differences in satisfaction levels. While some students rate their experience positively, others find it unsatisfactory, highlighting potential areas for improvement in hostel facilities and living conditions.

In EMRS Savane, 40% of boys rated their hostel life as "Very Good," while another 40% found it "Average." However, 20% found it "Not Satisfactory." Among girls, the experience is notably less positive, with 60% rating their hostel life as "Not Satisfactory," 30% as "average," and only 10% considering it "Very Good." This suggests that girls in Savane face more challenges in hostel life compared to their male counterparts, possibly due to differences in facilities, safety, or comfort levels. EMRS Chalani presents a more balanced perspective, with 54.55% of boys rating their hostel life as "Very Good," making it the most positive among the three schools. Another 27.27% rated it as "Average," while only 18.18% found it unsatisfactory. Girls, on the other hand, had a lower level of satisfaction, with only 22.22% rating it as "Very Good," while 44.44% found it "Average" and 33.33% rated it "Not Satisfactory." The higher percentage of dissatisfaction among girls suggests possible hostel-related challenges similar to those seen in Savane. At EMRS Kambalgaon, 40% of boys rated their hostel life as "Very Good," 50% as "Average," and 10% as "Not Satisfactory." Among girls, a majority (70%) found their experience "Average," while 30% rated it as "Very Good." Interestingly, no girls reported their experience as "Not Satisfactory," making EMRS Kambalgaon the only school where girls had no negative ratings. This suggests that girls in EMRS Kambalgaon may have a more comfortable or manageable hostel environment compared to those in Savane and Chalani.

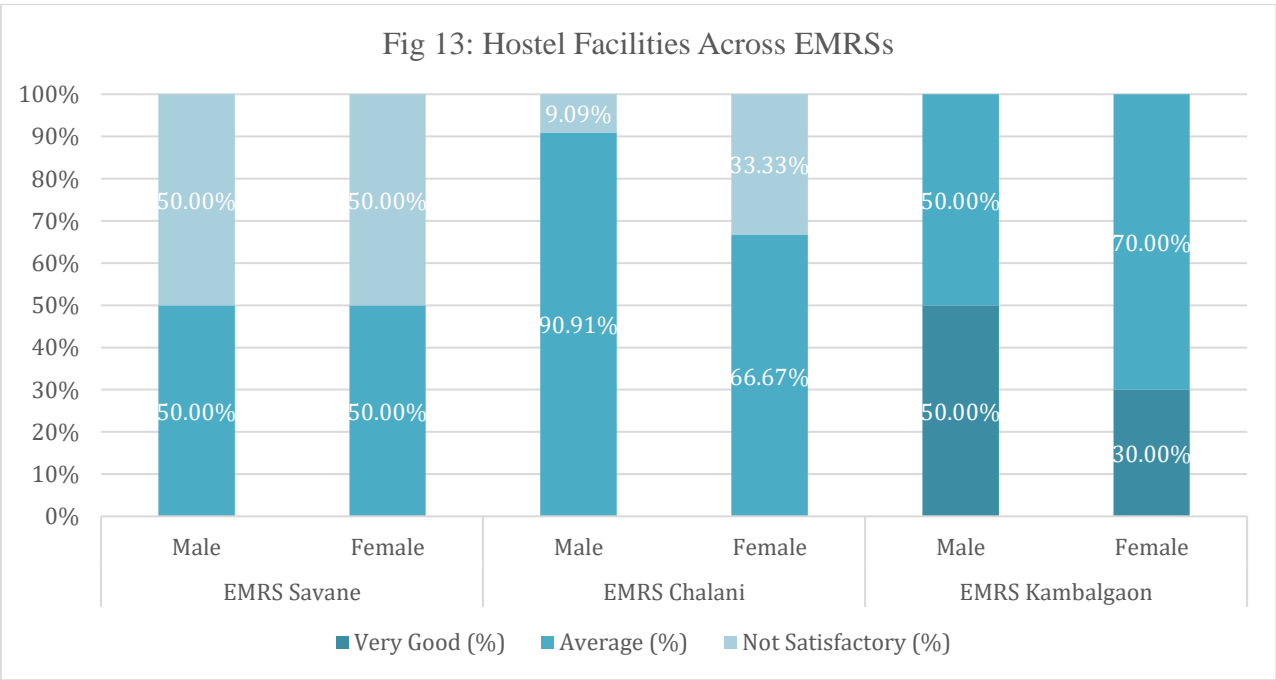


Across all schools, girls report higher dissatisfaction with hostel life than boys. In EMRS Savane, 60% of girls found hostel life "Not Satisfactory," compared to only 20% of boys. EMRS Kambalgaon is the

only school where no girls rated their hostel life as "Not Satisfactory," suggesting relatively better hostel conditions for girls there. EMRS Chalani had the highest percentage of students (boys – 54.55%) rating their hostel life as "Very Good." EMRS Savane showed the highest dissatisfaction among girls (60%). EMRS Kambalgaon had the most balanced ratings, with the majority of students considering their experience "Average." Boys in EMRS Chalani reported the best hostel life experience. Girls in EMRS Savane faced the most dissatisfaction. EMRS Kambalgaon had the highest percentage of "Average" ratings among both genders, suggesting that students neither found it particularly good nor bad.

6.1 Hostel Infrastructure and Facilities

In Fig.13, it is observed that EMRS Kambalgaon has the highest overall satisfaction level as more than 70% of the ST students have given “Very Good” response to hostel facilities. Among the other two schools, EMRS Savane has a more significant strength, with more percentage of ST students reporting the facility as “Not Satisfactory” (50%). EMRSs Savane and Chalani have shown that girls are somewhat more dissatisfied with hostel facilities than their male counterparts. The satisfaction score indicates that girls reported a higher level of satisfaction in the “Very Good” category than boys. The study reveals that EMRS Savane, established in 2019, got the school building sanction on October 2023, and is still under construction, causing students to sleep on classroom floors; whereas, EMRS Chalani, established in February 2022, boasts a 90% completion rate of its facilities, with an expected operational date by Diwali 2024.



In the survey conducted among the ST students in each of the three schools, problems in security management have been identified. This is due to high turnover rates resulting from contracts ending for wardens and security personnel, thus limiting ST students' ability to convey their requirements. Sometimes, they even run without a warden for weeks or even months, and it becomes very hard, especially for young ST students.

Also, flooding was identified during the monsoon period, during which the boys' dining hall in EMRS Kambalgaon was reported to be flooded. The existing safety measures in these schools are inadequate or ineffective in ensuring student protection. The differences in satisfaction levels across the schools could also be attributed to factors such as:

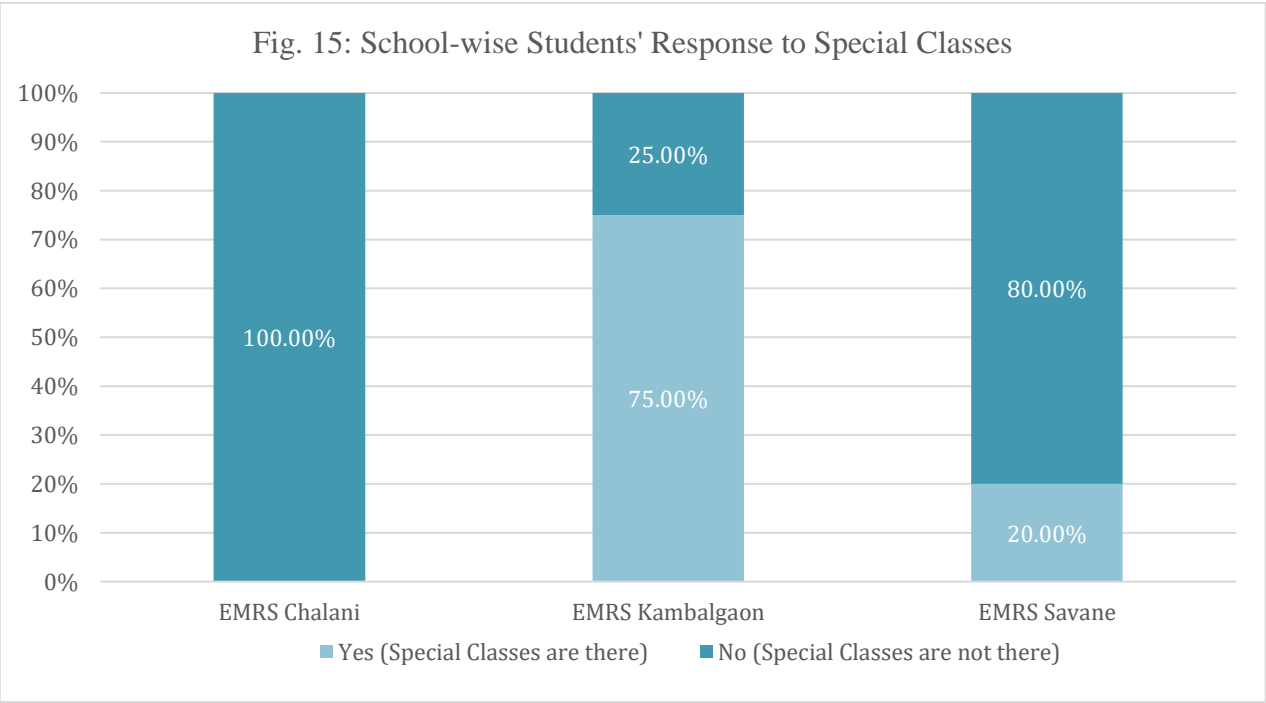
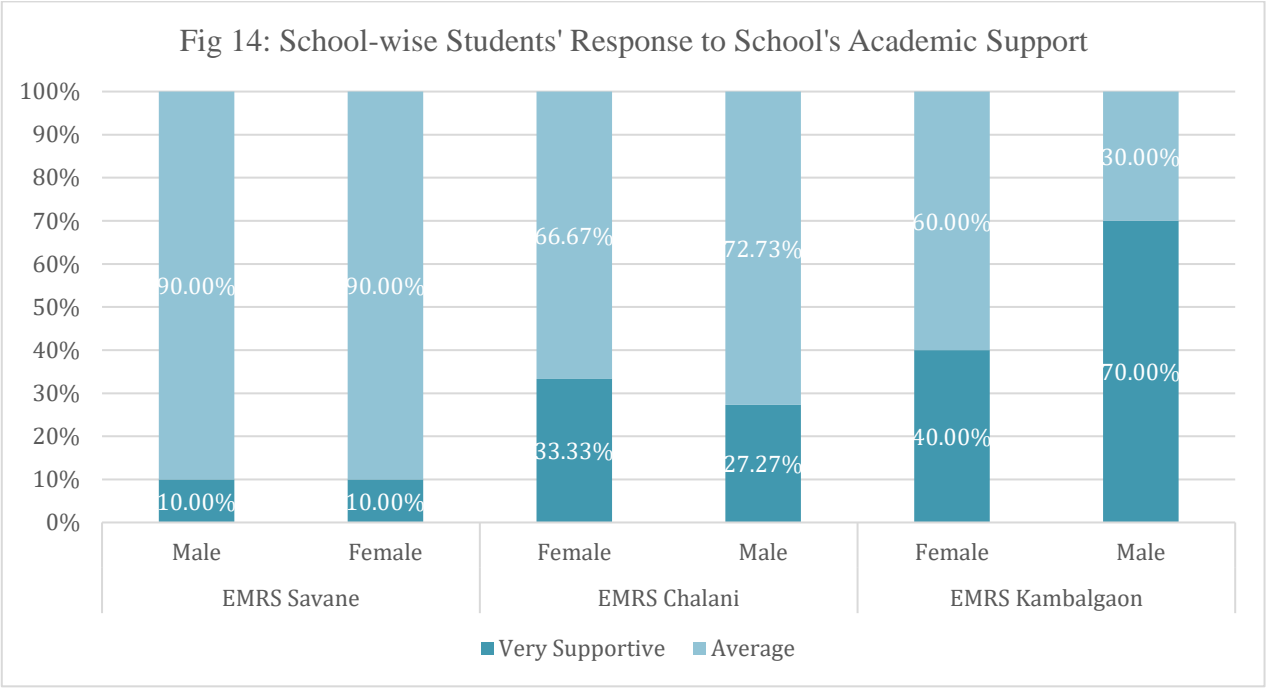
1. Quality and maintenance of facilities (e.g., rooms, bathrooms, common areas)
2. Cleanliness and hygiene
3. Responsiveness to ST students' feedback and requests.

The satisfaction levels with hostel facilities generally align with the overall satisfaction with hostel life experiences, as reported in the previous data set. EMRS Kambalgaon's higher satisfaction with facilities corresponds to its higher overall hostel life satisfaction. The lower satisfaction with facilities in EMRSs Savane and Chalani is also reflected in their lower overall hostel life satisfaction. Improving the quality of hostel facilities should be considered part of a broader effort to enhance overall student experience and well-being. Addressing infrastructure and amenities can have a positive impact on factors like academic performance, health, and social development.

## **7. Availability of Remedial Classes, Teacher's Effectiveness, and Learning Challenges**

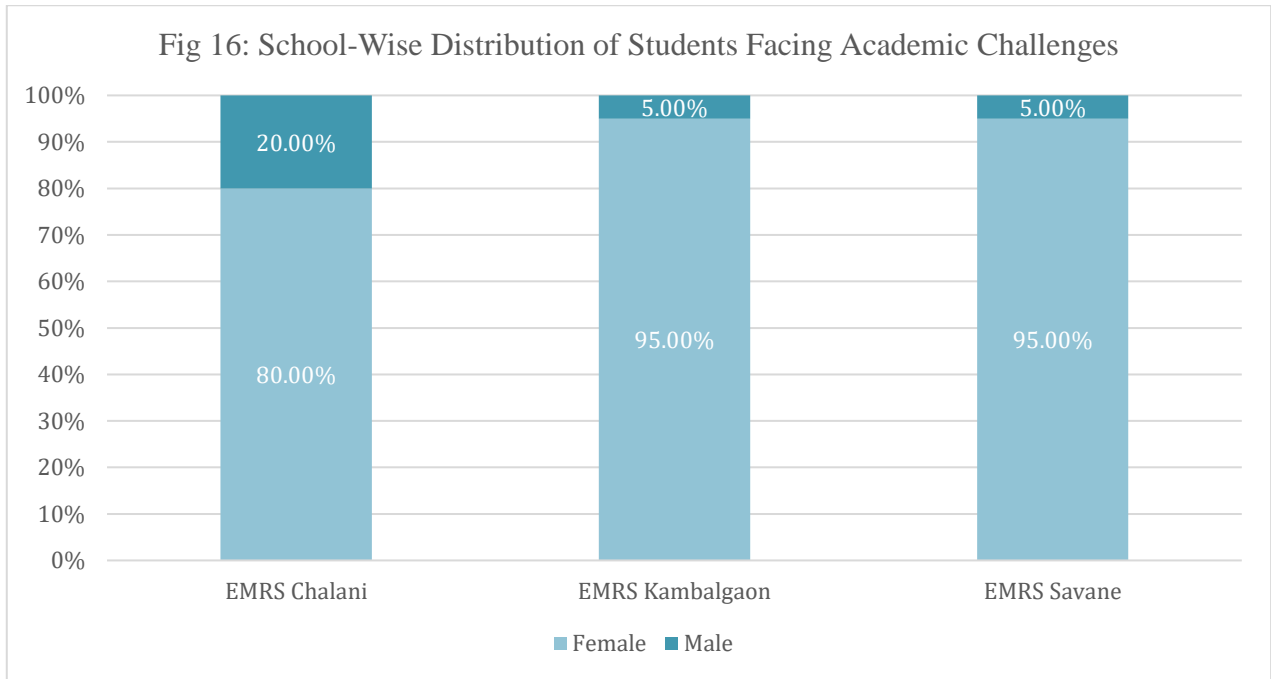
In Fig.14, the data suggests that while teachers play a supportive role in students' academic performance, most students across the three schools rate their role as "Average" rather than "Very Supportive." In EMRS Savane, a striking 90% of students rated teachers' support as "Average", with only 10% finding them very supportive. EMRS Chalani follows a similar pattern, where 66.67% of girls and 72.73% of boys consider teachers' support "Average", though a small fraction (33.33% girls and 27.27% boys) found it very supportive. Interestingly, EMRS Kambalgaon presents a different picture, with 40% of girls and 70% of boys finding teachers "Very Supportive". This suggests that in certain schools, teachers are perceived as more engaged and involved in student academic success than in others.





In Fig.15, the availability of special classes for students struggling academically shows a mixed response across schools. EMRS Chalani stands out as the only school where no students reported having special classes (100% responded "No"). This could indicate a lack of structured remedial support in the school. Conversely, in EMRS Kambalgaon, 75% of students reported having special classes, while 25% said they did not, indicating that additional academic support is available but not universally

implemented. EMRS Savane, on the other hand, shows that only 20% of students had access to special classes, while 80% did not, suggesting that the majority of students struggling academically may not be receiving structured academic interventions.



In Fig.16, a strong gender-based trend emerges in the distribution of students facing academic challenges. Across all three schools, a disproportionately high percentage of girls reported academic struggles compared to boys. In EMRS Chalani, 80% of struggling students were girls, while in EMRS Kambalgaon and EMRS Savane, this figure was even higher at 95% girls and only 5% boys. This highlights a critical gap in academic support, as girls appear to require more assistance but may not be receiving sufficient intervention.

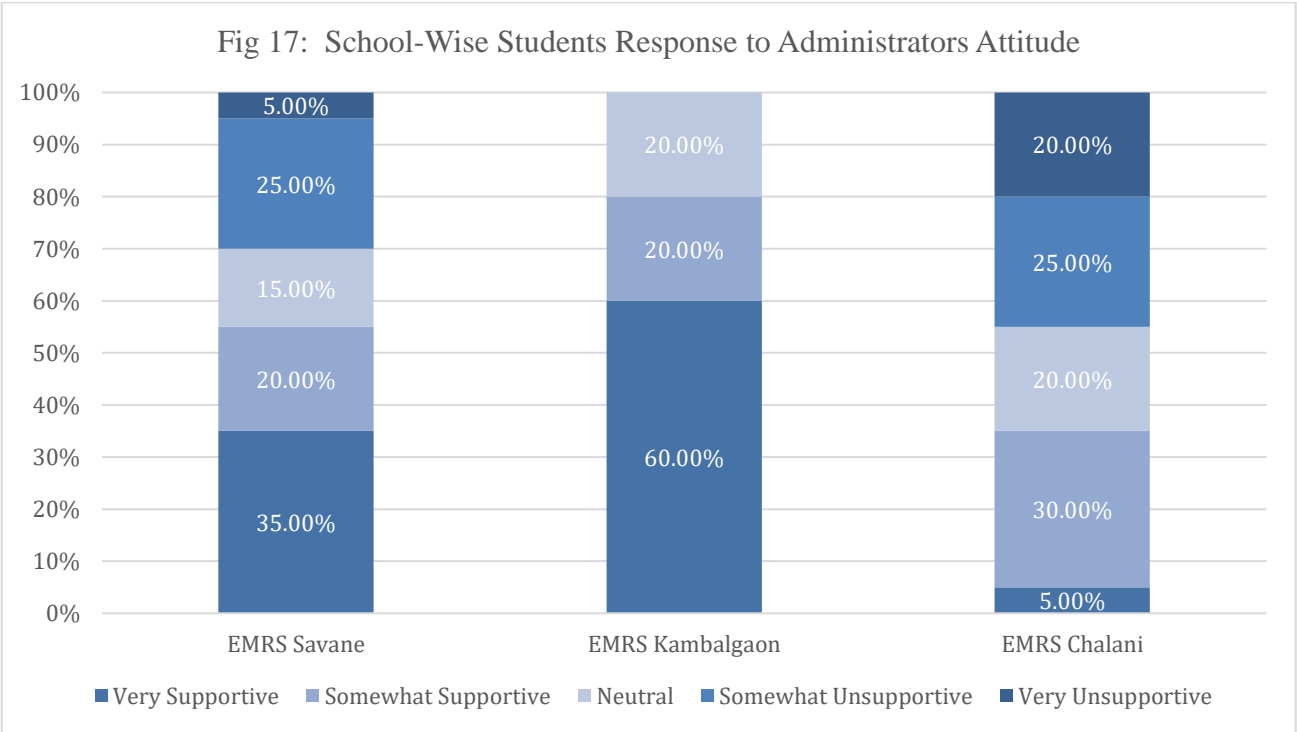
Schools where teachers' support was rated as "Very Supportive" (such as EMRS Kambalgaon) also had a more balanced distribution of students struggling academically. However, in EMRS Chalani and EMRS Savane, where teacher support was mostly rated as "Average," girls reported facing academic difficulties at a significantly higher rate. This suggests that strong teacher engagement can positively impact students' academic performance and reduce gender disparities in academic struggles.

Schools with a higher number of struggling students (especially girls) also reported lower availability of special classes. EMRS Chalani had no special classes despite 80% of academically struggling students being girls. Similarly, EMRS Savane had only 20% of students accessing special classes, even

though 95% of struggling students were girls. In contrast, EMRS Kambalgaon, where 75% of students had access to special classes, reported better academic support and a slightly better teacher-student engagement. Across all three schools, girls consistently reported higher academic challenges than boys. However, academic support systems such as special classes were either absent or insufficient, particularly in schools where the majority of struggling students were girls. This raises concerns about whether girls have equal access to academic resources and if additional interventions are needed to support their learning needs.

### 8. Support of School Administration on Students’ Issues

From the below data (Fig. 17), it is clear that, percentage-wise, EMRS Kambalgaon has the most number of ST students agreeing that school administrators are “Very Supportive”. EMRS Chalani has been found to have a balanced percentage of ST students in the “Somewhat Supportive” and “Neutral” categories. According to the overall survey, EMRS Chalan has the highest percentage of students perceiving their administrators as “Very Unsupportive” compared to the other two schools. EMRS Kambalgaon claims maximum neutrality, which could imply a condition where there are no strongly positive or negative views about the administrative support in this school. With the highest percentage of ST students reporting administrators as “Very Unsupportive”, it is clear that the EMRS schools are facing a more acute problem regarding the responsiveness of administrators compared to other schools.



It is evident from the students' perspective that out of all the schools, EMRS Kambalgaon has the most supportive school administration. This could be driven by proper communication or probably better student and administrator relations. In the case of EMRS Chalani, there is a possibility that the organisation may be required to do more in order to get support for their cause. EMRS Savane needs to gain more knowledge in administration as the higher number of complaints indicates poor relationship between students and the school authorities. This could impact the overall school intervention atmosphere as well as student satisfaction.

## 9. Students on Subject Difficulty at EMRS Schools

The analysis of student responses across the three Eklavya Model Residential Schools (EMRSs) in Palghar district reveals that Mathematics and Science are consistently perceived as the most difficult subjects among students. Across all schools, Mathematics poses the greatest challenge, with students in EMRS Kambalgaon (44%) and EMRS Savane (40%) struggling the most. This trend suggests that mathematical concepts and problem-solving approaches may require additional support mechanisms such as remedial classes, conceptual learning aids, and targeted interventions to enhance comprehension. Science also emerges as a major challenge, particularly at EMRS Savane (30%) and EMRS Kambalgaon (25%), indicating difficulties in grasping scientific theories and practical applications.

Social Science and English also present moderate levels of difficulty, with Social Science being notably challenging for students at EMRS Savane (18%) and EMRS Kambalgaon (12%). This may be attributed to the extensive theoretical content and historical/geopolitical concepts that require strong analytical and memorisation skills. English, though a relatively smaller challenge compared to Mathematics and Science, still registers as difficult for students at all three schools. This indicates potential gaps in language proficiency, comprehension, and expression, which could hinder students' performance across subjects that require strong reading and writing skills.

**Table 2: School-Wise Analysis of Subject Difficulty at EMRSs**

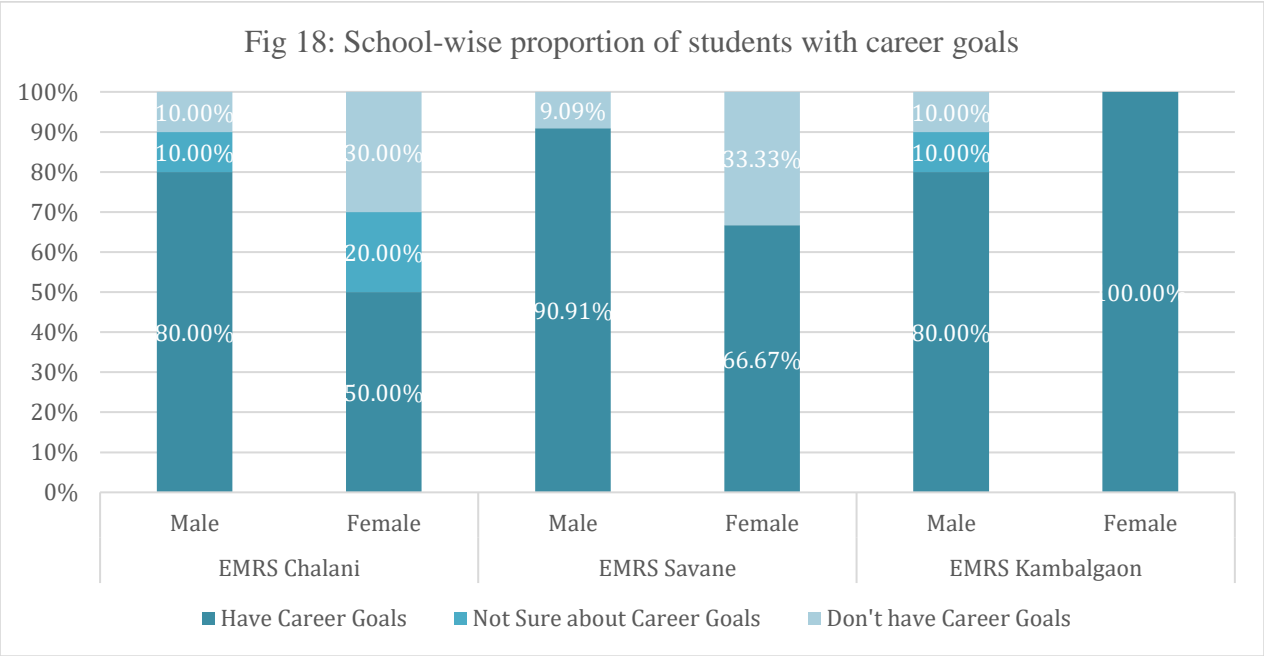
School Name	Most Difficult Subject	% of Students Reporting Difficulty
<b>EMRS Chalani</b>	Maths	37.00%
	Science	32.00%
	Social Science	10.00%
	English	8.00%
	Other Subjects (e.g., Hindi, etc.)	13.00%
<b>EMRS Kambalgaon</b>	Maths	44.00%
	Science	25.00%
	Social Science	12.00%
	English	10.00%
	Other Subjects (e.g., Hindi, etc.)	9.00%
<b>EMRS Savane</b>	Maths	40.00%
	Science	30.00%
	Social Science	18.00%
	English	7.00%
	Other Subjects (e.g., Hindi, etc.)	5.00%

Although regional languages like Hindi and Marathi are expected to be easier for students, a small percentage of students still find them difficult. This can be attributed to:

- **Linguistic differences:** Many ST students come from tribal communities where indigenous languages (such as Warli, Katkari, or Bhili) are spoken at home. Hindi or Marathi may not be their first language, making it difficult to develop fluency.
- **Limited exposure to written language:** If students primarily speak their native tongue and have minimal exposure to formal Hindi/Marathi reading and writing at home, they may struggle with grammar, vocabulary, and composition.
- **Code-switching challenges:** Moving between multiple languages (tribal dialect, regional language, and English) can create confusion and slow down language acquisition.

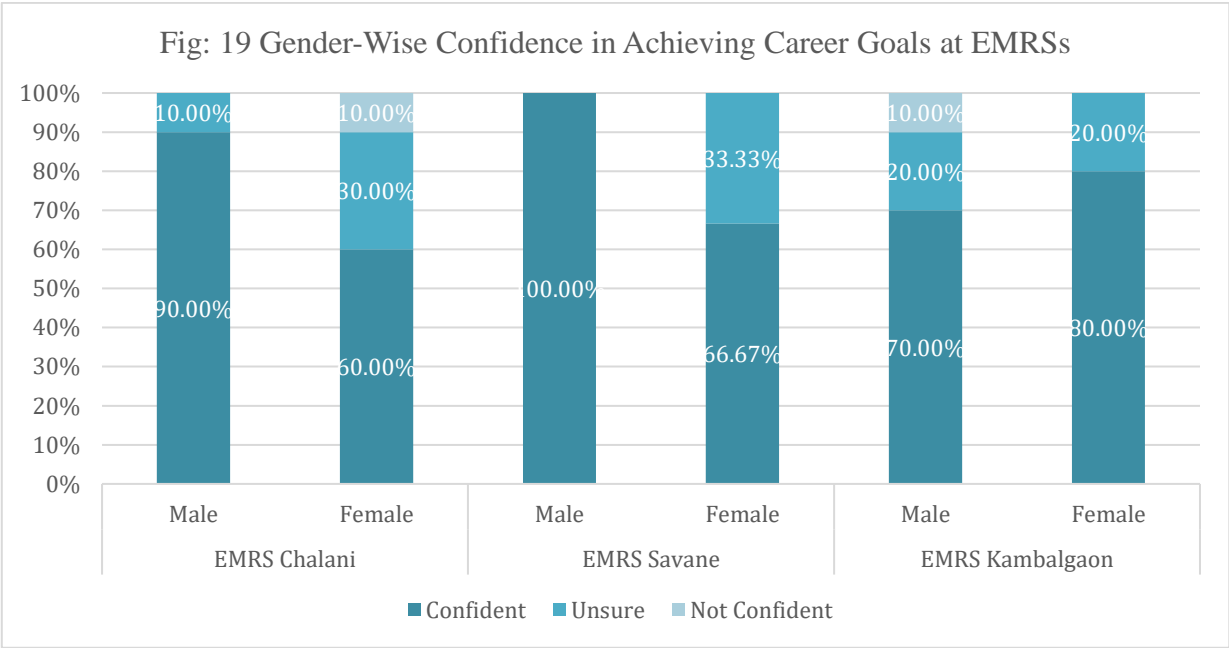
### 10. Career Aspirations and Confidence Levels of Students

In Fig. 18, boys generally report having career goals at higher rates than girls, with the difference being even more pronounced in EMRS Chalani, where 80% of the boys reported having career goals. In comparison, only 50% of the female ST students reported the same. This could indicate a lack of encouragement or the failure to set career goals for ST girls among the ST students, particularly at the Chalani and Savane institutions. In that case, it is essential to note that EMRS Kambalgaon is the only school where the percentage of female ST students is higher than that of the boys in terms of having a career goal, at 100% and 80%, respectively. This suggests a positive outlook for women, or that the girl ST students at the school are empowered to have an aim or goal of having a career or job. EMRS Savane reveals that both girls and boys have varying degrees of uncertainty, with the highest degree of uncertainty among the girls category. This could imply that there is a need to offer more career guidance to ST students in Savane, especially girls, so that they have a better understanding of their future plans.



On a comparative basis of the three schools (Fig. 19), for boy ST students, there is higher confidence to achieve the set career goals relative to their girls counterparts. The variation is highest in EMRS Chalani, with 90% boys and 60% girls reporting confidence in achieving their set goals. This implies that girl ST students, especially those in Chalani, might be exposed to more barriers or have more barriers when envisioning or having a positive attitude towards their future achievements. Here too, EMRS Kambalgaon tops with a slight edge for girls, 80% of whom reported confidence in achieving

their goals compared to 70% of boys. This supports the previous finding that girl ST students in EMRS Kambalgaon have clearer career aspirations, which may be an indication that this school is more gender friendly towards girls. In EMRSs Chalani and Savane, the lower percentage of girl ST students reporting career goals suggests that girls may not receive the same level of encouragement or career guidance as boys. Societal expectations, cultural norms, and traditional gender roles could be limiting their ability to envision long-term career aspirations.



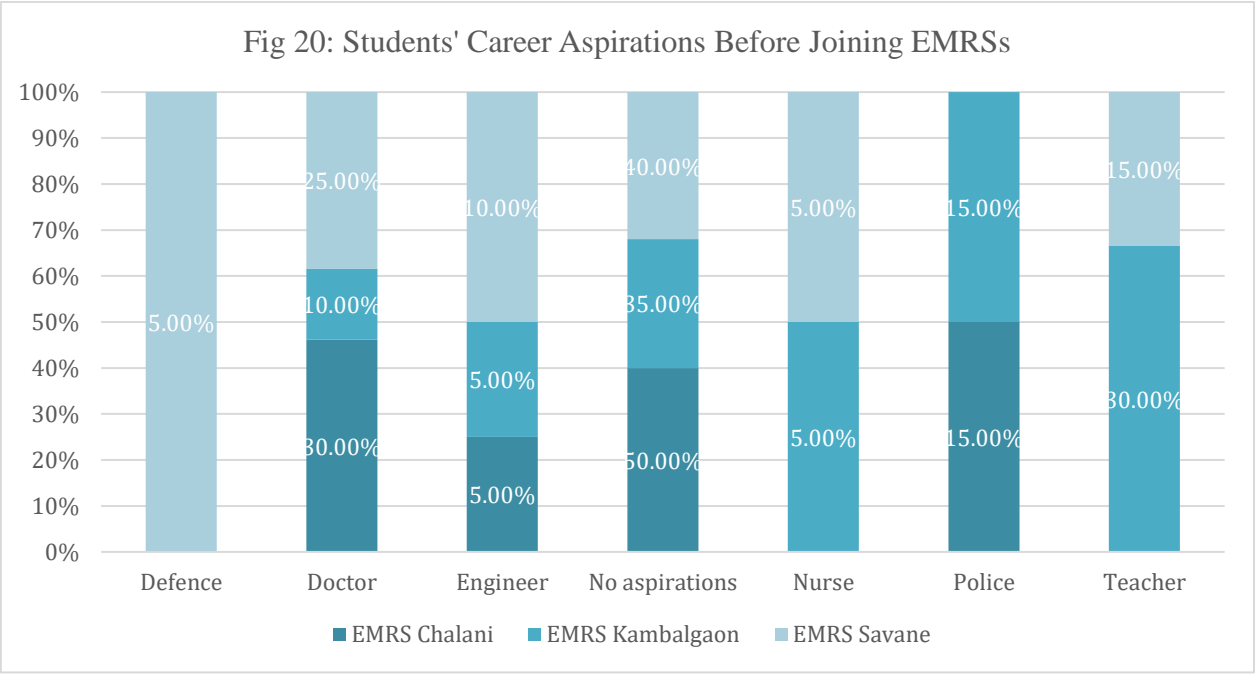
Among the three EMRSs, EMRS Savane reported the highest uncertainty among girls (33.33%) with regard to confidence in achieving their career goals. This could be because girl ST students in Savane experience specific social, academic, or structural barriers that limit their confidence in achieving their career dreams. The level of career aspirations and self-confidence in achieving these goals differs between the sexes across all three schools; in all the cases, boy ST students scored higher on both accounts. The widest gender gaps are observed at EMRS Chalani. Therefore, special efforts and programmes aimed at developing career goal-setting skills are required, especially for girl ST students. However, in the case of EMRS Kambalgaon, the picture is somewhat more balanced, with girl ST students not only outlining their career paths more clearly but are also more confident of achieving this compared to their boy counterparts. Therefore, EMRS Kambalgaon can be an example for other schools. The reported lower confidence levels among ST girls, especially in EMRS Chalani, suggest psychological barriers such as self-doubt and lower self-efficacy in achieving their goals. These could stem from a lack of motivation, perceived societal limitations, or fewer role models in professional fields.

### 10.1 Students and Career Goals

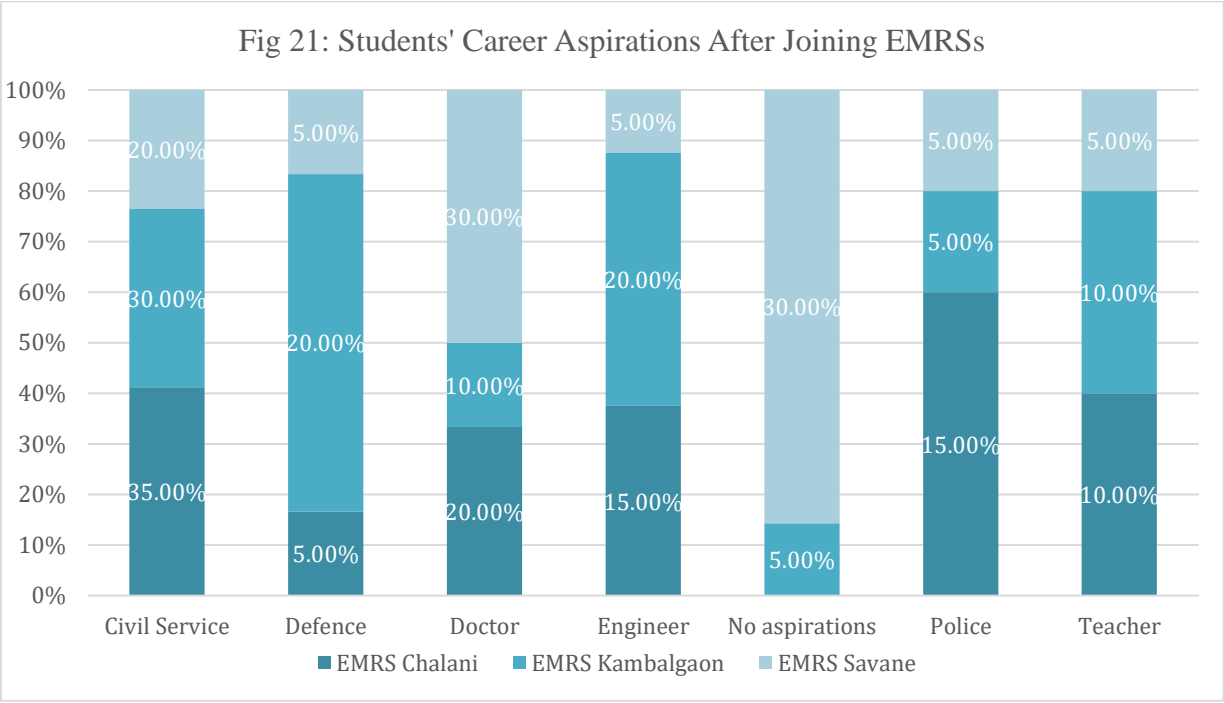
The comparison of students’ career aspirations before and after joining EMRS schools reveals a notable shift in ambition and career awareness across EMRS Chalani, EMRS Kambalgaon, and EMRS Savane. The data suggests that students initially had limited career aspirations, with a significant percentage unsure about their future. However, after exposure to structured education and guidance, there was a noticeable increase in interest in professional fields such as civil services, engineering, and defence.

#### Shift in Career Aspirations Across Schools

In Fig. 20, data on career aspirations before joining the school reveals that a significant proportion of students (35%-50%) had no specific career aspirations. EMRS Chalani recorded the highest percentage, with 50% of students uncertain about their future goals. This suggests a lack of career awareness and guidance before enrolment. However, after joining the schools (Fig. 21), the number of students without aspirations dropped significantly, particularly in EMRS Chalani and EMRS Kambalgaon, where structured career guidance likely played a role. In contrast, 30% of students in EMRS Savane still lacked career aspirations, indicating a need for stronger career guidance initiatives in that school.







One of the most significant changes after joining EMRS schools is the increased aspiration toward civil services. Prior to joining, none of the students expressed interest in this field, but after joining, 20-35% of students across all three schools aimed for a career in civil services. This suggests a growing awareness of government jobs, leadership roles, and social impact professions, possibly influenced by school exposure to current affairs, mentorship, or alumni success stories.

Shifts in Traditional Career Choices

Medical Field (Doctor & Nurse): Before joining, a considerable number of students wanted to become doctors, with the highest percentage in EMRS Chalani (30%) and EMRS Savane (25%). This aspiration remained high after joining the school, especially in Savane (30%). However, nursing as a career aspiration saw a decline, possibly due to increased interest in more prestigious professions such as medicine or civil services.

Engineering: There was a slight increase in engineering aspirations in EMRS Chalani (from 5% to 15%) and EMRS Kambalgaon (from 5% to 20%). This could be due to better exposure to STEM subjects, role models, or career counselling (Fig.20)

Defence & Police Services: Interest in defence careers increased significantly in EMRS Kambalgaon (from 5% to 20%), while aspirations for police services dropped slightly across schools. This suggests that students may be shifting toward broader career opportunities within public service.

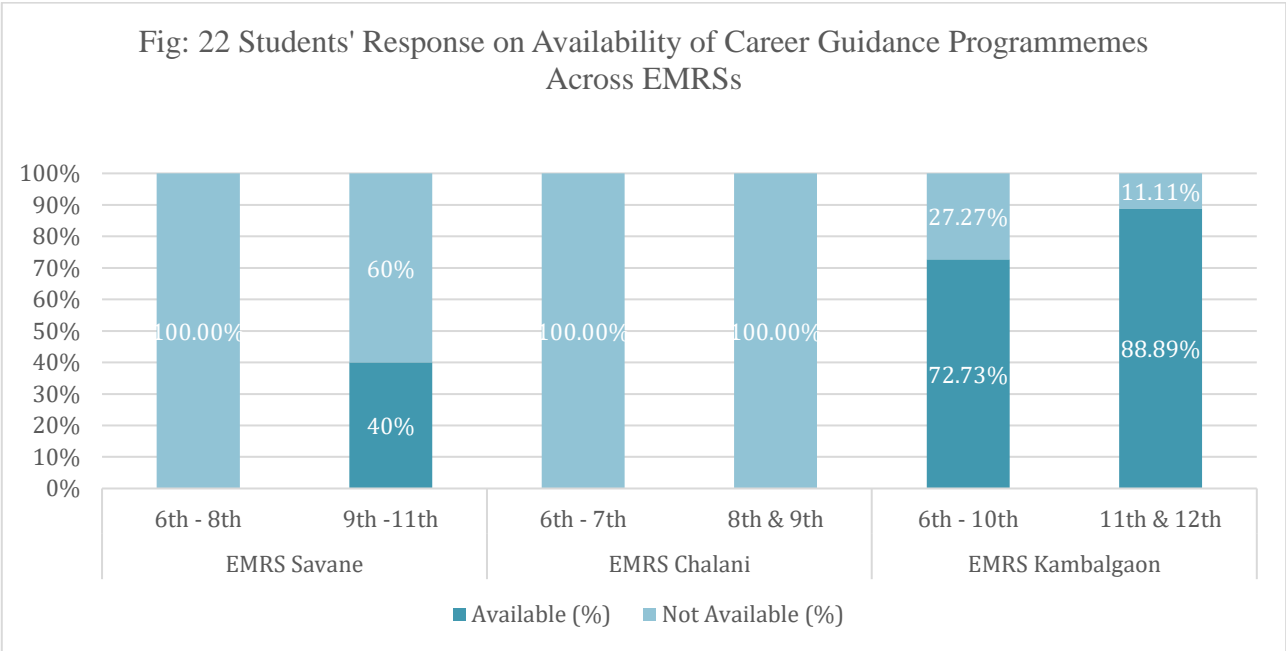
Another key observation is the decline in students aspiring to become teachers. Before joining, 30% of students in EMRS Kambalgaon wanted to be teachers, but this dropped to 10% after joining. Similarly, in EMRS Savane, the number decreased from 15% to just 5%. This could indicate that students are now aiming for higher-paying or more prestigious professions, possibly due to increased awareness of career options. The findings suggest that EMRS schools are playing a crucial role in shaping students' career aspirations, increasing awareness of professional fields, and motivating students toward ambitious goals. The rise in civil services, engineering, and defence aspirations indicates that students are being exposed to new career possibilities and developing a sense of ambition. However, the continued presence of students without aspirations in EMRS Savane (30%) suggests that career counselling efforts need to be strengthened in that school.

## 10.2 Students' Feedback on Career Guidance Sessions

The data on career guidance programme availability and students' satisfaction levels across EMRS Savane, EMRS Chalani, and EMRS Kambalgaon reveals stark disparities in the quality and accessibility of career counselling in these schools. While some schools provide structured career guidance, their effectiveness remains questionable, as seen in the high dissatisfaction rates.

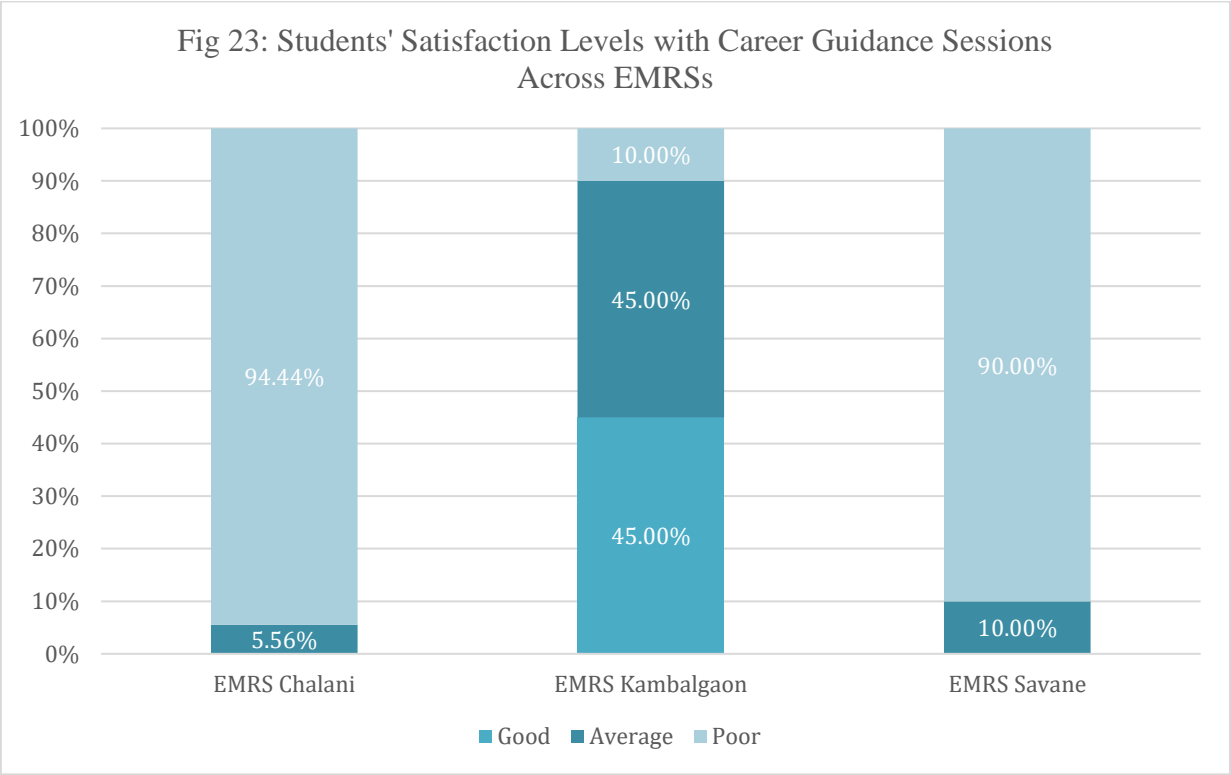
In Fig. 22, EMRS Kambalgaon has the highest availability of career guidance programmes, with 88.89% of 11th & 12th graders and 72.73% of 6th - 10th graders confirming the presence of such programmes. EMRS Savane offers career guidance only to 9th & 11th graders, with 40% confirming its presence, but completely lacks it for grades 6th - 8th. EMRS Chalani has no career guidance programmes at all, as 100% of students across all grades reported the absence of such sessions. The lack of career guidance in EMRS Savane (for lower grades) and EMRS Chalani (for all grades) highlights a critical gap in career awareness and mentorship.

Despite some schools offering career guidance, student satisfaction is alarmingly low across the board. In Fig. 23, EMRS Chalani and EMRS Savane have extremely "Poor" satisfaction ratings, with 94.44% and 90% of students, respectively, rating career guidance as "Poor." Even in EMRS Kambalgaon, where career guidance programmes are available for most students, only 45% rated them as "Good." No students from Savane or Chalani rated the career guidance as "Good," indicating severe inefficiencies in the sessions being conducted.



While EMRS Kambalgaon has career guidance programmes for most students, satisfaction levels still indicate gaps in quality and effectiveness. In contrast, EMRS Chalani completely lacks career guidance programmes, which directly correlates with its extremely “Poor” satisfaction ratings (94.44% of students found career guidance unsatisfactory). EMRS Savane and EMRS Chalani offer little or no career guidance for lower grades (6th - 8th or 6th - 10th). Early exposure to career guidance is crucial for students' long-term educational and professional aspirations, but this is missing in these schools. Even in Kambalgaon, which has the best access to career guidance, students are not fully satisfied. This suggests that career sessions might be generic, lack interactive elements, or fail to provide practical insights on career paths, scholarships, and higher education.

EMRSs Chalani and Kambalgaon show marked positive changes in career aspirations of ST students after enrolment. The decrease in ST students lacking aspirations and the increase in ambitions toward prestigious careers, such as civil service and engineering, underscore the schools’ potential influence in shaping ST students' career outlook. While EMRSs Chalani and Kambalgaon demonstrate improvements in career aspirations and higher satisfaction rates with career guidance, EMRS Savane is notable for its poorer performance. A more significant number of ST students remain without aspirations after enrolment, and dissatisfaction with career guidance sessions is alarmingly high.

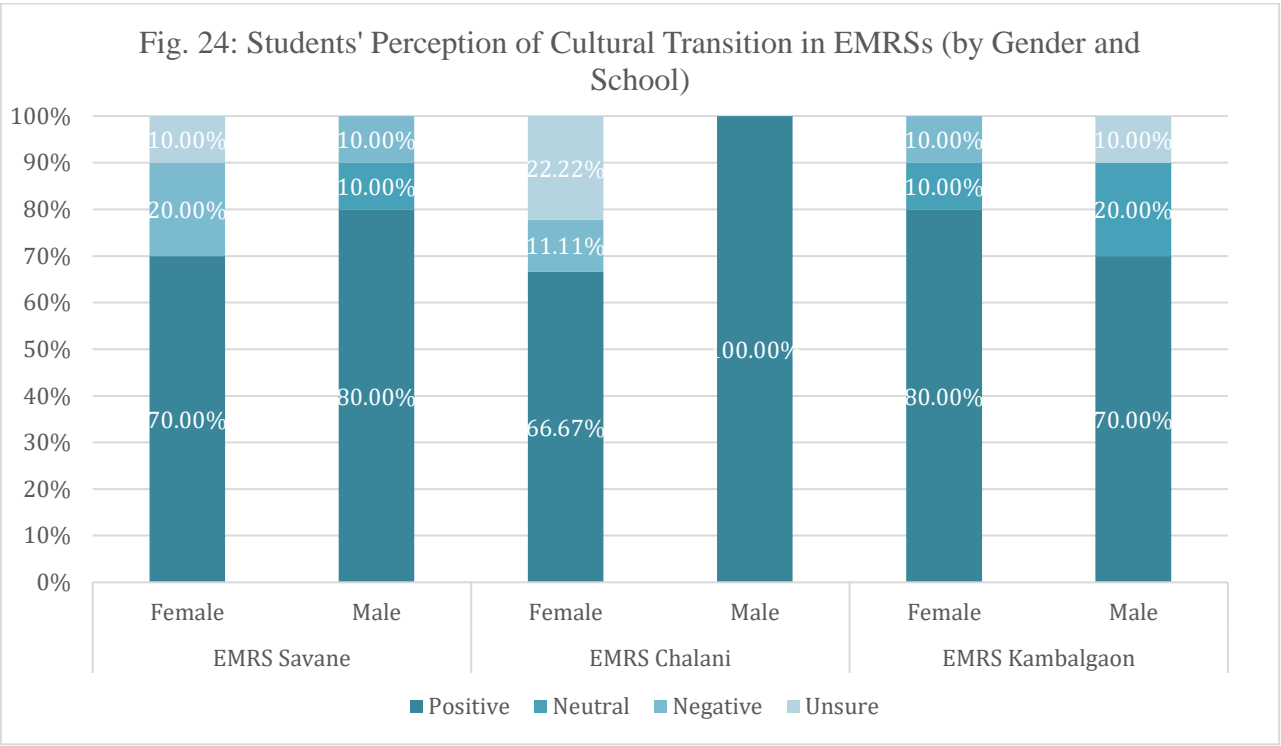


## 11. Students' Perception of Transition from Tribal Culture to Modern Education

The findings indicate a generally positive perception among students regarding their transition from traditional tribal culture to the modern educational setting in EMRSs. Across all three schools—EMRS Savane, EMRS Chalani, and EMRS Kambalgaon—a majority of students view the transition positively, with percentages ranging from 66.67% to 100% across different gender groups.

### Gender-Wise Observations:

In Fig 24, boys generally report higher positive perceptions of the transition compared to girls. In EMRS Chalani, all male students (100%) viewed the transition positively, while in EMRS Kambalgaon, 70% of boys expressed a positive outlook. Girls exhibit slightly more negative or unsure responses in all schools. In EMRS Savane, 20% of girls viewed the transition negatively, whereas 10% remained unsure. Similarly, in EMRS Chalani, 11.11% of girls had negative perceptions, and 22.22% were unsure.



School-Wise Observations:

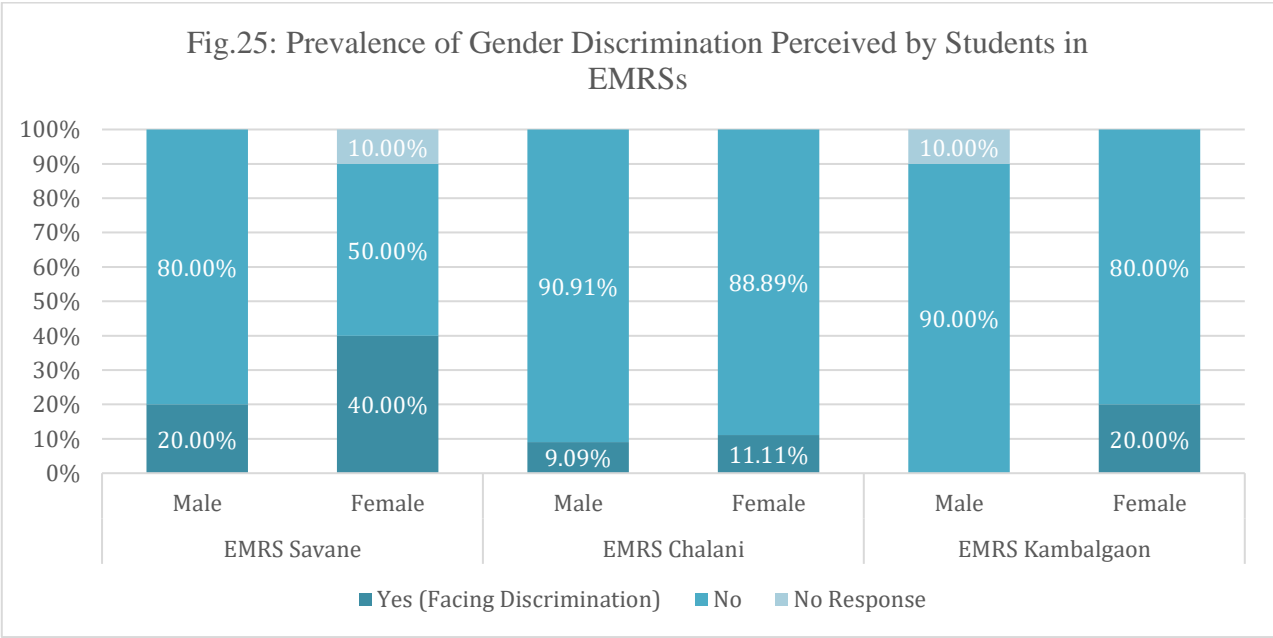
EMRS Chalani and EMRS Kambalgaon have a small proportion of students who feel negatively about the transition (10-11%), particularly among girls. EMRS Savane has the highest percentage of girls with negative views (20%) and also the highest proportion of “Unsure” responses (10%). This may suggest some difficulties in adapting to the modern educational system. “Neutral” responses are minimal across the three schools, with only a few students in EMRS Kambalgaon expressing neutrality (10-20%). The overall transition experience is positive for most students, with particularly strong acceptance among boys. Some girls feel uncertain or negatively impacted, which may indicate a need for additional support, cultural integration programmes, or targeted counselling. Schools with higher “Negative” and “Unsure” responses (such as EMRS Savane) may require interventions to help students feel more comfortable adjusting to the modern educational environment. These findings highlight the importance of ensuring a smooth and inclusive transition process, especially for girls, by incorporating cultural sensitivity and adequate student support mechanisms within EMRSs.

## 12. Perceived Gender Discrimination Among Students in the Three EMRSs

The data reveals significant variations in students' perceptions of discrimination across the three EMRSs, with notable gender disparities. In fig 25, at EMRS Savane, 40% of girls reported facing discrimination, which is the highest proportion among all groups, whereas only 20% of boys felt the same. Additionally, 10% of girls did not respond to the question, which could indicate hesitation or uncertainty in expressing their experiences. Despite this, a majority of students (80% of boys and 50% of girls) stated that they did not experience any discrimination.

In EMRS Chalani, reports of discrimination were relatively lower, with only 9.09% of boys and 11.11% of girls indicating that they faced discrimination. The overwhelming majority (above 88%) of students reported not facing any discrimination at school, suggesting a relatively positive environment compared to EMRS Savane.

At EMRS Kambalgaon, 20% of girls reported experiencing discrimination, while no boys explicitly stated facing discrimination. However, 10% of boys did not respond, which could indicate reluctance or ambiguity in addressing the issue. A large proportion of students (80% of girls and 90% of boys) reported no discrimination, aligning closely with the trends seen in EMRS Chalani.



In all three schools, girls reported a higher perception of discrimination compared to their boy counterparts. This pattern is most evident in EMRS Savane, where 40% of girls reported discrimination,

compared to only 20% of boys. The prevalence of discrimination was highest in EMRS Savane, where the percentage of students reporting discrimination was relatively significant. In contrast, EMRS Chalani had the lowest reported cases of discrimination, suggesting differences in school environments and policies. The presence of non-responses (particularly among girls in EMRS Savane and boys in EMRS Kambalgaon) suggests that some students may not feel comfortable openly discussing discrimination, either due to social pressure or fear of repercussions. Despite the reported cases, the majority of students across all schools stated that they did not experience discrimination, indicating that these schools may have generally inclusive environments. However, the notable proportion of students who do perceive discrimination, particularly girls, suggests that there is still room for improvement in fostering a more equitable and supportive school culture.

### 13. Findings and Implications

The research aimed to examine three aspects of tribal education: Health, Education, and Social and Residential life of ST students in the school environment.

#### 1. Health

Health was one of the prime considerations when looking at tribal students. Their health parameters were determined by interacting with the students and teachers. The most unusual finding from our survey was the emergence of the fact that most students, cutting across genders, felt that they were feeling healthy before joining the EMRS schools. It was hard to back up this finding through any medical data as the health services were not available to us during the survey. Hence, when looking for reasons, we examined food as a possible source of deterioration of health.

The decline in student health conditions after joining EMRS schools suggests that the school environment lacks adequate provisions for maintaining student well-being. Factors such as poor nutrition, inadequate healthcare support, and the usage of contaminated water contribute to higher illness rates. The study also revealed high rates of illness among students, with frequent occurrences of colds, fevers, and skin diseases. Among these, colds were the most commonly reported illness. Skin diseases were also a notable health concern, especially in EMRS Savane, where 50% of male students reported experiencing skin-related illnesses. The recurring nature of these illnesses suggests deeper structural problems, such as hygiene deficiencies, contaminated water sources, or poor living conditions. Notably, except for EMRS Kambalgaon, neither EMRS Savane nor EMRS Chalani has a designated sick room or proper healthcare facilities. The absence of these essential services limits the

school administration's ability to monitor and respond to students' health issues, potentially exacerbating underlying health concerns.

Additionally, student dissatisfaction with mess food, particularly in EMRS Savane, raises concerns about both the quality and nutritional adequacy of meals. Many students reported that the lack of taste in the food discourages them from eating regularly, which could further contribute to malnutrition and declining health. Given that tribal students often come from backgrounds with specific dietary habits and nutritional needs, the inability of school meal plans to meet these requirements poses a significant risk to their overall well-being.

A notable and concerning finding from the study is that most students, across genders, perceived themselves as healthier before joining EMRS schools. However, due to the absence of medical records and health services during the survey, this claim could not be corroborated with clinical data. This raises questions about whether the deterioration in student health is due to the school environment, changes in diet, exposure to new illnesses, or other external factors.

Furthermore, an examination of food quality revealed that students found their meals to be bland and lacking in nutritional value. The standard menu does not appear to provide adequate nutrition, which could be a contributing factor to students' declining health. If students continue to skip meals due to dissatisfaction with the food, this may further impact their academic performance, concentration levels, and overall school experience. The lack of structured health monitoring systems, inadequate dietary planning, and poor food quality in these schools not only affect students' physical health but also have broader implications for their academic engagement and overall satisfaction with school life.

## **2. Education**

Education is a critical determinant of student success, career opportunities, and long-term socio-economic mobility. The study examines various aspects of educational experiences in EMRSs, including academic performance, subject difficulty, teacher support, remedial education, career aspirations, and career guidance programmes. The findings reveal significant variations across schools, gender disparities in learning outcomes, and systemic gaps in support mechanisms.

The findings indicate persistent gender disparities in multiple areas. Girls struggle more academically but receive less remedial support compared to boys. Career aspirations among girls are lower, particularly in EMRS Chalani, where career guidance programmes are absent. These findings suggest



that girls may not have equal access to academic and career-related resources, potentially affecting their long-term educational and professional outcomes. EMRS Kambalgaon demonstrates stronger academic confidence among female students, but male students lag behind. EMRS Chalani shows severe academic struggles, especially among female students, suggesting systemic issues in teaching quality, learning resources, and student support.

In Savane, academic performance is more balanced, but excellence rates remain low compared to Kambalgaon. It has been reported that teachers exhibit differences in their attitude based on gender, along with a discriminatory approach by general category teachers towards ST students. Students at EMRS Savane have expressed concerns that some teachers lack commitment to their roles and are primarily motivated by financial incentives rather than genuine dedication to teaching.

The lack of science and computer lab facilities in EMRS Chalani and EMRS Savane is a significant factor contributing to the low academic performance of students in these schools. Practical learning in subjects like Science and Computer Studies is essential for conceptual understanding, skill development, and academic engagement. Without access to laboratory-based learning and hands-on experience with technology, students struggle to grasp fundamental concepts, apply theoretical knowledge, and develop critical thinking skills. The presence of science and computer labs allows students to engage in practical experiments, programming exercises, and technology-driven learning. This contributes to higher academic performance. Students in Chalani and Savane are further disadvantaged in digital literacy due to the absence of computer labs. In today's education system, computer skills are crucial for research, online learning, and competitive exams. Without access to computers, internet-based learning resources, or coding exercises, students in these schools are at a disadvantage compared to their peers in schools with better facilities. This also limits their career opportunities in technology-driven fields. STEM education is heavily reliant on lab-based learning, and the lack of these facilities widens the academic gap between EMRS Chalani, EMRS Savane, and better-equipped institutions like EMRS Kambalgaon. Students in Chalani and Savane may develop a fear of Science and Technology subjects, leading to lower academic confidence and reduced interest in pursuing careers in STEM fields.

Schools with stronger teacher support (like EMRS Kambalgaon) report better student performance and lower academic struggles. In EMRS Chalani, where teacher support is weaker, 80% of struggling students are female. Teacher engagement correlates with academic confidence—students in schools with high teacher support also exhibit higher career confidence. Weak teacher engagement in Savane

and Chalani contributes to lower academic performance and higher dissatisfaction. Female students benefit significantly from supportive teachers, as seen in Kambalgaon, where female students outperform males academically.

EMRS Kambalgaon's availability of remedial classes correlates with its higher academic excellence ratings. Schools with no remedial classes (like Chalani) have the lowest academic performance, particularly among female students. The absence of remedial support disproportionately affects female students, widening gender-based learning gaps. The absence of special academic support programmes in some schools, lack of career counselling, and administrative inefficiencies highlight systemic weaknesses in EMRS schools. In EMRS Chalani, where no special classes were available, students struggled the most with academics. The lack of career guidance in EMRS Savane and Chalani correlates with lower career aspirations and confidence levels among students. Hostel infrastructure deficiencies further contribute to stress, discomfort, and dissatisfaction with school life. These issues indicate that modern schooling for tribal students has not been sufficiently tailored to their needs. The focus on providing education through residential schools must be complemented by robust student support systems, teacher training, and career mentorship programmes to ensure meaningful learning outcomes.

The absence of career counselling in EMRS Chalani directly correlates with lower career aspirations among students. EMRS Kambalgaon, despite providing career guidance, needs to improve session quality and engagement. Career counselling in EMRS schools is primarily conducted by teachers and school administrators rather than trained career counselling experts. As a result, students receive limited exposure to diverse career options, industry insights, and personalised guidance. The lack of professional expertise in career counselling affects the quality of advice, leaving students ill-informed about higher education pathways, competitive exams, and skill-based careers. Without specialised counsellors, career sessions tend to be generic and theoretical rather than practical and tailored to individual aspirations. This limitation is evident in the low satisfaction levels with career guidance programmes, particularly in EMRS Savane and EMRS Chalani, where students report a lack of clarity in career planning. In contrast, schools with better administrative support, like EMRS Kambalgaon, show relatively higher student confidence in career aspirations. The absence of expert-led career counselling restricts students from making informed decisions about their academic and professional futures, putting them at a disadvantage compared to peers in schools with structured career mentorship programmes.

The gender gap in career aspirations suggests that female students receive fewer career exposure opportunities, impacting their long-term ambitions. The shift in students' career aspirations after joining EMRS schools suggests that school exposure plays a crucial role in shaping students' ambitions. The increased preference for civil services, engineering, and defence careers indicates that students are becoming more aware of professional opportunities. However, the continued lack of aspirations among some students (especially in Savane) suggests that career counselling is still inadequate. Furthermore, the high dissatisfaction with career guidance programmes across all schools indicates that simply having career counselling is not enough—the quality, accessibility, and engagement levels of these programmes must be addressed.

One of the significant gaps in the educational framework of EMRSs is their lack of exposure to competitions, programmes, and academic interactions with mainstream schools. Currently, all competitions, extracurricular activities, and talent development programmes at the district, state, and national levels are conducted within the EMRS system.

This approach limits students' exposure to diverse learning environments, competitive academic platforms, and external peer interactions. Since EMRS students only compete within their system, they may lack the confidence to participate in larger, more diverse academic and cultural environments. EMRS students may not be aware of the broader academic expectations, methodologies, and learning styles followed in urban or mainstream schools. Exposure to students from different educational backgrounds, socio-economic settings, and cultural influences is crucial for personality development and knowledge expansion. When EMRS students enter colleges and universities, they may struggle to adapt to competitive learning environments, group discussions, and knowledge-sharing sessions due to their limited prior exposure.

### **3. Social and Residential Life of ST Students**

The social and residential experiences of Scheduled Tribe (ST) students in Eklavya Model Residential Schools (EMRSs) play a crucial role in shaping their well-being, academic engagement, and overall satisfaction with school life. The research study provides insights into hostel conditions, safety concerns, social integration, discrimination, and administrative responsiveness. The findings highlight critical disparities across EMRS Kambalgaon, EMRS Savane, and EMRS Chalani, with notable gender-based differences in hostel experiences.

Hostels in EMRSs are meant to provide a safe and comfortable environment for students. However, the findings reveal severe inadequacies in hostel infrastructure, maintenance, and security arrangements.

Incomplete hostel construction affects students' comfort and safety. In EMRS Savane, students are forced to sleep on classroom floors due to unfinished hostel buildings. Waterlogging and sanitation problems worsen living conditions. EMRS Kambalgaon's boys' dining hall gets flooded during monsoons, making it difficult for students to have meals in hygienic conditions. Lack of basic amenities affects students' day-to-day experiences. Schools like EMRS Savane and EMRS Chalani face problems with water supply, sanitation, power availability, and internet access, which are essential for students' well-being and academic engagement.

Girl students report higher dissatisfaction with hostel conditions compared to boys. Frequent staff turnover in wardens and security personnel results in inconsistent supervision. Some schools even went without a warden for weeks or months, making it difficult for students—especially younger ones—to express their concerns and seek assistance. Lack of security measures increases students' vulnerability, particularly female students. Inadequate lighting, absence of CCTV surveillance in key areas, and lack of female wardens make hostels unsafe for girls, contributing to psychological stress and discomfort.

Modern residential schooling requires tribal students to transition from their traditional lifestyle to a structured educational setting. While most students adapt well to this transition, some—especially females—struggle with cultural shifts. According to the study, most students view their transition positively, but female students are less confident about the change. Students face challenges in balancing their cultural identity with modern education. While EMRSs provide access to structured learning, they often fail to integrate tribal traditions into their curriculum or extracurricular activities, leading to cultural dissonance.

The effectiveness of school administration significantly influences students' hostel experiences, perceptions of fairness, and trust in institutional support. EMRS Kambalgaon had the most supportive school administration. Students in this school reported higher satisfaction with hostel life, better teacher engagement, and stronger grievance redressal mechanisms. EMRS Chalani had the highest dissatisfaction with school administration. The majority of students rated the school administrators as "Very Unsupportive." Administrative negligence contributes to weaker teacher-student relationships and lower student confidence. EMRS Savane also struggles with administrative inefficiencies, leading to lower student satisfaction. Higher complaints about infrastructure, food quality, and hostel safety highlight weak institutional responsiveness. Lack of structured complaint resolution mechanism discourages students from reporting issues. Many students expressed dissatisfaction with the administration's responsiveness to concerns related to food, hostel safety, and teacher support.

Students in schools with poor administrative support (such as EMRS Chalani) feel disconnected from decision-making processes. This reduces student engagement and participation in school governance.

Unsafe hostel environments and lack of emotional support can lead to stress and anxiety, particularly for female students. Inadequate grievance redressal systems discourage students from seeking help, which may lead to unresolved conflicts and mental health concerns. Social interactions are influenced by school culture, administrative support, and discrimination experiences. Schools with weaker administrative structures (like Chalani) may fail to foster a sense of belonging among students. A more gender-inclusive environment is needed, particularly for female students who experience more discrimination and have lower confidence levels. Hostel and social dissatisfaction can impact students' motivation to pursue higher education. If students lack support and security, they may disengage from long-term educational goals. Tribal students, particularly females, need culturally sensitive career counselling to help them balance their traditional identity with modern aspirations.

### **13.1. Policy Recommendations**

The research study highlights several challenges faced by tribal students in Eklavya Model Residential Schools (EMRSs), particularly in the areas of health, education, and residential life. The following policy recommendations provide practical, structured, and implementable solutions aimed at enhancing the overall well-being, learning experience, and living conditions of EMRS students.

#### **1. Health**

Health concerns—including malnutrition, frequent illnesses, and unhygienic living conditions—are major obstacles affecting students' academic performance and well-being.

##### **1.1 Implementation of Annual Comprehensive Health Screenings**

Every student must undergo a mandatory health check-up upon admission, followed by annual screenings. The check-up must include height, weight, BMI, haemoglobin levels, and overall physical well-being. This data should be digitally stored by the school administration and tracked over time to identify health deterioration.

### 1.2 Establishment of Sick Room or Primary Health Care Room

Every EMRS school must have a well-equipped Sick Room or Primary Health Care Room that can provide emergency first aid, preventive healthcare, and immediate medical assistance. Every Sick Room should have a designated space for mental health counselling. All hostel wardens, physical education teachers, and senior administrative staff should be trained in CPR (Cardiopulmonary Resuscitation), wound care, and handling medical emergencies. A well-functioning Sick Room must be:

- Located centrally within the school/hostel premises for quick access.
- Stocked with essential medical supplies for first aid, minor injuries, and common illnesses.
- Staffed with a full-time nurse or health officer who should be available for medical supervision.

### 1.3 Appointment of School Health Officers

Every EMRS must have a designated medical professional (nurse/health officer) available on campus. Schools should establish a direct partnership with local Primary Health Centres (PHCs) to provide emergency health services. A dedicated health grievance redressal system should be in place for students to report health issues.

### 1.4 Mental Health and Counselling Support

Every school must have a trained counsellor or psychologist available to address mental health concerns, stress, and social adjustment issues. Periodic mental health awareness workshops should be conducted to educate students on coping mechanisms.

### 1.5 Food Quality and Nutrition Monitoring

The nutritional content of food served in hostels must be documented and monitored to ensure students receive a balanced diet with proteins, vitamins, and essential nutrients. Each school should display a weekly meal plan, approved by a nutritionist, on notice boards. The district food inspector must conduct bi-monthly inspections of school kitchens to ensure compliance with hygiene and food quality standards. A dedicated student food committee should be established to provide feedback on the quality and variety of meals.

Cookhouses and dining areas must be regularly cleaned and sanitised. Schools should conduct monthly hygiene audits to assess kitchen sanitation and food preparation conditions.

## **2. Education**

Education challenges—such as lack of remedial support, gender disparities in academic confidence, and absence of career guidance—must be addressed to enhance students’ learning experiences.

### **2.1 Strengthening Academic Support and Remedial Programmes**

Each EMRS should identify students struggling in Maths, Science, and English and conduct mandatory remedial sessions with specialised teachers. Schools should implement a peer tutoring system where academically strong students mentor weaker students. To address subject difficulties, EMRSs should recruit specialised teachers for STEM subjects (Maths, Science, and English). Teachers must undergo training on tribal pedagogy to make learning more relatable and engaging for students.

Schools should be equipped with digital learning resources such as smart boards, educational videos, and e-learning platforms to enhance student engagement. Schools should integrate vernacular language support in digital learning tools to make complex subjects more accessible.

### **2.2 Enhancing Career Guidance and Exposure**

Schools must introduce a dedicated career guidance programme for students from Grade 8 onwards. Workshops, career fairs, and guest lectures from professionals should be conducted regularly to expose students to various career options. Career guidance must include scholarship information, higher education options, and skill-building activities. Schools should collaborate with government and private organisations to provide summer internships and vocational training programmes. Hands-on exposure in fields like agriculture, handicrafts, technology, and entrepreneurship should be introduced.

### **2.3 Integration with National and State-Level Competitions**

EMRS students should be encouraged to compete in district, state, and national-level academic and extracurricular competitions organised by CBSE, ICSE, Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (JNVs), and private schools. Mandatory participation in inter-school competitions like Science Olympiads, Math Olympiads, Quiz Competitions, Spelling Bees, and Literature Festivals should be introduced to help students interact with mainstream school students. Schools must register students for competitive exams like NTSE, KVPY, and other scholarship-based academic competitions to increase their confidence in tackling national-level challenges. EMRS students should be included in district and state-level school sports competitions to compete with students from mainstream schools. Schools should organise cultural exchange programmes and debate competitions where EMRS students can showcase their talents while interacting with students from other backgrounds.



#### 2.4. Organising EMRS-Non-EMRS School Exchange Programmes

EMRS students should spend a week every year in CBSE/KVS/JNV schools to understand different learning environments, teaching styles, and peer dynamics. Similarly, students from mainstream schools should be invited to spend time in EMRS schools to promote cultural exchange and remove social biases. Online and offline academic projects should be introduced where EMRS students work alongside students from private and government schools on research-based learning initiatives. Partnering with ed-tech platforms and NGOs can enable collaborative science, technology, and innovation programmes across different educational institutions.

#### 2.5. Increasing Exposure to Higher Education Institutions

EMRS students should be taken on educational trips to AIMEs, IITs, NITs, IIMs and other reputed institutions to familiarise them with the academic environment and motivate them to aim for higher education. Alumni from EMRS schools who have successfully transitioned to colleges should be invited to share their experiences and mentor current students. Many EMRS students lack awareness of competitive entrance exams like JEE, NEET, UPSC, and SSC. Schools should conduct mock tests and preparatory sessions for these exams. Collaborations with coaching institutes and government scholarship programmes should be encouraged to ensure EMRS students receive adequate guidance for higher education.

Many EMRS schools are located in remote areas with limited access to high-quality teaching resources. Partnerships with online learning platforms like Byju's, Khan Academy, and Unacademy can help students access lectures, study materials, and digital mock tests for self-improvement. Schools should conduct live interactive sessions with subject experts, authors, scientists, and industry leaders to broaden students' knowledge beyond classroom textbooks. EMRS students should be encouraged to participate in international-level online competitions, coding challenges, and innovation contests. STEM programmes, AI and Robotics workshops, and global exchange programmes should be introduced for students to interact with diverse learning communities. EMRS schools that actively engage in external competitions and exchange programmes should be rewarded with incentives like:

- Additional grants for infrastructure development
- Recognition for teachers who successfully mentor students in competitions
- Scholarships for students who excel in national-level competitions



### 2.6. Establishing Well-Equipped Computer and Science Labs in EMRSs to Strengthen STEM Learning

STEM subjects require experiential learning, where students can connect theoretical knowledge with real-world applications. However, due to limited laboratory facilities, lack of digital learning resources, and traditional rote-based teaching methods, EMRS students struggle to grasp key STEM concepts. Every EMRS school must be equipped with fully functional Computer Labs and dedicated Science Stream Labs (Physics, Chemistry, and Biology). At least 30 computers should be provided per school with updated operating systems, internet connectivity, and educational software. Coding Bootcamps and Hackathons should be organised to encourage EMRS students to participate in national and international coding competitions. These facilities will allow students to visualise complex concepts, engage in practical experiments, and enhance their problem-solving skills.

### 2.7 Integration of Virtual Labs and Augmented Reality (AR) Learning

To compensate for the lack of physical lab facilities in some remote EMRS schools, Virtual Labs (e-labs) and Augmented Reality (AR) tools can be introduced. Government initiatives like "OLabs" (Online Labs for Schools) by NCERT can be integrated to allow students to conduct simulated experiments. Platforms like Amrita Virtual Labs, PhET Interactive Simulations, and Tinkercad provide real-time digital science experiments. Augmented Reality applications like Google Expeditions and Merge Cube can be used to create interactive 3D models of the human body, chemical reactions, and space science concepts. These digital tools help students visualise difficult topics, especially in remote EMRS schools with limited access to physical lab materials.

## **3. Residential and Social Life**

Students' hostel conditions, safety, and overall social environment play a vital role in their academic success and well-being.

### 3.1 Improving Hostel Infrastructure and Safety

The government should prioritise the construction of pending hostel facilities in EMRSs like Savane, where students are forced to sleep in classrooms. A hostel maintenance budget should be allocated to ensure continuous infrastructure upkeep. Separate and well-maintained toilets for boys and girls with running water, soap, and sanitary napkin dispensers should be mandatory in all hostels. Regular inspections should be conducted by school authorities to check the cleanliness of hostels, toilets, and dining areas. Create student-led cleanliness committees to maintain hygiene standards in hostel premises. Kitchens and dining areas must be kept clean, pest-free, and regularly inspected by district health officers. CCTV surveillance in hostels, proper lighting in hallways and outdoor areas, and

deployment of female wardens for girls' hostels must be ensured. A zero-tolerance policy for bullying and harassment should be implemented, with a dedicated student complaint helpline.

### 3.2 Enhancing Social and Emotional Well-Being

Schools must appoint trained female wardens for girls' hostels to ensure student safety and comfort. The government must enforce long-term contracts for hostel wardens to reduce frequent turnover and ensure continuity in supervision. A resident counsellor should be available for students facing adjustment issues. Schools should establish a 24/7 helpline for students to report security concerns. Fire safety drills, self-defence training for girls, and emergency evacuation plans should be conducted regularly. Introduction of buddy programmes where senior students mentor junior students to ease their transition into hostel life.

Introduction of student leadership councils with equal gender representation will encourage girls to take up leadership roles. Conduct confidence-building workshops, debate competitions, and public speaking events to boost girls' self-esteem and communication skills. Implement awareness programmes on gender equality, self-defence training, and legal rights to empower female students. Schools should form student councils where students can raise concerns regarding hostel life, academics, and facilities. Monthly meetings should be held with school authorities, student representatives, and parent committees to address concerns.

### 3.3. Structural Reforms in Teacher Recruitment and Representation

The recruitment of teachers from ST backgrounds must be prioritised to ensure that students have role models who understand their cultural and educational struggles. At least 50% of teaching positions in EMRSs should be reserved for ST candidates to ensure balanced representation. Encourage ST students to pursue careers in teaching through special scholarships, teacher training programmes, and direct recruitment pathways. Every teacher in EMRS schools must undergo compulsory training on tribal history, culture, and education challenges. Special "Tribal Sensitisation Workshops" should be conducted regularly, where teachers interact with tribal leaders, scholars, and students to understand their backgrounds.

Schools must set up an Anti-Discrimination Monitoring Committee to investigate complaints of bias, unfair grading, and psychological harassment. Any teacher found guilty of caste-based discrimination should face penalties, including suspension and mandatory re-training. A zero-tolerance policy should be enforced to ensure that no student is subjected to humiliation or academic exclusion based on their identity. Teachers must be trained to understand the cultural differences of ST students and respect their traditional knowledge systems. Assigning tribal mentors or guest faculty can help bridge the cultural

gap between teachers and students. A confidential helpline and student grievance cell should be set up where students can report discrimination, humiliation, or bias by teachers. Complaints should be investigated by an external committee (including ST representatives and education experts) to ensure fairness. Organise teacher-student bonding activities, cultural exchanges, and leadership programmes to break social hierarchies and create mutual respect. As a long-term policy reforms at the government level, All B.Ed. (Bachelor of Education) and teacher training programmes should include a compulsory module on tribal education and social equity.

## 14. Conclusion

This research highlights the diverse experiences and satisfaction levels of ST students across three Eklavya Model Residential Schools (EMRSs): in Kambalgaon, Savane, and Chalani. While EMRS Kambalgaon demonstrates a relatively well-established academic and residential environment, EMRSs Savane and Chalani face critical challenges stemming from incomplete infrastructure, limited resources, and inadequate facilities.

The findings reveal systemic issues impacting student well-being, such as declining health perceptions, dissatisfaction with food services, and a lack of effective teaching methodologies. Alarming high rates of food-related illnesses across all schools underscore the urgent need for improved food safety and nutrition practices. Furthermore, discrepancies in teacher support, administrative responsiveness, and hostel facilities highlight the necessity for targeted interventions to create a more equitable and supportive learning environment.

To address these challenges, the study underscores several key recommendations: such as, expediting infrastructure development, enhancing food safety and quality, implementing career guidance programmes, and improving teaching methodologies through teacher training and innovative approaches. Equally important is the need to focus on providing better hygiene facilities, upgrading hostel infrastructure, and fostering a more student-centred environment through feedback mechanisms and community engagement.

The successful implementation of these measures will not only improve the immediate conditions in EMRS schools but will also strengthen their ability to deliver high-quality education and foster holistic development among ST students. By addressing these critical areas, EMRS schools can fulfil their mission of empowering students with the skills, knowledge, and confidence needed to achieve their aspirations and contribute meaningfully to society.

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## 17. Appendix

### **Questionnaire for Children in Classes 6-12 Attending Ekalavya Model Residential Schools (EMRS)**

#### **1. Personal Information**

- Age:
- Class:
- Gender:
- Tribal Community:
- Residential Status (Boarding/Day Scholar):

#### **2. Academic Experience**

- How do you feel about attending school at EMRS?
  - Excited
  - Happy
  - Neutral
  - Unsure
  - Unhappy
- What do you enjoy most about attending school at EMRS?
- How would you rate your academic performance?
  - Excellent
  - Good
  - Average
  - Below Average
  - Poor

- What subjects do you enjoy the most?
  - Mathematics
  - Science
  - English
  - Social Studies
  - Other (please specify): \_\_\_\_\_
- How do you feel about the subjects you study at school?
- Are you learning any skill or craft at school?
  - Yes
  - No
  - I'm not sure
- How would you rate the role of your teachers in your academic performance?
  - Very Supportive
  - Average
  - Not at all supportive
- What is the attitude of the teachers when you ask doubts?
- Do you face any challenges in understanding your lessons? If yes, please specify.
  - Yes
  - No
- What challenges do you face in understanding or completing your schoolwork?
- How do you feel about the coursework? Why?
  - Very Good
  - Average
  - Not Satisfactory
- How do you feel about the students' academic supportive schemes at your school?
  - Helpful
  - Not Helpful

- Are you a beneficiary of any of the schemes?
  - Yes
  - No
- Are you facing any discrimination at your school? If yes, how and why?
  - Yes
  - No
- Are there any special classes for the difficult subjects?
  - Yes
  - No
- What is your parent's reaction to your academic performance?
  - Supportive
  - Not interested
- What is the approach of your parents on your academic performance?
- Is there any career guidance programme at your school?
  - Yes
  - No
- How much has the career guidance programme helped you to figure out your career?

### **3. Social Experience**

- How do you feel about interacting with your classmates?
  - Comfortable
  - Happy
  - Neutral
  - Uncomfortable
  - Fearful
- Do you feel included and accepted by your peers? Why or why not?
- Do you like coming to school?
  - Yes
  - No
  - Sometimes
- Did you feel sad when you left home to come and live in the school?
  - Yes
  - No
  - I don't remember

- Do you have friends at school?
  - Yes
  - No
  - Some
- How do you feel about the hostel facilities?
  - Very Good
  - Average
  - Not satisfactory
- What are the problems you experience in your hostel?
- What is the take of school administrators when you address it?
- How do you feel studying with other tribal students?
  - Good
  - Average
  - Not satisfactory
- Do you play games with your friends at school?
  - Yes
  - No
- How do you spend your free time at school, and what activities do you enjoy participating in?
- Are your teachers friendly or strict?
  - Friendly
  - Strict
  - Both
  - I don't know
- Have you had any school outings or trips?
  - Yes
  - No
- Is there any verbal or physical abuse by other students or faculty at your school?
  - Yes
  - No
- How would you rate your hostel life experience?
  - Very Good
  - Average
  - Not Satisfactory



- How would you rate your mess food?
  - Very Good
  - Average
  - Not Good
- What do you feel about the mess food? Is it different from your home food?
- Did you ever get food poisoning? [question for hostel residents]
  - Yes
  - No

#### **4. Health and Well-being**

- How would you rate your overall health before joining the school/at home?
  - Excellent
  - Good
  - Average
  - Below Average
  - Poor
- How would you rate your overall health after joining the school?
  - Excellent
  - Good
  - Average
  - Below Average
  - Poor
- Do you face any health-related issues that affect your school attendance or performance? If yes, please specify.
- What happens if you get sick at school?
  - I go to the school clinic
  - I see a nurse or doctor
  - Other (please specify): \_\_\_\_\_
- What is the general illness you get at your school?
  - Fever
  - Cold
  - Others:
- How would you rate the assistance of the health care clinic at your school?
  - Very Good
  - Average
  - Not at all Helpful

## 5. Cultural Transition

- Are there any changes that happened to you after joining the school?
  - Yes
  - No
- What are the changes that happened in you (personality, your dressing styles, and thought process) after joining the school?
- What was your parent's approach to the changes that happened to you at school?
- How do you feel about the transition from your traditional tribal culture to the modern educational setting at your school?
  - Positive
  - Neutral
  - Negative
  - Unsure
- Do you have any difficulties when you joined the school for the first time?
  - Yes
  - No
- What was your parents' response to your changes after joining the school?
  - Good
  - Bad
  - Unsure
- Did your perspective on the career change after joining the school?
  - Yes
  - No
- What do you want to become in the future before joining the school?
- Do you think you can achieve your dream/goal in the future?
- What is your parent's take on your goal/dream?
- Can you describe any cultural traditions or practices from your tribal background that you've shared with your classmates or teachers at school?

## 6. Suggestions and Feedback

- What changes would you like to see at your school to improve your overall experience?
  - Improved facilities (e.g., classrooms, dormitories)
  - More extracurricular activities
  - Better support for tribal cultural practices
  - Other (please specify): \_\_\_\_\_
- Any additional comments or suggestions for the school administration?

## 7. Holidays and Home Visits

- Do you go home for holidays?
  - Yes
  - No
  - Sometimes
- How do you feel about going home for holidays?
  - Excited
  - Happy
  - Neutral
  - Sad
  - Other (please specify): \_\_\_\_\_

## Additional Open-Ended Questions:

1. How active are the extracurricular activities at your school?
2. Do you share your school experiences and problems with your parents? If yes, what is their reaction?
3. What are the tribal cultural events/activities happening in your school?
4. Do you receive support from teachers and staff to maintain your tribal identity and cultural practices?  
Please share your experiences.
5. In what language do you talk with your friends?

## About the Author

Seena Mary Thankachan is an IIT postgraduate and currently working as a Policy Research Associate at Pune International Centre.



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S.No. 34/A, Behind C-DAC, Panchwati, Pashan Pune – 411 008  
info@puneinternationalcentre.org | www.puneinternationalcentre.org