

**MODEL RESIDENTIAL SCHOOLS (MRS)
OF SCHEDULED CASTES DEVELOPMENT
DEPARTMENT**



Submitted to
Scheduled Castes Development Department
Government of Kerala

DECEMBER 2017



An Autonomous Institution of Government of Kerala
Thiruvananthapuram – 17

**MODEL RESIDENTIAL SCHOOLS OF
SCHEDULED CASTES DEVELOPMENT DEPARTMENT
(Report No.4)**

**MONITORING AND EVALUATION OF SCHEMES IMPLEMENTED
BY SCHEDULED CASTES DEVELOPMENT DEPARTMENT DURING
ELEVENTH AND TWELFTH PLAN PERIOD [2007- 2017]**

Submitted to
**Scheduled Castes Development Department
Government of Kerala**

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Thiruvananthapuram - 17*

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PREFACE

The Model Residential Schools managed by the Scheduled Castes Development Department provide conducive environment for study to the students from disadvantaged sections of the society. Despite some rectifiable management issues it is contributing to the nation building process to attain the constitutional goals.

We are happy to submit this report to Scheduled Castes Development Department, Government of Kerala. We hope the findings will contribute to effective and meaningful policy formulation.

We would like to thanks all the officials of Scheduled Castes Development Department, representatives of various NGOs and CBOs, and the staff and students of the hostels who wholeheartedly cooperated with us. Thanks are also due to all the academic and non-academic staff of GIFT.

Thiruvananthapuram
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The Study Team of Gulati Institute of Finance and Taxation gratefully acknowledges the help and support extended by the following officials:

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- **Officials and Staffs of all Model Residential Schools**
- **Smt. G Saritha, Smt. N Sheeba, Smt. B L Vrintha**
Data Entry Operators

CONTENTS

	Page No.
Preface	5
Acknowledgments	7
List of Tables	11
Executive Summary	15
CHAPTER 1 - INTRODUCTION	
Residential Schooling	19
Evolution of Residential Schooling in India	21
Need of Residential Schooling for SC	21
Methodology of the Study	23
CHAPTER 2 - MAPPING MODEL RESIDENTIAL SCHOOLS UNDER SCDD	
Objectives of Model Residential Schools	26
Governance and Administration	26
Administrative Structure of MRS	27
Appointment of Teachers	29
Admission Procedure	29
Student Strength	30
Category of Students	31
MRS Higher Secondary Schools	32
CHAPTER 3 - INFRASTRUCTURE, FOOD AND ACCOMMODATION FACILITIES IN MODEL RESIDENTIAL SCHOOLS	
Infrastructure General	33
Extent of Land in Possession of MRS	33
Infrastructure – Administrative Section	34
Play Ground Facilities	34
Hostel Facilities for Students	36
Infrastructure - Academic	37
Library Facilities	37
Food and Accommodation	40
Drinking Water Facilities	40

CHAPTER 4 - ACADEMIC FACILITIES IN MODEL RESIDENTIAL SCHOOLS

Staff Pattern	49
Teaching staff in MRS	51
Teaching Staff in MRS-HSS	51
Non-Teaching Staff in MRS	52
Medium of Instruction	53
Pass Percentage.	53
Dropout Rate	54
Class Rooms	55
Labs and Library	57
Teaching Staff	59
Counselling and Medical Check up	64

CHAPTER 5 - PRESENT STATUS OF MODEL RESIDENTIAL SCHOOLS

Model Residential School, Punnapra	69
Model Residential School, Peermade	72
Model Residential School, Aluva	75
Model Residential School for boys, Wadakanchery	78
Model Residential School, Chelakara	80
Model Residential School, Thrithala	82
Model Residential School, Kuzhalmannam	85
Model Residential School, Kozhikode	88
Model Residential School, Kasaragod	90
Jawahar Navodaya Vidyalaya (JNV) –A Brief Comparison with MRS	92

CHAPTER 6 – CONCLUSION & SUGGESTIONS

Introduction	97
Strengths	100
Weakness	101
Opportunities	104
Threats	105
Suggestions and Recommendations	106
The Case of MRs and its Infrastructure Facilities	106
Human Resource and Related issues	107
Administration.	107
Gender Dimension	109
Curriculum and Academic:	109
Co-curricular Activities, Sports and Games.	110
Future of MRS.	111
Role of Stakeholders	112
Annexures	117

LIST OF TABLES

Table No.	Description	Page No
Table 2.1	Model Residential Schools Managed by SCDD in Kerala	25
Table 2.2	Student Strength in Model Residential Schools under SCDD – (2016-17)	30
Table 2.3	Students' Strength in MRS till 10 th Standard during 2016-17	31
Table 2.4	MRS category wise student strength	31
Table 2.5	Students' Strength & Branches in MRS Higher Secondary School (2016-17)	32
Table 3.1	Extent of Land in Possession of MRS	33
Table 3.2	Infrastructure- Administrative in MRS	34
Table 3.3	Play Ground Facilities	35
Table 3.4	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Play ground	35
Table 3.5	Hostel Facilities for Students	36
Table 3.6	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Building	37
Table 3.7	Infrastructure: Academic facilities	37
Table 3.8	Library Facilities in Model Residential Schools	38
Table 3.9	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Language Lab	38
Table 3.10	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on computer/ internet	39
Table 3.11	Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Study Hall	40
Table 3.12	Percentage Distribution of Students Marked by their Opinion on Hostel Staff	39
Table 3.13	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Drinking water	40
Table 3.14	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Dining Hall	41
Table 3.15	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Kitchen	41
Table 3.16	Percentage Distribution of Students marked by their Opinion / Satisfaction Level on Food	42
Table 3.17	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Dormitories	42

Table 3.18	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Bed, Cot, Sheets	43
Table 3.19	Percentage Distribution of Hostel Students Marked by their Opinion / Satisfaction Level on Fan & Lights	43
Table 3.20	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Toilet	44
Table 3.21	Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Toilets & Bath Rooms	44
Table 3.22	Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Washing & Drying Area	45
Table 3.23	Opinion/ Satisfaction Level on overall material provisions for students (%)	45
Table 3.24	Percentage Distribution of Students Marked by their Opinion 'Rate your Hostel'	46
Table 3.25	Opinion/ Satisfaction on Overall Infrastructure (%)	46
Table 4.1	Staff Pattern in Model Residential Schools	50
Table 4.2	Teaching Staff Details in MRS –HSS	51
Table 4.3	Pattern of Non-Teaching Staff	52
Table 4.4	Medium of Instruction in MRS	53
Table 4.5	SSLC Examination in MRS	54
Table 4.6	Details of the class wise dropout in MRS	54
Table 4.7	Details of the Dropout in MRS	55
Table 4.8	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Class room	56
Table 4.9	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Text and Note Books	56
Table 4.10	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Computer Lab	57
Table 4.11	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Bio/Physic/chemistry labs	57
Table 4.12	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Library	58
Table 4.13	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Periodicals/ Journals	58
Table 4.14	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Newspapers	59
Table 4.15	Percentage Distribution of Students marked by their Opinion on Principal/Head Master	59
Table 4.16	Percentage Distribution of Students Marked by their Opinion on Teachers	60
Table 4.17	Percentage Distribution of Students marked by their Opinion on Resident Tutor	60

Table 4.18	Percentage Distribution of Students marked by their Opinion / Satisfaction Level on Quality of Teaching	61
Table 4.19	Percentage Distribution of Students Marked by their Opinion on 'Rate your School'	61
Table 4.20	Percentage Distribution of Students marked by their Opinion on Principal/Head Master	62
Table 4.21	Percentage Distribution of Students Marked by their Opinion on Teachers	62
Table 4.22	Percentage Distribution of Students marked by their Opinion on Resident Tutor	63
Table 4.23	Percentage Distribution of Students Marked by their Opinion on Non-Teaching Staff	63
Table 4.24	Opinion/ Satisfaction level on Overall Staff	64
Table 4.25	Percentage Distribution of Students marked their Opinion / Satisfaction Level on Counseling Service	64
Table 4.26	Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Medical Check up	65
Table 4.27	Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Motivation classes	65
Table 4.28	Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Talents Improvement	66
Table 4.49	What do you want to Become	67
Table 4.50	Reasons for Joining MRS	68
Table 5.1	Infrastructure Facilities in Punnapra MRS	70
Table 5.2	Teaching Staff in Pre-metric MRS Punnapra	71
Table 5.3	Students Strengths Last Five Years in MRS Punnapra	71
Table 5.4	Non-teaching Staff in MRS Punnapra (2016-17)	72
Table 5.5	Infrastructure Facilities in MRS Peermade	73
Table 5.6	Teaching Staff in MRS Peermade (2016-17)	74
Table 5.7	Students Strength year wise in MRS Peermade	74
Table 5.8	Non-teaching Staff in MRS Peermade (2016-17)	75
Table 5.9	Infrastructure Facilities in Model Residential School Aluva	76
Table 5.10	Teaching Staff in MRS Aluva (2016-17)	76
Table 5.11	Students' Strengths year wise in MRS Aluva	77
Table 5.12	Non-teaching Staff in MRS Aluva (2016-17)	77
Table 5.13	Infrastructure Facilities in MRS Wadakkancherry	78
Table 5.14	Teaching Staff in MRS Wadakkancherry	79
Table 5.15	Students' strengths year wise in MRS Wadakkancherry	79
Table 5.16	Non-teaching staff details in MRS Wadakkancherry (2016-17)	80
Table 5.17	Teaching Staff in MRS Chelakara (2016-17)	81
Table 5.18	Non-teaching Staff in MRS Chelakara (2016-17)	81
Table 5.19	Student Strength year wise in MRS Chelakara	82

Table 5.20	Infrastructure facilities in MRS Thrithala	83
Table 5.21	Teaching Staff in MRS Thrithala	83
Table 5.22	Non-Teaching Staff in MRS Thrithala (2016-17) Student's strength Thrithala	84
Table 5.23	Student's Strengths year wise in MRS Thrithala	84
Table 5.24	Infrastructure Facilities in MRS, Kuzhalmannam	85
Table 5.25	Teaching Staff in MRS Kuzhalmannam	86
Table 5.26	Non-teaching Staff in MRS Kuzhalmannam (2016-17)	87
Table 5.27	Students Strength year wise in MRS Kuzhalmannam	87
Table 5.28	Teaching Staff in MRS Kozhikode	88
Table 5.29	The Student's Strength year wise in MRS Kozhikode	89
Table 5.30	Non-teaching Staff in MRS Kozhikode (2016-17)	89
Table 5.31	Infrastructure Facilities in MRS Kasaragod	90
Table 5.32	Teaching staff details in MRS Kasaragod	91
Table 5.33	Non-teaching Staff of MRS, Kasargod (2016-17)	91
Table 5.34	Comparison of MRS and Jawahar Navodaya Vidyalaya	93
Table 6.1	Areas of Intervention Required	113

ANNEXURES

Annexure 1	Bye-Law of Kerala SC/ST Residential Education Society	117
Annexure 2	Duties, functions and delegation of powers of the Heads of MRS	127
Annexure 3	Duties, functions and delegation of powers of the Superintendent of MRS	129

The status of Model Residential Schools under Scheduled Castes Development Department (SCDD), Government of Kerala, and the impact of residential schooling and its facilities on the academic, personal and social development of hostel students are analysed in this study. The Report highlights the experiences and opinions of the students in Model Residential Schools about the quality of academic and hostel life and the facilities and arrangements provided by the SCDD for them. The level of student satisfaction about teaching and hostel accommodation were also analysed.

Major Observations

Infrastructure

1. The average land holding of a MRS is 6.67 Acres.
2. Peermade MRS has constructed 17 quarters but not able to use it for want of electricity connection and water supply.
3. Out of the nine MRS, five do not have a proper playground. MRS Peermade and MRS Kozhikode are not having any playground facilities. Due to geographical difficulties a full-fledged play ground is not viable in Peermade. But they can have facilities like volley ball courts, basketball courts, shuttle courts etc.
4. 55.9% of the students opined that the building facilities are fair. In case of language labs 25% of students opined very good and 55.9% marked fair.
5. 51% of the student opined that the service of the hostel staff is excellent/very good.

Food and Accommodation

6. The drinking water facility of MRS is seen fair. 54% of the students opined that the drinking water facility is excellent/very food. For Peermade MRS, the source of sufficient drinking water is absent or inadequate.
7. The halls of MRS need to be improved. Only 46% of the students opined that the dining hall is excellent/very good.
8. All MRS have kitchen facility. 55.5% of the students opined that the kitchen facility is excellent/very good.
9. In all MRS, food is served regularly. 34.4% of the students opined that the food provided is excellent/very good.
10. 49.2% of the students opined that the dormitory facility in MRS is excellent/very good. 55.6% of the students marked excellent/very good in the quality of bed, cot and sheets.
11. 51.3% of the students opined that the fan and lights in MRS is excellent/very good. Regarding toilets and bathrooms, only 36.4% of students opined that it is excellent/very good.

Academic Facilities

12. Altogether 86 teachers are working in 9 MRS and 47 (55%) of them are permanent while 39 (45%) are on contract basis. The very disappointing fact is that not a single teacher in English language is permanent in MRS and MRS at Aluva, Thrithala, and Kasargod there are no English language teachers at all.
13. The Kuzhalmannam MRS is not having a single teacher who is permanent. All the 11 teachers are on contract basis. There are 8 contract teachers in MRS Kozhikode. Chelakara MRS has 7 contract teachers. MRS Wadakanchery has 5 contract teachers. Out of 9 warden posts, 3 are permanent and 6 on contract basis.

14. 50.5% of the students opined that the classroom facility is excellent/very good. 51% opined that computer lab facility is excellent/very good.
15. 44.4% of students opined that library facility is excellent/very good. 20.2% of the students opined that the availability of periodicals and journals are excellent/very good.

Major Recommendations

16. Identify suitable sufficient land for having a residential school campus and provide permanent infrastructure and all other facilities for Kozhikode MRS. Speed up the construction activities of MRS Chelakara and provide ambience for smooth and conducive learning.
17. Residential quarters are required for MRS Kuzhalmannam, Chelakara, and Peermade. In this, for Kuzhalmannam MRS, not even plan for teachers/ staff residential quarters is done.
18. Campus security with compound wall/fencing is not seen in MRS such as Kasaragod, Aluva, Thrithala and Peermedu. It needs to be constructed.
19. MRS Punnapra, Aluva, Kuzhalmannam, Kasaragod etc. are requiring repairing or modification works for their playground.
20. A campus residential institution must be under the strict vigil of the head of the institution. The MRS Kuzhalmannam and MRS Chelakara are not having posted the Senior Superintends and the Head Master is not provided accommodation in the campus in MRS Kuzhalmannam. The vacant teaching and non-teaching posts needs to be filled urgently.
21. State level wide publicity regarding application and admission to MRS must be carried out (Similar to Navodaya Vidhyala Selection Test-JNVST) instead of individual MRS level or ST department level.

22. In order to avoid confusion of the dual department governance (SCDD and Education Department) and enable better administrative system for the best interest of the MRS as programme of the SCDD prominently for SC students, a more coherent hierarchy system must be developed.
23. A new guideline regarding the functioning of MRS under SCDD must be issued and the terms must be made clear about the roles and responsibilities and compliance of direction given by the Senior Superintend to the teachers.
24. The MRS Executive committee must involve more actively and more visibly in the activities of MRS and must do liaison work for mobilizing local resources like MP fund, MLA and other LSGs Fund for the Development of the MRS.
25. Provide IT education in all the MRS and the medium of instruction in MRS must be standardized.
26. Execute awards and incentives to the better performing and dedicated teachers and other staff at MRS level for boosting up the service rendering and make sense of healthy completion.
27. Introduce inter and intra MRS arts and sports programmes and competitions for providing better opportunities for the students and enable more visibilities to the SCDD programmes.

CHAPTER 1

INTRODUCTION

The Indian Constitution through its Article 46 ensures the promotion of educational and economic interests of the weaker sections of the society in general and Scheduled Castes in particular. In spite of the increasing attention given since independence to their educational development, the proportionate representation of the Scheduled Castes in higher education continues to be lower.

Access to mainstream education is crucial to tackle the cultural marginalisation, economic deprivation and social oppression being faced by SCs. Even now, the disparities in their social and economic lives persist, creating hurdles in their access to education, especially quality and continuous learning atmosphere and facilities. To fill these gaps and overcome their historical exclusion, access to quality education is very important. In reality, due to economic and social constraints there are a lot of talented SC children who are neglected or denied good educational opportunities and a conducive learning environment. Considering this fact, Government of India and the State Governments have been implementing a number of schemes to improve the educational status of SC and ST communities. Establishing Model Residential Schools for SC/STs (MRS) was a major step to this direction.

Residential Schooling

In the school educational system, there are mainly two types of schools, 'day-schools' and 'boarding (residential) schools'. In day-schools, students attend school hours during the day, and in boarding schools, students stay at school during the whole school week, sometimes during the weekend too. The day-schools and boarding schools have different kind of impact on the education process and results and on the quality of lives of students, which extend to their families and communities.

There are different reasons for establishing boarding schools. Wealthy sections of society prefer boarding schools to get quality and holistic education to their children. Religions and ethnic minorities establish their own residential schools to provide religious education and to protect their culture. Boarding schools are also established for children with special needs, like differently abled, children from difficult home situations, children living in conflict and/or unsafe areas, children whose parents live a nomadic life, children who live in remote (rural) areas, orphan children etc as a strategy to reach education for all.¹

The number of students attending boarding schools is far less compared to the students attending day schools. There are advantages and disadvantages in boarding school system. Bista² observed ten advantages of boarding schools such as promotion of access to schooling especially to disadvantaged communities; by offering food, accommodation and a place in school, boarding schools contribute to the attendance of students; provide better learning environments and study facilities to children; enhance academic performance of children, especially of girls; give security and protection to children; protect them in emergency situations; meet nutritional needs, hygiene and sanitation of children; promote socialisation and mainstreaming of poor minority children; provide effective links between the community and the larger society and reduce the costs of educating children in areas with low population.

Besides the advantages, boarding schools have certain problems and disadvantages such as cultural alienation and extinction from one's environment, livelihood practices and value system. In many parts of the world, boarding schools played a major role in the extinction of indigenous cultures especially in North America and Australia. Being away from home at an early age, children are unable to learn many cultural values, beliefs, practices and customs that they need to function in their community which causes a cultural illiteracy to them. The sense of alienation, the feelings of not being loved etc may develop in their minds. Some studies reported that there

is a risk of physical and sexual abuse of children in boarding schools. The bad management and under-funding may harm children's growth and learning in boarding schools.

Evolution of Residential Schooling in India

Elementary education was recognized as a fundamental right for children in India in 1950, but has not been achieved in practice. Education commission (1964-66) started its report with the statement that 'the destiny of India is now being shaped in her classroom'.³ In 1922, Thakkar Bappa started Ashram Schools to educate the Tribals in Gujarat. From the very beginning free boarding and lodging was given to the tribal students. In the sixties Ashram schools were started on an experimental basis. After their initial success they have become a popular Government measure for imparting the education to the tribal people. Moreover Ashram schools constitute an effective means to check the problems affecting tribal education namely low or non-enrolment, dropouts and poor quality of teaching. It further aims at improving the lifestyle of tribal children with better facilities and proper guidance.

Need of Residential Schooling for SC

The idea of Model Residential Schools (MRS) for the SC students in Kerala forms part of this strategy and is intended to impart quality education along with better accommodation and other foster care. The vision and concept of Model Residential Schools closely follows that of Jawahar Navodaya Vidyalaya institutions under the Central Government. In letter and spirit the MRS is a system of alternate schooling for gifted students, who are economically, socially and educationally backward. The Scheduled Caste Development Department, Government of Kerala also established Model Residential Schools in the same lines for the educational development of Scheduled Caste students with all the standard facilities provided free of cost. The Government proposed to establish two Model Residential Schools for

SC and ST students in 1990 at Thiruvananthapuram and Wayanad.⁴ As per the order, the MRS is jointly implemented by the Department of Education and SCDD. Accordingly the responsibility for the appointment of teachers and other academic matters are vested with the Department of Education. Other responsibilities including day to day administration, maintenance works, appointment of the ministerial staff and hostel related activities were entrusted to the Scheduled Caste Development Department. After a close monitoring of the functions and positive outcomes of the first two MRSs, the State Government took the decision to launch more residential schools in the state. The MRSs are fully residential schools that are affiliated to state syllabus under the Department of Education. The specific task of MRSs is to identify talented children from among SC communities and to provide them with a quality education equivalent to the best residential school system in the country. It includes infrastructure facilities like class rooms, laboratories, libraries, sports and games, space for cultural and co-curricular activity, hostel facilities with spacious dormitories, sanitary facilities and nutritious food, clothing and stationeries necessary etc. Such facilities and environment are supposed to ensure the comprehensive physical, mental and intellectual development of the students who enroll in the Model Residential School.

SC children's access to education has been hindered by a number of factors.⁵ One challenge has been geographic. Many of the small, scattered and remote villages and hamlets, some are frequently inaccessible by vehicle. Another challenge is language of instruction used in pedagogical materials and practices which do not reflect their history, traditional knowledge, experiences and social environment, creating a mismatch in language and curriculum of students. Teacher absenteeism presents a third, persistent problem, and is suggested to be the result of the remote village locations coupled with an inadequate system of accountability.⁶ A fourth factor has been the family's reliance on its children for their contributions to household chores or wage labour.⁷ All four factors have contributed to low enrolment and poor retention of SC children in schools.

Residential schools were established to address some of these persistent problems being faced by SCs. These schools provide SC children with a healthy study environment, facilities and regular teachers. *There are four categories of Residential Schools for SC/STs under Centre and State schemes such as 1) Ashram Schools for Tribal Students (Centrally Sponsored Scheme), 2) Residential Schools funded under article 275(1) of the constitution (Centre scheme), 3) Model Residential Schools for SC and ST students (State Scheme), 4) Residential Sports School for SC and ST students (State Scheme).*

Objectives and Methodology of the Study

A very few studies have been done in Kerala on MRS, and so, very limited literature exist on this topic. The main objectives of the present study are

- 1) to understand the residential schooling programme of Government of Kerala for SC students and understand its reach, spread, target and focus;
- 2) to review the present information, status and functioning of Model Residential Schools managed by SCDD and to find out gaps if any;
- 3) to have a comparative understanding of other residential schooling programmes like Jawahar Navodaya Vidyalaya and identify strengths, weakness, opportunities and threats of MRSs and
- 4) to suggest remedial measures to improve the functioning of MRSs.

The study is mainly based on 4 kinds of methods: review of documents, consultation with selected stakeholders, opinion survey of students and field visits. For review of documents, the study team relies on existing government orders, minutes of governing body, policy and programme documents, articles and narratives, budget documents and other research reports on residential schooling programmes. For the consultation of key informants, the study team conducted Focus Group Discussions (FGD) with different stakeholders – students, teachers, officials and parents, kitchen and security staff, community leaders and academicians. The students are the

primary stakeholders of MRS. An opinion survey was conducted with structured questionnaire among the students to get their feedback about various aspects of the MRS like teaching, infrastructure facilities, menu, administration, hygiene, time table, learning atmosphere etc. Students were interviewed with the consent of officials but without their presence in an atmosphere where they can freely express their opinions without any influence. The study team also visited various MRS across Kerala and observed the infrastructure facilities and academic activities. Some of the leading/best practices that the Team came across are also presented as part of the report.

CHAPTER 2

MODEL RESIDENTIAL SCHOOLS UNDER SCHEDULED CASTES DEVELOPMENT DEPARTMENT, GOVT OF KERALA

In 1990-91, as the part of birth centenary celebrations of Dr.B.R.Ambedkar, the Chief Architect of Indian Constitution, a year long programme was conducted by State Governments and Centre Government. In this connection, the Government of Kerala had declared an action plan in which the 16th item was the establishment of two high standard residential schools for the talented students among SC and ST. Subsequently, the SCDD issued orders in July 1990 to start those schools as Ambedkar Memorial Model Residential School.⁸ The first two MRS were started and managed by Scheduled Tribes Development Department. But later SCDD started own MRS all over Kerala. At present SCDD manages 9 MRS and the details are given in Table 2.1

Table 2.1 Model Residential Schools Managed by SCDD in Kerala					
Sl: No	Name	Girls/ Boys	District	Year Started	Phone No.
1	MRS Keezhmad, Aluva,	Boys	Ernakulum	1998	0484-2623673
2	MRS Thrithala	Girls	Palakkad	1998	04662-004547
3	MRS Punnapra	Girls	Alappuzha	2000	0477-2268442
4	MRS Wadakanchery	Boys	Thrissur	2000	04662-271806
5	MRS Peermade,	Mixed	Idukki	2001	08469-233642
6	MRS Azhiyoor	Boys	Kozhikode	2002	0496-2654281
7	MRS, Kasaragod	Boys	Kasaragod	2002	04685-262622
8	MRS Kuzhalmannam	Boys	Palakkad	2010	9446190606
9	MRS Chelakara	Boys	Thrissur	2011	9447129305
<i>Source: Scheduled Caste Development Department</i>					

Among these, two MRS are exclusively for Girls (Punnapra & Thrithala) and five are exclusively for Boys while only one MRS (Kuttikanam) follows a co-education (Boys and Girls system).

Objectives of Model Residential Schools

The main objective of establishing MRS is to provide quality education to the talented students in SC/ST communities.⁹ It aims to provide standard facilities for their all-round development through education in residential school mode. To attain this objective MRS aims:

- to ensure educational empowerment of SC students by improving their merits
- to facilitate and provide nutritional food as prescribed by Nutrition Board, apart from periodical medical checkup and counseling
- to develop all soft skills to build up the careers of students and facilitate their opportunities to join professional and specialized courses in Indian and abroad.
- to provide a safe nurturing environment for learning where individuality is recognized and diversity is celebrated
- to encourage initiative, self-discipline, critical thinking and creative approaches to problem solving
- to institute a consistent and clear method of measuring student's achievements by providing resident tutors and residential teachers

Governance and Administration

For managing MRS, Government have constituted a society named '*The Kerala State Scheduled Castes / Scheduled Tribes Residential Education Society*' (Register number 663/95).¹⁰ The office of the society is situated at the office of the Director of Scheduled Tribes Development Department, Thiruvananthapuram. The society has state wide jurisdiction and seven objectives which include establishment of several types of educational institutions which are suited for the promotion, improvement and up-gradation of the educational status of SC/STs ¹¹ and sponsoring of talented students of these institutions to build up their career in India and abroad. The detailed bye-law is appended as Annexure 1.

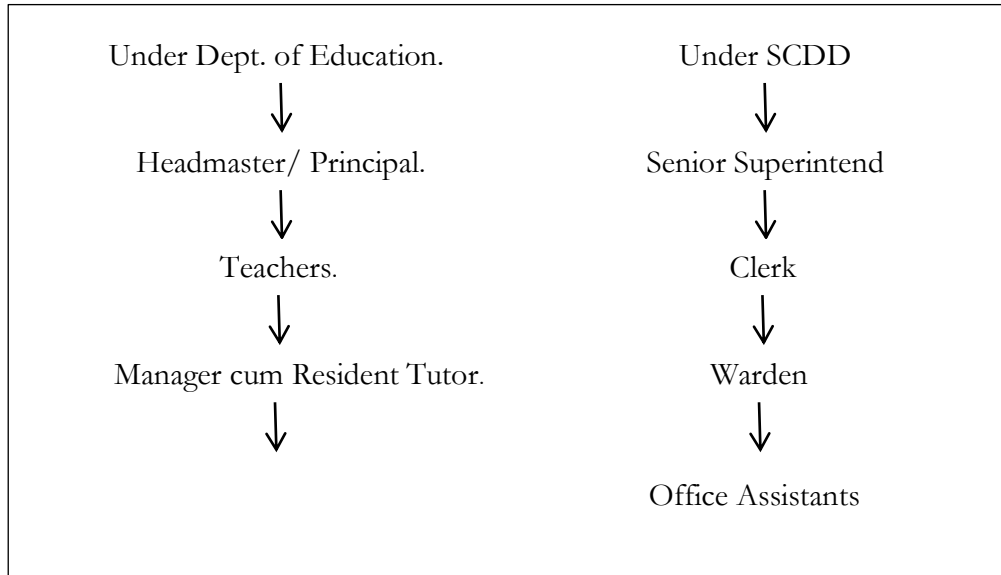
The Society is managed by a Governing body, Managing Committee and Executive Committee. The Governing Body is responsible for the functioning and management of the institutions under its control. It determines the policies, strategies and procedures for the effective functioning of institutions and ensures its proper implementation. The Principal Secretary of SC/ST Department is the president and the Directors of SC and ST Departments are the vice presidents. The Managing Committee is responsible for the day to day functioning of the institutions and it serves as the executive of the Governing Body.¹²

Each MRS has an Executive Committee to supervise its day to day functions and to guide the Heads of MRS and Senior Superintendent/Administrative Assistant in academic as well as administrative matters. The District Collector of the district in which MRS is situated is the Chairman of the Executive Committee. This committee ensures proper and efficient functioning of MRS, following the decisions and directions of the Governing Body.¹³

Administrative Structure of MRS

The academic aspects of MRS are looked after by the Department of Education and the administrative functions executed by the SCDD. The Model Residential Schools are functioning as an integrated programme where Department of Education facilitate and execute teaching and learning process including appointment of Head Master/Mistress/ Principal and teachers. Obviously, effective functioning of MRS presupposes synergistic convergence between these two departments. The maintenance of MRS including infrastructure, day today functioning and requirements, staff requirements in the non-academic stream etc. come under the responsibility of the SCDD. The Head Mistress/Master/Principal etc. are under the control of the Deputy Director of Education at the district level and they look after education programme of MRS. The Senior Superintendent under the control and direction of the Deputy Director is responsible for administration of the

school. Though the parents have very small role, their involvement is ensured through Parent Teacher Association (PTA) and by including one representative of parents in the respective executive committees of MRS.¹⁴ The Administrative Structure of the MRS is as follows:



The role, functions and powers of the above functionaries are described in G.O (MS) No.14/91/SCSTDD dt.14.3.1991. The major duties are as follows:

a) Head master:

The Head Master of MRS who is also the warden is entrusted with the responsibility to control and manage the school and the hostel.¹⁵ The administrative and financial powers of the headmaster include temporary recruitment of teachers and staff, sanctioning of leave, promotion to subordinate staff, maintenance of hostel, purchases etc. The modified duties, functions and delegation of powers of the Heads of MRS are explained in detail in the annexure of G.O (MS) No.23/2009/SCSTDD dated.12.2.2009. (Refer Appendix 2)

b) Senior Superintendent

The duties, functions and responsibilities of Senior Superintendent in the institutions under the Scheduled Caste Development Department are governed by the bye-laws of the Kerala SC & ST Residential Educational Society. The main duties of senior superintendent include full administrative charge of the hostel and office of the institution; implement the decisions of the Governing Body and the Executive Committee, drawing and disbursing funds allotted, purchases etc.¹⁶ (Refer Appendix 3)

Appointment of Teachers

There are two selection committees to select teachers to be appointed in various MRS.¹⁷ First committee is to select teachers up to high school level and the second, is for higher secondary level. Director of SCDD is the convener of both committees. The Directors of General Education and Higher Secondary Education are the Chairmen of the committees respectively.

It is instructed that the selection procedures are to be completed before November 15th of every year before the Christmas vacation.¹⁸ The Director of SCDD is entrusted to ensure that the teachers reside in MRS wherever teacher's quarters are available and if teacher's quarters are not available, two teachers are to reside in the school hostel with the students to supervise their studies. The salary of teachers is met by Education Department and in addition SCDD provides an honorarium at the rate of Rs.300 to Rs.600 to teachers in accordance with the posts held.

Admission Procedure

Admission of the students is based on the marks obtained by the students in the state level selection test conducted by the department. Education and all other facilities are entirely free in Model Residential School. The students who have completed 4th standard are eligible for admission to Class 5th in MRS. Unlike Jawahar Navodaya Vidyalaya, the schools can enroll required number of students from across the state, based on community

quota of 60 per cent SCs, 30 per cent STs and 10 per cent from Other Backward Communities. The student's selection is done through a state level entrance test. The selection test for admission is executed under the concerned District Executive Committee. The children who are studying in fifth standard and whose family income is not more than Rs. one lakh are eligible for admission to the MRS. Students can join MRS at any level – from Standard VI to X - based on the number of seats available .

Student Strength

The Table 2.2 shows the students strength of Boys and Girls in MRS. The total strength of boys and girl students in MRS in the survey year (2016-17) is 2001 and out of which 1215 boys and 786 girls studying separately and 310 students are in co-education system. The highest number of students is in Alapuzha and Idukki and the lowest at Chelakkara and Kozhikode

Table 2.2						
Student Strength in Model Residential Schools under SCDD -2016-17						
Name	Count			Per cent		
	Boys	Girls	Total	Boys	Girls	Total
Punnapra	-	346	346	-	55.3	17.3
Aluva	286	-	286	26.9	-	14.3
Peermade	150	160	310	8.6	9.2	15.5
Wadakanchery	156	-	156	7.8	-	7.8
Chelakkara	94	-	94	4.7	-	4.7
Kozhikode	128	-	128	12.0	-	6.4
Thrithala	-	280	280	14	44.7	14
Kuzhalmannam	204	-	204	10.2	-	10.2
Kasargod	197	-	197	18.5	-	9.8
Total	1215	786	2001	100.0	100.0	100.0
<i>Source: Data collected from MRSs</i>						

Table 2.3 shows the details of students' strength from class 5 to class 10 in MRS under the SCDD in Kerala. A total number of 1710 students studied in the latest academic year (2016 - 17). Out of these 1,096 students belong to SC (64%), 498 students belong to ST (29%) and 116 belong to other backward communities (7%). In Peermade MRS no ST students are

studying. It is because in this school the medium of instruction is Tamil where SC students from the families of estate labourers' family who migrated from Tamil Nadu are studying. MRS Chelakara School is established in 2011 and it is the latest one instituted by SCDD and also the lowest (total 94) strength; it has no students from "others" category.

Table 2.3									
Students' Strength in MRS till 10th Standard During 2016-17									
SL. No	Name of the MRS	SC		ST		Others		Total	
		No.	%	No.	%	No.	%	Num	%
1	Alapuzha	212	19.3	42	8.4	18	15.5	272	15.9
2	Peermade	214	19.5	0	0	23	19.8	270	15.8
3	Aluva	101	9.2	105	21.1	11	9.5	217	12.7
4	Wadakanchery	71	6.5	70	14.1	14	12.1	155	9.1
5	Chelakkara	93	8.5	1	0.2	0	0	94	5.5
6	Thrithala	126	11.5	64	12.9	16	13.8	206	12.0
7	Kuzhalmannam	185	16.9	1	0.2	18	15.5	204	11.9
8	Kozhikode	40	3.6	86	17.3	2	1.7	128	7.5
9	Kasaragod	54	4.9	129	25.9	14	12.1	197	11.5
	Total	1,096	100.0	498	100.0	116	100.0	1,710	100.0

Source: Data compiled from the Institutions

Category of Students

The category wise classification of students is shown in Table 2.4.

Table 2.4								
MRS category wise student strength								
	Number				Percent			
MRS	SC	ST	Others	Total	SC	ST	Others	Total
Pre-Matric	1,096	498	116	1,710	64.09	29.12	6.78	100.00
Post-Matric	201	62	28	291	69.07	21.31	9.62	100.00
Total	1,297	560	144	2,001	64.82	27.99	7.20	100.00

Source: Data collected from MRSs

Out of the 2001 student's 1096 students studying in pre-matric and 201 studying in post-matric MRS from SC communities. 498 students are studying in pre-matric and 62 in post-matric from ST communities. In case of other community, 116 students are studying in pre-matric and 28 in post-

matric. Of all the 1297 SC Students in MRS, 85 percent (1,096) are in pre-matric and 15 percent (201) in post-matric. Out of the total 560 ST students, 88.9 percent (498) are in pre-matric and 11.1 percent (62) in post-matric. The students from other communities are 80.6% (116) in pre-matric and 19.4 percent (28) are in post-matric.

MRS Higher Secondary Schools

Until 2008 the MRS schools were only up to Class X. In 2008, out of these nine schools, four Schools have been upgraded to Higher Secondary (HS) section. Out of these four, three higher secondary schools are with science subjects and one with humanities. The Table 2.5 shows the details of the HS in MRS and the branches. Peermade MRS has humanities branch and all other three have Science stream. A total number of 291 students studied during 2016-17 out of which 201 from SC, 62 from ST and 28 are others.

Table 2.5									
Students' Strength & Branches in MRS Higher Secondary School(2016-17)									
SL. No	Name & Branches of the MRS In Higher Secondary Level	SC		ST		Others		Total	
		No.	%	No.	%	No.	%	No.	%
1	HSS Alapuzha(Science)	51	25.4	16	25.8	7	25.0	74	25.4
2	Peermade (Humanities)	65	32.3	1	1.6	8	28.6	74	25.4
3	GMR HSS Aluva (Science)	43	21.4	19	30.6	7	25.0	69	23.7
4	HSS Thrithala(Science)	42	20.9	26	41.9	6	21.4	74	25.4
	Total	201	100.0	62	100.0	28	100.0	291	100.0
<i>Source: Data compiled from the Institutions</i>									

The basic objective of MRS is to provide quality education to SC students in remote areas, not only to enable them to avail of reservation in high and professional educational courses and as jobs in government and public and private sectors but also to have access to the best opportunities in education at par with the non SC/ST population. To achieve this objective, SCDD takes all efforts to maintain MRS as a centre of excellence by providing good academic and non-academic facilities to inmates. The next chapter examines the infrastructure, food and accommodation facilities in MRS.

CHAPTER 3

INFRASTRUCTURE, FOOD AND ACCOMMODATION FACILITIES IN MODEL RESIDENTIAL SCHOOLS

All Model Residential Schools are entitled to have adequate academic, non-academic and residential infrastructure. In the present study, infrastructural facilities of MRS are classified into two: Infrastructure-General and Infrastructure-Academic.

1. INFRASTRUCTURE GENERAL

Extent of Land in Possession of MRS

The Table 3.1 shows the total land area of each MRS. Though Kozhiode MRS possess 65 cents of land, own building has not been constructed, and at present it is functioning in a rented building. The other MRS that functions in rented building is Vellachal, Kasaragod which has 8.08 acres own land in possession. In the case of MRS Wadanakchery, it owns 10 acres of land and the building construction is in progress. The average land holding of a MRS is 6.67 Acres.

Table 3.1 Extent of Land in Possession of MRS		
Sl.No	Name of the MRS	Land in Acres/cents
1	MRS Alapuzha	9.25 acres
2	MRS Peermade	6.10 acres
3	MRS Aluva	5.30 acres
4	MRS Wadakanchery	10 acres
5	MRS Chelakara	5 acres
6	MRS Thrithala	10.5 acres
7	MRS Kuzhalmannam	5.22 acres
8	MRS Kozhikode	65 cents
9	MRS Kasargod	8.08 acres
<i>Source: Data collected from MRSs</i>		

Infrastructure: Administrative Section

The Table 3.2 shows the details of the administrative infrastructure facilities in MRS. It is noted that in most of the MRS the Superintendent does not have an office space. They work with limited facilities in the available office space within the MRS. At the same time office space is available for the Principal/HM in all the MRS except Chelakara. Other facilities like rooms for office and teaching staff are available in all schools. The security cabin is available only in MRS Punnapra and in MRS Kuzhalmannam. The compound wall is partially completed in Wadakanchery and in Kasaragod only two sides have compound wall. All other 6 MRS are well protected with walls.

Table 3.2 Infrastructure- Administrative in MRS								
SL: No	Name of MRS	Office of Senior Superintendent	Principal/HM Office	Office room	Teaching Staff room	Visitors room	Security cabin	compound wall
1	Punnapra	-	01	01	01	-	01	Yes
2	Peermade	-	01	01	01	-	-	Yes
3	Aluva	-	01	01	01	-	-	Yes
4	Wadakanchery	01	01	03	01	-	-	*
5	Chelakara	-	-	-	-	-	-	-
6	Thrithala	-	01	01	02	-	-	Yes
7	Kuzhalmannam	-	01	01	01	-	01	Yes
8	Kozhikode	01	01	01	01	-	-	Yes
9	Kasaragod	01	01	01	01	-	-	**
Source: <i>Data collected from MRSs</i>								

Playground Facilities

Table 3.3 shows the details of playground- a very important pre-requisite for the physical well being and holistic development of students. Out of the nine MRS, majority of them (5 out of 9) do not have a proper

playground. The schools like Punnapra, Aluva, Kuzhalmannam and Thrithala, though they have playground, they are not fit for playing and require maintenance and clearing.

Table 3.3 Play Ground Facilities							
District	Boys		Girls	Mixed	Total		Grand Total
	No	Yes	Yes	No	No	Yes	
Alappuzha	-	-	1	-		1	1
Ernakulam	-	1	-	-		1	1
Idukki		-	-	1	1	-	1
Thrissur	2		-	-	2	-	2
Kozhikode	1	-	-	-	1	-	1
Palakkad	-	1	1			2	2
Kasaragod	1	-	-	-	1	-	1
Total	4	2	2	1	5	4	9
<i>Source: Data collected from MRSs</i>							

Table 3.4 shows the percentage distribution of the opinion / satisfaction level of students about playground facilities in MRS. Out of the students responded 18.4% marked Excellent, 7.6% Very Good, 6.3% Good, 15.2% Fair, 50.6% Poor and 1.9% No Response while 69.6% boy students marked the playground facilities as Poor 65.1% girls marked playground facilities as excellent. This is probably because boys use the playground more frequently and have higher expectations about it.

Table 3.4 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Play ground			
Level	Girls	Boys	Total
Excellent	65.1	0.9	18.4
Very Good	25.6	0.9	7.6
Good	9.3	5.2	6.3
Fair	-	20.9	15.2
Poor	-	69.6	50.6
NR	-	2.6	1.9
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Hostel Facilities for Students

The table 3.5 shows the details of the hostel facilities for students in MRS. MRS Chelakara is accommodated in MRS Wadakanchery and hence they have not provided details of their own. MRS Punnapra, Kasaragod and Kuzhalmannam are having hostel rooms for students to stay and in other places it is dormitories. Aluva, Wadakanchery, Chelakara and Thrithala MRS Hostels do not have study rooms. Chelakara and Thrithala MRS Hostel do not rooms for the sick in the hostel.

Table 3.5 Hostel Facilities for Students														
Sl: No	Name of MRS	Dormitory/ Rooms	Study Room	Sick Room	Store Room	Warden's Room	RT Room	Visitor's Room	Prayer Room	Kitchen & Work Area	Dining Hall	Solar & Battery Room	Toilets	Bath Rooms
1	Punnapra	74	1	1	1	1	1	-	1	1	1	1	35	35
2	Peermade	10	1	1	1	1	1	-	-	1	2	1	40	40
3	Aluva	09	-	1	4	1	-	-	-	1	1	1	55	36
4	Wadakanchery	02	-	1	1	-	-	-	-	1	1	1	33	30
5	Chelakara	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Thrithala	09	-	-	2	1	1	-	-	1	1	1	50	50
7	Kuzhalmannam	64	3	3	2	1	1	1	-	1	1	1	30	24
8	Kozhikode	02	1	1	1	1	1	-	-	1	1	1	15	10
9	Kasaragod	84	6	1	2	1	1	-	-	1	1	1	24	24
Source: Data collected from MRSs														

Table No. 3.6 shows the percentage distribution of opinion / satisfaction level of the students on building facilities in MRS. Out of the 187 students 2.5 % marked Excellent, 5.9% marked Very Good, 14.2% marked Good, 55.9% marked Fair, 18.6% marked Poor and 2.9% No Response. The highest number of students marked the facilities available as fair/ satisfactory.

Table 3.6 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Building				
Level	Girls	Boys	Total	Number
Excellent	8.6	-	2.5	55
Very Good	17.2	2.9	5.9	33
Good	12.1	7.2	14.2	55
Fair	41.4	75.4	55.9	29
Poor	15.5	13.0	18.6	12
No Response	5.2	1.4	2.9	3
Total	100.0	100.0	100.0	187
<i>Source: Primary Survey 2017</i>				

2. INFRASTRUCTURE - ACADEMIC

The table 3.7 shows the details of the academic infrastructure facilities in Model Residential Schools. The MRS Chelakara and MRS Kozhikode are functioning in rented building with bare-minimum facilities. The availability of academic facilities like class rooms, library laboratories for physics, chemistry, biology, computer lab, number of computers, smart class rooms and playground are shown here.

Table 3.7 Infrastructure: Academic facilities										
SL: No	Name of the MRS	Class rooms	Library	Physics lab	Chemistry lab	Biology lab	Computer lab	No of computers	Smart rooms	Play ground
1	Punnapra	8	1	1	1	1	1	2	2	1
2	Peermade	10	1	1	1	1	1	3	-	-
3	Aluva	8	1	1	1	1	2	14	1	1
4	Wadakkancherry	6	1	*	*	*	1	27	-	-
5	Chelakara	-	-	-	-	-	-	-	-	-
6	Thrithala	8	2	1	1	1	2	20	2	1
7	Kuzhalmannam	6	1	1	1	1	1	16	-	1
8	Kozhikode	-	-	-	-	-	-	-	-	-
9	Kasaragod	6	1	*	*	*	1	18	1	**
<i>Source: Primary Survey 2017</i>										

Library Facilities

The table 3.8 shows that the availability of libraries in MRS. Though all the MRS have library facilities as it is mandatory, they are not fullfledged and do not have sufficient books or reference and reading facility.

Table 3.8 Library Facilities in Model Residential Schools							
District	Boys		Girls	Mixed	Total		
	No	Yes	Yes	No	No	Yes	Total
Alapuzha	-		1	-	-	1	1
Ernakulam	-	1	-	-	-	1	1
Idukki	-	-	-	1	1	-	1
Thrissur	2	-	-	-	2	-	2
Kozhikode	1	-	-	-	1	-	1
Palakkad	-	1	1	-		2	2
Kasaragod	1	-	-	-	1	-	1
Total	4	2	2	1	5	4	9
<i>Source: Data collected from MRSs</i>							

Table 3.9 shows the percentage distribution of opinion / satisfaction level of students about language lab facilities in MRS. Out of the 187 students 5.3 % marked Excellent, 25% marked Very Good, 14.2% marked Good, 55.9% marked Fair, 18.6% marked Poor and 2.9% NR. The highest number of students marked the facilities available are fair/ satisfactory.

Table 3.9 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Language Lab			
Level	Girls	Boys	Total
Excellent	9.3	-	5.3
Very Good	44.2	-	25.0
Good	27.9	9.1	19.7
Fair	2.3	3.0	2.6
Poor	9.3	78.8	39.5
NR	7.0	9.1	7.9
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.10 shows the percentage distribution of opinion / satisfaction level of students on computer/ internet facilities in MRS. Out of the 187 students 13.2 % marked Excellent, 13.2% marked Very Good, 30.3% marked Good, 14.5% marked Fair, 23.7% marked Poor and 5.3% NR.

Table 3.10 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on computer/ internet			
Level	Girls	Boys	Total
Excellent	20.9	3.0	13.2
Very Good	23.3	-	13.2
Good	41.9	15.2	30.3
Fair	4.7	27.3	14.5
Poor	4.7	48.5	23.7
NR	4.7	6.1	5.3
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.11 shows the percentage distribution of opinion / satisfaction level of students on study hall facilities in MRS. Out of the 187 students 34.2% marked Excellent, 25% marked Very Good, 18.4% marked Good, 17.7% marked Fair, 2.6% marked Poor.

Table 3.11 Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Study Hall			
Level	Girls	Boys	Total
Excellent	55.8	6.1	34.2
Very Good	25.6	24.2	25.0
Good	16.3	21.2	18.4
Fair	2.3	42.4	19.7
Poor	-	6.1	2.6
NR	-	-	-
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.12 shows the percentage distribution of opinion of students on hostel staff in MRS. Out of the 187 students 23.5% marked Excellent,

27.3% marked Very Good, 28.3% marked Good, 12.8% marked Fair, 7% marked Poor and 1.1% No Response.

Table 3.12 Percentage Distribution of Students Marked by their Opinion on Hostel Staff			
Level	Girls	Boys	Total
Excellent	25.6	22.9	23.5
Very Good	34.9	25.0	27.3
Good	30.2	27.8	28.3
Fair	7.0	14.6	12.8
Poor	2.3	8.3	7.0
NR	-	1.4	1.1
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

3. FOOD AND ACCOMMODATION

Drinking Water Facilities

Table 3.13 shows the percentage distribution of opinion / satisfaction level of students on drinking water facilities in MRS. Out of the 187 students 32.1 % marked Excellent, 21.9% marked Very Good, 18.2% marked Good, 13.4% marked Fair, 11.8% marked Poor and 2.7% No Response. For Peermade MRS, the source of sufficient drinking water is absent or inadequate.

Table 3.13 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Drinking water			
Level	Girls	Boys	Total
Excellent	83.7	16.7	32.1
Very Good	11.6	25.0	21.9
Good	2.3	22.9	18.2
Fair	2.3	16.7	13.4
Poor	-	15.3	11.8
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.14 shows the percentage distribution of opinion / satisfaction level of students on dining hall facilities in MRS. Out of the 187 students 23% marked Excellent, 23% marked Very Good, 28.9% marked Good, 11.8% marked Fair, 9.6% marked Poor and 3.7% NR.

Table 3.14 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Dining Hall			
Level	Girls	Boys	Total
Excellent	58.1	12.5	23.0
Very Good	27.9	21.5	23.0
Good	11.6	34.0	28.9
Fair	2.3	14.6	11.8
Poor	-	12.5	9.6
NR	-	4.9	3.7
Total	100	100	100
<i>Source: Data compiled through survey</i>			

Table 3.15 shows the percentage distribution of opinion / satisfaction of students level on kitchen facilities in MRS. Out of the 187 students 22.5% marked Excellent, 23% marked Very Good, 24.6% marked Good, 21.9% marked Fair, 7.5% marked Poor and 0.5% No Response.

Table 3.15 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Kitchen			
Level	Girls	Boys	Total
Excellent	58.1	11.8	22.5
Very Good	30.2	20.8	23.0
Good	11.6	28.5	24.6
Fair	-	28.5	21.9
Poor	-	9.7	7.5
NR	-	0.7	0.5
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.16 shows the percentage distribution of opinion / satisfaction level of students on food provided in MRS. Out of the 187 students 25.7 % marked Excellent, 18.7% marked Very Good, 19.3% marked Good, 18.7% marked Fair, 16% marked Poor and 1.6% No Response.

Table 3.16 Percentage Distribution of Students marked by their Opinion / Satisfaction Level on Food			
Level	Girls	Boys	Total
Excellent	60.5	15.3	25.7
Very Good	20.9	18.1	18.7
Good	11.6	21.5	19.3
Fair	4.7	22.9	18.7
Poor	2.3	20.1	16.0
NR	-	2.1	1.6
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.17 shows the percentage distribution of opinion / satisfaction level of students on dormitories facilities in MRS. Out of the 187 students 29.4% marked Excellent, 19.8% marked Very Good, 24.6% marked Good, 16.6% marked Fair, 7% marked Poor and 2.7% No Response. The highest number of students marked the facilities available are fair/ satisfactory.

Table 3.17 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Dormitories			
Level	Girls	Boys	Total
Excellent	74.4	16.0	29.4
Very Good	11.6	22.2	19.8
Good	7.0	29.9	24.6
Fair	2.3	20.8	16.6
Poor	-	9.0	7.0
NR	4.7	2.1	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.18 shows the percentage distribution of opinion / Satisfaction level of students on bed, cot, sheets in MRS. Out of the 187 students 31.6 %

marked Excellent, 24.1% marked Very Good, 28.9% marked Good, 13.4% marked Fair, 1.1% marked Poor and 1.1% No Response.

Table 3.18 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Bed, Cot, Sheets			
Level	Girls	Boys	Total
Excellent	51.2	25.7	31.6
Very Good	25.6	23.6	24.1
Good	18.6	31.9	28.9
Fair	4.7	16.0	13.4
Poor	-	1.4	1.1
NR	-	1.4	1.1
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.19 shows the percentage distribution of opinion / satisfaction level on of students fan & lights in MRS. Out of the 187 students 25.6 % marked Excellent, 25.7% marked Very Good, 18.2% marked Good, 14.4% marked Fair, and 7.5% marked Poor and 2.7% No Response.

Table 3.19 Percentage Distribution of Hostel Students Marked by their Opinion/ Satisfaction Level on Fan & Lights			
Level	Girls	Boys	Total
Excellent	76.7	18.1	31.6
Very Good	14.0	29.2	25.7
Good	-	23.6	18.2
Fair	4.7	17.4	14.4
Poor	4.7	8.3	7.5
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.20 shows the percentage distribution of opinion / satisfaction level of students on toilet facilities in MRS. Out of the 187 students 13.4 % marked Excellent, 23% marked Very Good, 22.5% marked Good, 17.7% marked Fair, 19.8% marked Poor and 3.7% No Response.

Table 3.20 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Toilet			
Level	Girls	Boys	Total
Excellent	30.2	8.3	13.4
Very Good	41.9	17.4	23.0
Good	16.3	24.3	22.5
Fair	7.0	20.8	17.7
Poor	4.7	24.3	19.8
NR	-	4.9	3.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.21 shows the percentage distribution of opinion / satisfaction level of students on toilets & bath rooms facilities in MRS. Out of the 187 students 16.6 % marked Excellent, 18.2% marked Very Good, 20.3% marked Good, 19.3% marked Fair, 22.5% marked Poor and 3.2% No Response.

Table 3.21 Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Toilets & Bath Rooms			
Level	Girls	Boys	Total
Excellent	58.1	4.2	16.6
Very Good	30.2	14.6	18.2
Good	7.0	24.3	20.3
Fair	2.3	24.3	19.3
Poor	-	29.2	22.5
NR	2.3	3.5	3.2
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.22 shows the percentage distribution of opinion / satisfaction level of students on washing & drying area facilities in MRS. Out of the 187 students 15% marked Excellent, 16% marked Very Good, 24.1% marked Good, 21.9% marked Fair, 16.6% marked Poor and 6.4% No Response.

Table 3.22 Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Washing & Drying Area			
Level	Girls	Boys	Total
Excellent	53.5	3.5	15.0
Very Good	27.9	12.5	16.0
Good	14.0	27.1	24.1
Fair	4.7	27.1	21.9
Poor	-	21.5	16.6
NR	-	8.3	6.4
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.23 shows the percentage distribution of opinion / satisfaction level of students on overall material provisions for students in MRS. Out of the 187 students 36.4% (68 nos.) marked above average, 54% (101 nos.) marked as average, and 9.6% (18 nos.) marked below average.

Table 3.23 Opinion/ Satisfaction Level on Overall Material Provisions for Students (%)				
Score	Material Provisions for students	Girls	Boys	Total
0-16	Below Average	-	12.5	9.6
17-33	Average	11.6	66.7	54.0
34-50	Above Average	88.4	20.8	36.4
Total		100.0	100.0	100.0
<i>Source: Data compiled through survey</i>				

Table 3.24 shows the percentage distribution of students' opinion 'Rate Your Hostel'. Out of the 187 students 36.9 % marked Excellent, 24.6% marked Very Good, 16.6% marked Good, 7% marked Fair, and 8.6% marked Poor and 6.4% No Response.

Table 3.24 Percentage Distribution of Students Marked by their Opinion 'Rate your Hostel'			
Level	Girls	Boys	Total
Excellent	86.1	22.2	36.9
Very Good	11.6	28.5	24.6
Good	2.3	20.8	16.6
Fair	-	9.0	7.0
Poor	-	11.1	8.6
NR	-	8.3	6.4
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 3.25 shows the percentage distribution of students' opinion / satisfaction level on overall infrastructure in MRS. Out of the 187 students 23% (43 nos.) marked above average, 69% (129 nos.) marked as average, and 8% (15 nos.) marked below average.

Table 3.25 Opinion/ Satisfaction on Overall Infrastructure (%)				
Score	Infrastructure	Girls	Boys	Total
0-27	Below Average	-	10.4	8.0
28-55	Average	4.7	88.2	69.0
56-85	Above Average	95.3	1.4	23.0
Total		100.0	100.0	100.0
<i>Source: Primary Survey 2017</i>				

The infrastructure facilities in MRS especially buildings are satisfactory. Institutions like MRS in Punnapra and Aluva have almost all the mandatory infrastructure facilities. The MRS Kuzhalmannam does not have residential quarters for its teachers. The Kozhikode MRS though it was established in 2002, is still functioning in a rented building and has not able to identify a suitable location. During the last decades, they have been moving and shifting from one place to another. At present MRS, Kozhikode is running in the Pre-Matric hostel for boys and girls at Azhiyoor, very close to Mahe railway station. The infrastructure that was originally intended for the use of 30

students is now being used by 180 students. The parents and students find it very difficult to reach this place and the facilities are very inadequate. The residential teacher's / staff quarters in almost all the MRS are not satisfactory. The staff quarters are not envisaged or available in MRS Kuzhalmannam.

Each and every school facilities have common similarities, at the same time Alapuzha Model Residential School set a new example for all other Model Residential Schools. There they have vegetable farms run with the support of PTA, students and teachers. They managed to buy a bus of their own for the school, mobilizing the local fund of the Alapuzha MP. Strict security system is another feature of Alapuzha model residential school.

The infrastructure, its design, quality and day to day management in MRS is significant in enabling school system to deliver improved education outcomes. It broadly encompasses land and building, quality of facilities and the overall design. To run the MRS to the highest standards of academic excellence, providing quality infrastructure in terms of land and building, quality of facilities and the overall design and utility are important. Majority of the students expressed satisfaction on the infrastructure facilities of MRSs such as land, playground, administrative buildings, hostels, class rooms, library, drinking water, kitchen etc. The next chapter examines the academic facilities provided to the students of MRS.



Classroom in MRS, Punnapra



Vegetable Farm in MRS, Punnapra

CHAPTER 4

ACADEMIC FACILITIES IN MODEL RESIDENTIAL SCHOOLS

Staff Pattern

Since Model Residential School is a scheme implemented by SCDD along with Department of Education, the administrative and academic staff are also recruited and controlled by the respective departments. All teaching staff, except those on contract basis, are posted or deputed by the Department of Education and they are directly under the control of Department of Education. However the MRS is a scheme implemented by SCDD and in many MRSs like Peermade and Kuzhalmandam, most of the teachers are posted on contract basis and their appointments, salary etc are sanctioned by Scheduled Caste Development Department. There are three types of posting in MRS. The permanent staff are appointed by the Public Service Commission and governed by the Kerala Service Rule. The second category is the contract staff and third category is the daily wage workers who are appointed in the MRS on the advice of the Executive Committee.

Teaching staff in MRS

The teaching staff constitutes one of the highest strength next to students as far as an educational institution like MRS is considered. They are appointed by the Department of Education. In order to fill vacancies if any, some of the teachers are also appointed on contract basis.

Table 4.1 Staff Pattern in Model Residential Schools																	
Name of the MRS	English		Malayalam		Hindi		Maths		Science		Social Science		IT	PT	Total		
	P	C	P	C	P	C	P	C	P	C	P	C	C	C	P	C	GT
MRS Alapuzha	-	1	2	-	1	-	2	-	2	-	1	-	-	-	9	1	10
MRS Peermed	-	1	2	-	1	-	1	1	1	1	1	-	-	-	7	3	10
MRS Aluva	-	-	2	-	-	1	2	-	2	-	1	-	-	-	8	1	9
Chelakara	-	1	1	1	1	-	-	2	-	2	-	1	-	-	2	7	9
Wadakanchery	-	1	-	2	1	-	2	-	2	-	1	-	-	-	6	3	9
MRS Thrithala	-	-	2	-	-	1	1	1	-	2	-	1	-	1	4	5	9
Kuzhalmannam	-	1	-	2	-	1	-	2	-	2	-	1	1	1	0	11	11
Kozhikode	-	1	-	2	-	1	2	-	-	2	-	1	-	1	2	8	10
Kasargod	-	-	2	-	1	-	2	-	2	-	1	-	-	-	9	0	9
Total	-	6	11	7	5	4	12	6	9	9	5	4	1	3	47	39	86
<i>P – Permanent C - Contract</i> <i>Source: Data collected from MRSs</i>																	

The table 4.1 shows the details of the teaching staff pattern in MRS. Altogether 86 teachers are working in 9 MRS and 47 (55%) of them are permanent while 39 (45%) are on contract basis. The very disappointing fact is that not a single teacher in English language is permanent in MRS and MRS at Aluva, Thrithala, and Kasargod there are no English language teachers at all. Of the 11 Malayalam language teachers seven are permanent and seven are on contract basis. Out of the nine Hindi language teachers, 5 are permanent and 4 are on contract basis. Comparatively better, in the case of 18 Mathematics teachers, among whom 12 are permanent and 6 are on contract basis. 9 of the 18 Science teachers and 5 out of 9 Social Studies teachers are permanent while the rest are on contract basis. Only MRS Kuzhalmannam has a teacher for Information Technology, though on contract basis. Out of the 9 MRSs, only 3 schools namely, Thrithala, Kuzhalmannam and Kozhikode MRS have Physical Education Teachers.

The advantage of having contract teachers is that they are willing to stay in the school and are liberal with regard to work. But they leave the institution once they get a better job or if their contract is not extended due to any reason. Such turnover of teachers appointed on temporary, contract basis affects the teaching – learning process. Wherever the teachers on contract leave the jobs in short periods of time, the students are left with comparatively inexperienced teachers.

Teaching Staff in MRS-HSS

The SCDD has taken a new step in 2008 by introducing Higher Secondary Schools in MRS. Out of the 9 MRS, 4 were upgraded as HSS. The details of the Teaching staff in MRS-HSS are provided below.

Table 4.2 Teaching Staff Details in MRS –HSS				
SL:No	Name	Permanent	Contract	Total
1	GMR HSS Alapuzha(Science)	7	-	7
2	GMR HSS Peermade (Humanities)	-	7	7
3	GMR HSS Aluva (Science)	6	1	7
4	GMR HSS Thrithala(Science)	5	2	7
	Total	18	10	28
<i>Source: Data collected from MRS</i>				

The Table 4.2 shows the details of teaching staffs in MRS-HSS. There are 28 teachers of which 18 are permanent and 10 on contract basis. MRS-HSS Peermade does not have even a single permanent teacher (all 7 are on contract basis) while in Alapuzha MRS-HSS all the 7 teachers are permanent.

Non-Teaching Staff in MRS

Table 4.3 Pattern of Non-Teaching Staff																				
SI No:	Name of the MRS	Name of the Posts																		
		Senior Superintendent			Clerk		Office Assistant		Watch man		Warden		Ayah		Cook		Sweeper		MCRT	
		P	P *	C / D *	P	C / D	P	C/D	P	C/D	P	C/D	P	C / D	P	C/D	P	C/ D		
1	Alapuzha	1	1	-	2	-	3	-	-	1	2	-	1	13	1	4	1	-		
2	Peermade	1	1	-	2	-	-	2	-	1	1	1	3	10	2	-	-	1		
3	Aluva	1	1	-	2	-	2	1	-	1	2	-	5	2	2	1	1	-		
4	Chelakara	-	1	-	1	-	-	3	1	-	1	1	-	4	-	2	-	1		
5	Wadakanchery	1	1	-	2	-	3	-	1	-	2	3	1	7	2	-	1	-		
6	Thrithala	1	1	-	2	-	1	2	-	1	2	-	2	10	-	2	1	-		
7	Kuzhalmadam	-	1	-	1	1	3	-	-	1	2	-	1	1	2	-	1	-		
8	Kozhikode	1	1	-	2	-	3	-	-	1	2	-	1	5	2	-	1	-		
9	Kasargod	1	1	-	2	-	3	-	1	-	2	-	2	6	-	2	-	-		
	Total	7	9	-	16	1	18	8	3	6	16	5	16	56	11	9	6	2		
Source: Data collected from MRSs																				
*P - Permanent post; 'C/D' - Contract workers or Daily wage employees																				

The table 4.3 shows the details of the non-teaching staff of the MRS. Out of Nine MRS, 7 have Senior Superintendents posted by the Department and in the case of two MRSs - MRS Kuzhalmannam, Palakad and MRS Chelakara, Thrissur - the post is lying vacant. All the nine posts of Clerks are permanent and all the MRSs have Clerks. Office Assistant post is also mostly filled by permanent staff while all other lower level post like watchman, warden, kitchen workers, etc. are mostly on daily wage or on contract basis. Every MRS has a Manager cum Residential Tutor for the hostel section and seven of them are permanent and two are on contract basis. Out of 9 warden posts, 3 are permanent and 6 on contract basis. In the case with 21 Ayahs, 16 of them are permanent and 5 on contract basis. There are only 16 permanent

cooks in the kitchen work while 56 of them are on contract / on daily wage basis. There are 20 sweepers in 9 MRS and 11 of them are permanent and 9 are on daily wage/ contract basis. Six Manager-cum-Resident Tutors are permanent and 2 are on contract basis and they are appointed by the Department of Education. Altogether 189 personnel are working in 9 MRS run by the SCDD.

Medium of Instruction

The table 4.4 shows the medium of instruction in MRS. Out of the 6 MRS for Boys 2 MRs are with English medium and 4 with Malayalam. Both of the 2 MRS for Girls are Malayalam medium and the only one MRS (Peermade - Idukki) has Tamil as the medium of instruction.

Table 4.4 Medium of Instruction in MRS					
District	Boys		Girls	Mixed	Total
	English	Malayalam	Malayalam	Tamil	
Alappuzha	-	-	1	-	1
Ernakulam	-	1	-	-	1
Idukki	-	-	-	1	1
Thrissur	1	1	-	-	2
Kozhikode		1	-	-	1
Palakkad	1	-	1	-	2
Kasaragod	-	1	-	-	1
Total	2	4	2	1	9
<i>Source: Data collected from MRSs</i>					

Pass Percentage.

Table 4.5 shows the SSLC Examinations percentages in MRS during the last two years (2014-15 and 2015-16). In all the MRS the pass percentage was 100% and individual percentage, as per the information available from the school shows that there were excellent performances by individual students (by getting full A Plus) in all the schools.

Table 4.5 SSLC Examination in MRS						
Sl. No	Name of MRS	Class	2014-2015		2015-2016	
			students appeared	Percentage of Pass	students appeared	Percentage of Pass
1	Punnapra	10th	31	100	33	100
2	Peermade	10th	31	100	21	100
3	Aluva	10th	31	100	21	100
4	Chelakara	10th	--	--	17	100
5	Wadakkancherry	10th	33	100	32	100
6	Thrithala	10th	35	100	35	100
7	Kuzhalmadam	10th	--	--	34	100
8	Kozhikode	10th	32	100	30	100
9	Kasargod	10th	34	100	33	100
<i>Source: Data compiled from the Institutions</i>						

Dropout Rate

The economic backwardness and family problems of the students are the main reasons for dropout from the course. Some others leave the course due to the difficulties they face in adjusting with the discipline of MRS. Some of them obtain TC and join other schools due to unavoidable circumstances like parents shifting from one place to another. As compared to the rate of normal schools dropout rate in MRS is very low.

Table 4.6																								
Details of the class wise dropout in MRS																								
Sl No	Name of MRS	2014-15							2015-16							2016-17								
		5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11		
1	Punnapra*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2	Peermade	4	1	1	-	-	-	2	1	-	1	1	-	-	-	4	6	2	2				2	
3	Aluva	2	1	3	4	-	-	-	7	8	6	11	-	-	-	2	1	1	2	-	-	-	-	
4	Wadakanchery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5	Chelakara*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	Thrithala	-	1	2	-	-	-	-	-	-	-	1	-	-	-	3	-	-	-	-	-	-	-	
7	Kuhzalmannam	-	2	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	
8	Kozhikode	2	1	-	2	-	-	-	2	-	-	1	-	-	-	3	3	1	-	-	-	-	-	
9	Kasaragod	3	6	9	3	2	1	-	1	4	-	5	1	-	-	3	5	4	-	1	-	-	-	
	Total	11	12	15	10	2	1	2	11	12	7	19	2	-	-	15	15	8	4	1	-	2	-	
Source: Data compiled from the Institutions																								

Table 4.6 shows the details of the class-wise dropout of students who joined MRS. In MRS at Punnapra, Wadakanchery, and Chelakara, there is not a single student who dropped out from the school during the last three academic years. The table shows that the number of dropouts is greater in Aluva, Peermade, and Kasaragod. More number of dropouts occurs in classes from 5th to 8th. 11 students from class 8th alone obtained Transfer Certificates from MRS Aluva during 2015-16. The Table 4.7 shows details of the total dropout in MRS.

Table 4.7 Details of the Dropout in MRS					
SL:No	Name of MRS	2014-15	2015-16	2016-17	Total
1	Punnapra*	-	-	-	-
2	Peermade	8	3	16	27
3	Aluva	10	32	6	48
4	Wadakanchery*	-	-	-	-
5	Chelakara*	-	-	-	-
6	Thrithala	3	1	3	7
7	Kuzhalmannam	3	1	-	4
8	Kozhikode	5	3	7	15
9	Kasaragod	24	11	13	48
Total		53	51	45	149
<i>Source: Data compiled from the Institutions</i>					

Table 4.7 shows the total dropout during the last three academic years. Aluva and Kasaragod MRSs had 48 students' dropping out during this period. Peermade has 27 and Kozhikode has 15 dropouts. As per the details available MRS at Punnapra, Wadakanchery and Chelakkara have no dropouts.

Class Rooms

Table 4.8 shows the percentage distribution of students according to their opinion / satisfaction level on class room facility in MRS. Out of the 187 students 22.5% marked Excellent, 28.9% marked Very Good, 28.3% marked Good, 8.6% marked Fair, 8.6% marked Poor and 3.2% No Response. The highest number of students marked the class room facilities very good (28.9%) and nearly same number marked good (28.3%).

Table 4.8 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Class room			
Level	Girls	Boys	Total
Excellent	67.4	9.0	22.5
Very Good	30.2	28.5	28.9
Good	2.3	36.1	28.3
Fair	-	11.1	8.6
Poor	-	11.1	8.6
NR	-	4.2	3.2
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.9 shows the percentage distribution of Students' opinion / satisfaction level on note books provided in MRS. Out of the 187 students 57.2% marked Excellent, 25.1% marked Very Good, 12.8% marked Good, 1.6% marked Fair, only 1.1% marked Poor and 2.1% NR. There is difference between opinions of boys and girls. None of the girls marked Poor and No Response.

Table 4.9 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Text and Note Books			
Level	Girls	Boys	Total
Excellent	81.4	50.0	57.2
Very Good	11.6	29.2	25.1
Good	2.3	16.0	12.8
Fair	4.7	0.7	1.6
Poor	-	1.4	1.1
NR	-	2.8	2.1
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Labs and Library

Table 4.10 shows the percentage distribution of opinion / satisfaction level of students on computer lab in MRS. Out of the 187 students 21% marked Excellent, 30.5% marked Very Good, 37.1% marked Good, 10.5% marked Fair, 1% marked Poor and 0% (none) marked No Response.

Table 4.10 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Computer Lab			
Level	Girls	Boys	Total
Excellent	20.9	21.0	21.0
Very Good	46.5	19.4	30.5
Good	32.6	40.3	37.1
Fair	-	17.7	10.5
Poor	-	1.6	1.0
NR	-	-	-
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.11 shows the Percentage distribution of opinion / satisfaction level of students on biology/physic/chemistry labs in MRS. Out of the 187 students 21.4% marked Excellent, 25.1% marked Very Good, 28.9% marked Good, 15.5% marked Fair, 5.9% marked Poor and 3.2% No Response.

Table 4.11 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Bio/Physic/chemistry labs			
Level	Girls	Boys	Total
Excellent	32.6	18.1	21.4
Very Good	39.5	20.8	25.1
Good	23.3	30.6	28.9
Fair	4.7	18.8	15.5
Poor	-	7.6	5.9
NR	-	4.2	3.2
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.12 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Library			
Level	Girls	Boys	Total
Excellent	83.7	7.6	25.1
Very Good	9.3	22.2	19.3
Good	7.0	19.4	16.6
Fair	-	23.6	18.2
Poor	-	19.4	15.0
NR	-	7.6	5.9
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.12 shows the percentage distribution of students marked their opinion / satisfaction level on library facilities in MRS. Out of the 187 students 25.1% marked Excellent, 19.3% marked Very Good, 16.6% marked Good, 18% marked Fair, 15.9% marked Poor and 5.9% No Response. 83.7% of the girls marked Excellent.

Table 4.13 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Periodicals/ Journals			
Level	Girls	Boys	Total
Excellent	14.0	7.6	9.1
Very Good	18.6	9.0	11.2
Good	32.6	16.7	20.3
Fair	27.9	23.6	24.6
Poor	4.7	28.5	23.0
NR	2.3	14.6	11.8
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.13 shows the percentage distribution of students marked their opinion / satisfaction level on periodicals/ journals in MRS. Out of the 187 students 9.1% marked Excellent, 11.2% marked Very Good, 20.3% marked Good, 24.6% marked Fair, 23% marked Poor and 11.8% No Response. The highest number of students marked the facilities available are fair/ as satisfactory.

Table 4.14 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Newspapers			
Level	Girls	Boys	Total
Excellent	83.7	26.4	39.6
Very Good	11.6	24.3	21.4
Good	-	27.1	20.9
Fair	2.3	8.3	7.0
Poor	-	7.6	5.9
NR	2.3	6.3	5.4
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.14 shows the percentage distribution of students marked their opinion / satisfaction level newspaper availability and issues related to it in MRS. Out of the 187 students 39.6 % marked Excellent, 21.4% marked Very Good, 20.9% marked Good, 7% marked Fair, 5.9% marked Poor and 5.4% NR. The girls alone marked 83.7% as excellent while only 26.4% of the boys marked excellent.

Teaching Staff

Table 4.15 Percentage Distribution of Students marked by their Opinion on Principal/Head Master			
Level	Girls	Boys	Total
Excellent	79.1	41.0	49.7
Very Good	11.6	32.6	27.8
Good	9.3	17.4	15.5
Fair	-	4.9	3.7
Poor	-	0.7	0.5
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.15 shows the percentage distribution of students marked their opinion on Principal/Head Master in MRS. Out of the 187 students 49.7% marked Excellent, 27.8% marked Very Good, 15.5% marked Good, 3.7% marked Fair, 0.5% marked Poor and 2.7% NR.

Table 4.16 Percentage Distribution of Students Marked by their Opinion on Teachers			
Level	Girls	Boys	Total
Excellent	67.4	40.3	46.5
Very Good	27.9	29.9	29.4
Good	4.7	21.5	17.7
Fair	-	2.1	1.6
Poor	-	0.7	0.5
NR	-	5.6	4.3
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.16 shows the percentage distribution of students marked their opinion on teachers in MRS. Out of the 187 students 46.5% marked Excellent, 29.4% marked Very Good, 17.7% marked Good, 1.6% marked Fair, 0.5% marked Poor and 4.3% No Response.

Table 4.17 Percentage Distribution of Students marked by their Opinion on Resident Tutor			
Level	Girls	Boys	Total
Excellent	32.6	33.3	33.2
Very Good	30.2	14.6	18.2
Good	30.2	29.9	30.0
Fair	7.0	5.6	5.9
Poor	-	6.9	5.4
NR	-	9.7	7.5
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.17 shows the percentage distribution of students marked their opinion on Resident Tutor in MRS. Out of the 187 students 33.2 % marked Excellent, 18.2% marked Very Good, 30% marked Good, 5.9% marked Fair, 5.4% marked Poor and 7.5% No Response.

Table 4.18 Percentage Distribution of Students marked by their Opinion / Satisfaction Level on Quality of Teaching			
Level	Girls	Boys	Total
Excellent	60.5	31.9	38.5
Very Good	34.9	33.3	33.7
Good	4.7	20.1	16.6
Fair	-	8.3	6.4
Poor	-	2.1	1.6
NR	-	4.2	3.2
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.18 shows the percentage distribution of students marked their opinion / satisfaction level on quality of teaching in MRS. Out of the 187 students 38.5% marked Excellent, 33.7% marked Very Good, 16.6% marked Good, 6.4% marked Fair, 1.6% marked Poor and 3.2% No Response.

Table 4.19 Percentage Distribution of Students Marked by their Opinion on 'Rate your School'			
Level	Girls	Boys	Total
Excellent	90.7	29.9	43.9
Very Good	9.3	33.3	27.8
Good	-	17.4	13.4
Fair	-	7.6	5.9
Poor	-	4.9	3.7
NR	-	6.9	5.4
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.19 shows the percentage distribution of students' rating about their school. Out of the 187 students 43.9% marked Excellent, 27.8% marked Very Good, 13.4% marked Good, 5.9% marked Fair, and 3.7% marked Poor and 5.4% No Response.

Table 4.20 Percentage Distribution of Students marked by their Opinion on Principal/Head Master			
Level	Girls	Boys	Total
Excellent	79.1	41.0	49.7
Very Good	11.6	32.6	27.8
Good	9.3	17.4	15.5
Fair	-	4.9	3.7
Poor	-	0.7	0.5
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.20 shows the percentage distribution of students' opinion on Principal/Head Master in MRS. Out of the 187 students 49.7% marked Excellent, 27.8% marked Very Good, 15.5% marked Good, 3.7% marked Fair, 0.5% marked Poor and 2.7% No Response.

Table 4.21 Percentage Distribution of Students Marked by their Opinion on Teachers			
Level	Girls	Boys	Total
Excellent	67.4	40.3	46.5
Very Good	27.9	29.9	29.4
Good	4.7	21.5	17.7
Fair	-	2.1	1.6
Poor	-	0.7	0.5
NR	-	5.6	4.3
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.21 shows the percentage distribution of students marked their opinion on teachers in MRS. Out of the 187 students 46.5% marked Excellent, 29.4% marked Very Good, 17.7% marked Good, 1.6% marked Fair, 0.5% marked Poor and 4.3% No Response.

Table 4.22 Percentage Distribution of Students marked by their Opinion on Resident Tutor			
Level	Girls	Boys	Total
Excellent	32.6	33.3	33.2
Very Good	30.2	14.6	18.2
Good	30.2	29.9	30.0
Fair	7.0	5.6	5.9
Poor	-	6.9	5.4
NR	-	9.7	7.5
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.22 shows the percentage distribution of students marked their opinion on Resident Tutor in MRS. Out of the 187 students 33.2 % marked Excellent, 18.2% marked Very Good, 30% marked Good, 5.9% marked Fair, 5.4% marked Poor and 7.5% No Response.

Table 4.23 Percentage Distribution of Students Marked by their Opinion on Non-Teaching Staff			
Level	Girls	Boys	Total
Excellent	53.5	29.9	35.3
Very Good	30.2	25.7	26.7
Good	14.0	25.0	22.5
Fair	2.3	11.8	9.6
Poor	-	4.2	3.2
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.23 shows the percentage distribution of students' opinion on non-teaching staff in MRS. Out of the 187 students 35.3 % marked Excellent, 26.7% marked Very Good, 22.5% marked Good, 9.6% marked Fair, and 3.2% marked Poor and 2.7% No Response.

Table 4.24 Opinion/ Satisfaction level on Overall Staff				
Score	Staff	Girls	Boys	Total
0-8	Below Average	-	4.2	3.2
9-17	Average	9.3	41.7	34.2
18-25	Above Average	90.7	54.2	62.6
Total		100.0	100.0	100.0
<i>Source: Primary Survey 2017</i>				

Table 4.24 shows the percentage distribution of students' opinion / satisfaction level on overall staff in MRS. Out of the 187 students 62.6% (117 nos.) marked above average, 34.2% (129 nos.) marked as average, and 3.2% (6 nos.) marked below average.

Counselling and Medical Check up

Table 4.25 Percentage Distribution of Students marked their Opinion / Satisfaction Level on Counselling Service			
Level	Girls	Boys	Total
Excellent	55.8	4.9	16.6
Very Good	30.2	15.3	18.7
Good	9.3	25.7	21.9
Fair	4.7	24.3	19.8
Poor	-	25.7	19.8
NR	-	4.2	3.2
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.25 shows the percentage distribution of students' opinion / satisfaction level on counseling service in MRS. Out of the 187 students 16.6% marked Excellent, 18.7% marked Very Good, 21.9% marked Good, 19.8% marked Fair, 19.8% marked Poor and 3.2% No Response.

Table 4.26 Percentage Distribution of Students Marked their Opinion / Satisfaction Level on Medical Check up			
Level	Girls	Boys	Total
Excellent	72.1	10.4	24.6
Very Good	18.6	23.6	22.5
Good	7.0	37.5	30.5
Fair	2.3	25.0	19.8
Poor	-	1.4	1.1
NR	-	2.1	1.6
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.26 shows the percentage distribution of students' opinion / satisfaction level on medical check-up in MRS. Out of the 187 students 24.6 % marked Excellent, 22.5% marked Very Good, 30.5% marked Good, 19.8% marked Fair, 1.1% marked Poor and 1.6% No Response.

Table 4.27 Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Motivation classes			
Level	Girls	Boys	Total
Excellent	88.4	12.5	30.0
Very Good	4.7	17.4	14.4
Good	7.0	28.5	23.5
Fair	-	18.8	14.4
Poor	-	15.3	11.8
NR	-	7.6	5.9
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.27 shows the percentage distribution of students' opinion / satisfaction level on motivation classes in MRS. Out of the 187 students 30% marked Excellent, 14.4% marked Very Good, 23.5% marked Good, 14.4% marked Fair, 11.8% marked Poor and 5.9% No Response.

Table 4.28 Percentage Distribution of Students Marked by their Opinion / Satisfaction Level on Talents Improvement			
Level	Girls	Boys	Total
Excellent	69.8	11.8	25.1
Very Good	20.9	31.3	28.9
Good	4.7	22.9	18.7
Fair	4.7	19.4	16.0
Poor	-	11.1	8.6
NR	-	3.5	2.7
Total	100	100	100
<i>Source: Primary Survey 2017</i>			

Table 4.28 shows the percentage distribution of students' opinion / satisfaction level on talents improvement in MRS. Out of the 187 students 25.1 % marked Excellent, 28.9% marked Very Good, 18.7% marked Good, 16% marked Fair, 8.6% marked Poor and 2.7% No Response.



Well furnished classrooms

Table 4.49 What do you want to Become			
Sl. No	Particulars	Numbers	Percentage
1	Doctor(MBBS)	26	13.9
2	IAS Officer	15	8.0
3	IPS Officer	16	8.5
4	IFS Officer	1	0.5
5	Army Officer	8	4.2
6	Pilot	3	1.6
7	Engineer	28	14.9
8	Navy	4	2.1
9	Advocate	1	0.5
10	Clerk	2	1.0
11	Fashion Designer	2	1.0
12	Police	15	8.0
13	Athletic /Sports Star	3	1.6
14	Photographer	5	2.6
15	Chef	2	1.0
16	Chartered Accountant	3	1.6
17	Teacher	7	3.7
18	Nurse	3	1.6
19	Social worker	3	1.6
20	Agriculturalist	2	1.0
21	Scientist	2	1.0
22	Lecturer	2	1.0
23	Psychologist	1	0.5
24	Bank Manager	1	0.5
25	Journalist	1	0.5
26	No opinion	31	16.5
Total		187	100
Source: Primary Survey 2017			

Table 4.49 shows the details of aspirations expressed by the students who were respondents in the opinion survey. It shows that, like any other children, they too have aspirations and ambitions and they too are able to spell out what they want to become in their life. Out of the 187 students 14.9% (28) want to become Engineers. 13.9% (26) students opted for Doctors, 8.5 % (16) IPS Officers, 8% (15) IAS and same number and percentage opted for becoming Police Officers. 16.5% (31) respondents did not give any opinion.

Table 4.50 Reasons for Joining MRS			
Sl.No	Reasons	Number of Respondents	Percentages
1	For better education	56	29.9
2	Economic reasons	13	6.9
3	For good residential facilities	14	7.4
4	For parents satisfaction	20	10.7
5	For better future	32	17.1
6	For security concern	14	7.4
7	Teachers directions	3	1.6
8	No response	35	18.7
Total		187	100
<i>Source: Primary Survey 2017</i>			

Table 4.50 shows the reasons for joining MRS expressed by the students who were respondents in the opinion survey. Totally there are 8 reasons and the highest number of students (56) who have joined MRS, choose it for quality education (29.9%). 17.15% respondents (32) said they have come for a better future. 20 students (10.7) said that they are in MRS because their parents insisted. 14 girls (7.4%) responded that they are in MRS because it was a secure place. Another 14 respondents (7.4%) said that they were looking for good residential facilities, and 13 students (6.9%) came for economic reasons. Three of them (1.6) said they came just because teachers guided them. There are 35 students (18.7) who did not give any response.

One of the primary goals of MRS is to impart systematic instruction to the students and guide them towards an enlightening experience of all round development. When students live and learn in a conducive academic environment, they are bound to adhere to a precise timeline for doing various things. Majority of the students expressed their satisfaction on the academic facilities provided in MRS such as quality of teaching, labs, library, periodicals, journals, books etc. The present status of all MRS is described in the following chapter.

CHAPTER 5

PRESENT STATUS OF MODEL RESIDENTIAL SCHOOLS

1. MODEL RESIDENTIAL SCHOOL, PUNNAPRA

Dr. Ambedkar Memorial Govt. Model Residential School (MRS) Punnapra started functioning in October 2000 in a rented building at Harippad, Alappuzha district. Later it was shifted to Punnapra the newly constructed campus in the year of 2004. Students from almost all districts of Kerala are studying in MRS Punnapra. In 2006 the first batch appeared SSLC examination with 100 percent Pass. Since then MRS Alapuzha has been constantly recording 100 percent pass every year. MRS Punnapra has good contact with its alumni keeping up good rapport with the school and teachers. The PTA is also very actively involved in all activities. Many of the students who left this school were able to get admission for professional courses like MBBS, BAMS, Engineering, B.Sc. Nursing etc.

Alappuzha Model Residential School has a vehicle (bus) of its own with seating capacity of 36 which was purchased with the support of the Member of Parliament's Local Area Development (MPLAD) fund. None of the other Model Residential Schools in the State have this facility. This MRS also gives special attention for taking up special programs like organic farming of vegetables required for the hostel mess. They are also on the move to initiate fish farming. The study team of GIFT observed that the senior superintendent, teachers, students and the ministerial staff are working as a team and contributing their bit for the success of the school. According to the Superintendent, "the problem of dual administrative control is one of the hindrances to the progress of model residential schools. The teachers appointed by the Department of Education, often neglect SCDD's priorities, policies and schemes. Scheduled Caste Development Department has no

control over the teachers. It should be changed; MRS is an SCDD project and so all the functionaries should be tuned to its vision and working ethos.”

During the year 2008, science branch was allotted to the Higher Secondary School. The school authorities and parents have demanded for the allotment of commerce branch also.

Table 5.1 Infrastructure Facilities in Punnapra MRS			
Sl.No	Infrastructure facilities	Yes/No	Total number
1	Whether own/Rent	own	NA
2	Class rooms	Yes	8
3	No of smart class rooms	Yes	2
4	Library	Yes	1
5	Science laboratory	Yes	3
6	Office room	Yes	4
7	Visitors room	Yes	1
8	Residence of the tutor	Yes	1
9	Kitchen	Yes	1
10	Store room	Yes	1
11	Dining hall	Yes	1
12	Dormitories (rooms)	Yes	74
13	Latrines	Yes	35
14	Bathrooms	Yes	35
15	Teachers quarters	Yes	12
16	Play ground	Yes	1
17	Computer room	Yes	1
18	Computers	Yes	2
19	Multipurpose Hall/Auditorium	Yes	1
<i>Source: Data collected from MRS</i>			

Table 5.1 presents the details of infrastructure facilities in Punnapra MRS. It shows the facilities available and their number. Number of computers with internet facility is very less and not sufficient for the use of all students. There is sufficient land and playground and a very good multipurpose hall for PT, assembly, and for organizing other cultural programmes.

Table 5.2 Teaching Staff in Pre-metric MRS Punnapra								
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	1	10
Male	-	1	-	1	-	1	-	3
Female	1	1	2	-	2	-	1	7
Permanent	-	2	2	1	2	1	1	9
Guest Faculty	1	-	-	-	-	-	-	1
<i>Source: Data collected from MRS</i>								

Table 5.2 presents the details of subject-wise availability of teaching staff in pre-metric MRS Punnapra. Totally there are 10 teachers out of which 3 are male and 7 female. Again out of these 10 teachers 9 are permanent posts while the English teacher is a guest faculty.

Table 5.3 Students Strengths: Last Five Years in MRS Punnapra					
Sl.No	Academic Year	Students details			Total
		SC	ST	Other	
1	2011-12	158	49	20	227
2	2012-13	174	44	20	238
3	2013-14	173	40	20	233
4	2014-15	157	50	19	226
5	2015-16	189	58	25	272
<i>Source: Data collected from MRS</i>					

Table 5.3 shows the details of student's strength during the last five years in MRS Punnapra. There is an increase in the number of students year by year except for 2014-15.

Table 5.4 Non-teaching Staff in MRS Punnapra (2016-17)						
Sl. No	Staff	Present staff strength	Current Staff		Male	Female
			Permanent	Daily wage/ Contract		
1	Senior Superintendent	1	1	-	-	1
2	Clerk	1	1	-	1	
3	Office Assistant	2	2	-	2	
4	Watch man	3	3	-	3	
5	Ayah	2	2	-	-	2
6	Warden	1	-	1	-	1
7	Cook	3	1	13	-	14
8	Sweeper	2	1	4	-	5
9	MCRT	1	1	-	-	1
	Total	15	12	18	6	24
<i>Source: Data collected from MRS</i>						

Table 5.4 shows details of the present strength of Non- teaching staff in MRS Punnapra apart from the post of Senior Superintendent. There are at present 12 permanent non-teaching staff and 18 staff members on contract basis. Out of the 30 staff, 6 are male and 24 female.

2. MODEL RESIDENTIAL SCHOOL, PEERMADE

Model Residential School Peermade is located in Kuttikanam. The school commenced in the year 2001. Till 2012, the school had only 8th, 9th, 10th classes. In the year 2012 plus one (Humanities) batch was started. Tamil is the medium of instruction in the school as parents of the children are migrant labourers from Tamil Nadu working in tea plantations. They come from very poor socio- economic condition. It is the only one mixed school among MRS in Kerala.

Model Residential School Peermade is the only educational institution available for poor SC Tamil students who reside in the remote area called 'Layam'. Academic results show that all the students have passed the SSLC examination since the starting of the school. The school data shows that

during last three years 90 percent of the students have scored A-Plus in Hindi subject in the SSLC examinations. PTA meetings are regularly conducted in the school. Most of the parents are satisfied with the existing facilities in the school

One of the serious issues faced by the school is scarcity of drinking water. The school is situated amidst dense forest and at the edge of a mountain top with steep slopes. The climate is very pleasant in summer while it is harsh during monsoon and winter. Residential quarters of the teachers and staff are located around half a kilometer away adjacent to the forest. Though the works almost completed except for electricity connection, the quarters is not yet ready for inhabitation. The negotiations and agreement with KSEB for electric connection is in progress. The PTA's demand is for the immediate installation of a bore well to overcome water scarcity. The details of the infrastructure facilities at the school are given below

Table 5.5 Infrastructure Facilities in MRS Peermade			
Sl.No	Infrastructure Facilities	Yes/No	Total
1	Whether own/Rent	own	-
2	Class rooms	Yes	10
3	Smart class room	No	-
4	Library	Yes	1
5	Science laboratory	Yes	3
6	Office room	No	1
7	Reception room	No	-
8	Residence of the tutor	Yes	1
9	Kitchen	Yes	1
10	Store room	Yes	2
11	Dining hall	Yes	2
12	Dormitories	Yes	74 rooms
13	Latrines	Yes	40
14	Bathroom	Yes	40
15	Teachers quarters	Yes	12
16	Play ground	No	-
17	Computer room	Yes	1
18	Computers	Yes	3
<i>Source: Data collected from MRS</i>			

Table 5.5 shows the details of the infrastructure facilities of MRS Peermade. There are only 10 class rooms and library is not having sufficient space. There is no playground at all. There is no smart class room, proper office room and reception room. Number of computers with internet facility is very few and not sufficient for the use of all students.

Table 5.6 Teaching Staff in MRS Peermade (2016-17)								
Subjects	English	Maths	Science	Social Science	Tamil	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	1	10
Male	-	1	1	-	1	-	1	4
Female	1	1	1	1	1	1	-	6
Permanent	-	1	1	1	2	1	1	7
Guest faculty	1	1	1	-	-	-	-	3
<i>Source: Data collected from MRS</i>								

Table 5.6 shows the subject-wise details of teaching staff of MRS Peermade during 2016-17. There are 10 teachers' posts in MRS Peermade and out of this 7 are permanent while 3 are on contract basis. 6 out of ten are female and 4 male staff.

Table 5.7 Students Strength (Year wise) in MRS Peermade							
Sl: No	Academic Year	Students			Boys	Girls	Total strength
		SC	ST	Others			
1	2011-12	108	-	12	60	60	120
2	2012-13	240	-	28	133	135	268
3	2013-14	272	-	32	151	153	304
4	2014-15	274	-	35	154	155	309
5	2015-16	275	-	34	152	157	309
<i>Source: Data collected from MRS</i>							

Table 5.7 shows the students' strength for the last five years in MRS Peermade from 2012 to 2016. As mentioned earlier, the students of

Peermade MRS are from Tamil SC families who are labourers in the estates.
There is not a single ST students studying here.

Table 5.8 Non-teaching Staff in MRS Peermade (2016-17)							
Sl. No	Staff	Present staff strength	Additional posts	Current Staff			
				Permanent	Daily wages/ Contract	Male	Female
1	Senior Superintendent	1	-	1	-	1	-
2	Clerk	1	-	1	-	1	-
3	Office Assistant	2	-	2	-	2	-
4	Watchman	3	-	-	2	2	-
5	Ayah	2	-	1	1	-	2
6	Warden	1	-	-	1	-	1
7	Cook & Asst. Cook	3	7	3	10	2	11
8	Sweeper	2	-	2	2	1	3
9	Mess Girl	1	-	1	-	-	1
10	Helper	1	-	1	-	-	1
11	MCRT	1	-	-	1	1	-
Total		18	7	12	17	10	19
<i>Source: Data collected from MRS</i>							

Table 5.8 shows the details of teaching staff in MRS Peermade during 2016-17. There are 18 permanent post in the MRS Peermade and only 12 are posted at present and the rest (17) are on contract basis. There are 7 additional staff in the kitchen who are on contract basis. So at present there are 29 non-teaching staff in MRS Peermade.

3. MODEL RESIDENTIAL SCHOOL, ALUVA

The Model Residential School Aluva (MRS) is the one among the first two MRS, which was started in Kerala in 1998. The school is located at Keezhmad, in Ernakulam District. The school campus has an area of 5 acres and 30 cents of land. Malayalam is the medium of instruction. Total students strength in the school is 224. The details of infrastructure are given below.

Table 5.9 Infrastructure Facilities in Model Residential School, Aluva			
Sl.No	Infrastructure Facilities	Yes/No	Total numbers
1	Whether own/Rent	yes (own)	-
2	Class rooms	yes	8
3	Smart class rooms	yes	1
4	Library	yes	1
5	Science laboratory	yes	7
6	Office room	yes	1
7	Reception room	yes	2
8	Residence of the tutor	yes	1
9	Kitchen	yes	1
10	Store room	yes	1
11	Dining hall	yes	1
12	Dormitories	yes	9
13	Latrines	yes	55
14	Bathrooms	yes	36
15	Teachers quarters	yes	-
16	Play ground	yes	1
17	Computer room	yes	2
18	Computers	yes	14
<i>Source: Data collected from MRS</i>			

Table 5.9 shows the infrastructure facilities in Model Residential School Aluva. The school has own campus and almost all infrastructure facilities are available except reception room in the hostel and teachers quarters. There are two computer rooms and 14 computers are available for the use of students.

Table 5.10 Teaching Staff in MRS Aluva : (2016-17)								
Subjects	English	Maths	Science	Social Science	Tamil	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	-	9
Male	-	-	-	1	1	-	-	2
Female	1	2	2	-	1	1	-	7
Permanent	1	2	2	1	2	-	-	9
<i>Source: Data collected from MRS</i>								

Table 5.10 shows the details of teaching staff in MRS Aluva during 2016-17. There are only 9 permanent posts of teachers and physical training teacher post has not been sanctioned, though it is the first MRS in Kerala. Out of the 9 teachers 2 are male and 7 are female and all are permanent.

Table 5.11 Students' Strengths year wise in MRS Aluva					
Sl: No	Academic year	Students			Students Strength
		SC	ST	Others	
1	2012-13	107	72	3	182
2	2013-14	98	86	7	191
3	2014-15	116	92	10	218
4	2015-16	112	99	14	225
5	2016-17	102	109	11	222
Source: Data collected from MRS					

Table 5.11 shows the details of the students' strength in MRS, Aluva during the last 5 years. There are all the three categories, SC, ST and Others- students study in the MRS. The ratio of 60:30:10 has not followed in 2016-17 only 102 SC students admitted while 109 ST students joined and the others category is also more than the permissible proportion of category.

Table 5.12 Non-teaching Staff in MRS Aluva (2016-17)						
Sl: No	Staff	Present staff	Current Staff			
			Permane nt	Daily wages/Contract	Male	Female
1	Senior Superintendent	1	1	-	-	1
2	Clerk	1	1	-	-	1
3	Office Assistant	2	2	-	2	-
4	Watchman	3	2	1	3	-
5	Ayah	2	2	-	-	2
6	Warden	1	-	1	1	-
7	Cook	3	5	2	7	-
8	Sweeper	3	2	1	2	1
9	MCRT	1	1	-	1	-
	Total	21	16	5	16	5
Source: Data collected from MRS						

Table 5.12 shows the Non-teaching staff details in MRS Aluva 2016-17. There are total 21 posts of permanent staff but only 16 are posted. Five staff are on contract basis. Out of 21 staff 16 are male and 5 are female.

4. MODEL RESIDENTIAL SCHOOL FOR BOYS, WADAKANCHERY, THRISSUR

MRS Wadakkancherry was started in the year 2000. Malayalam is the medium of instruction in the school. The school campus has an area of 10 acres of land. Total student strength in the school is 156. The MRS conduct regular PTA meetings and school keep alumni details. The details of MRS infrastructure are given below

Table 5.13 Infrastructure Facilities in MRS, Wadakanchery			
Sl.No	Infrastructure Facilities	Yes/No	Total
1	Whether own/Rent	Own	4 Blocks
2	Class rooms	Yes	6
3	Smart class room	No	-
4	Library	Yes	1
5	Science laboratory	Yes	1
6	Office rooms	Yes	3
7	Reception room	No	-
8	Resident tutor room	Yes	1
9	Kitchen	Yes	1
10	Store room	Yes	1
11	Dining hall	Yes	1
12	Dormitories	Yes	1
13	Latrines	Yes	33
14	Bathrooms	Yes	30
15	Teachers quarters	Yes	-
16	Play ground	No	-
17	Computer room	Yes	-
18	Computers	Yes	27
Source: Data collected from MRS			

Table 5.13 shows the infrastructure details of MRS Wadakkanchery in 2016-17. The table shows that almost all facilities are only coming up including the playground, as the construction work is in process. Smart class rooms are not available here.

Table 5.14 Teaching Staff in MRS Wadakkancherry								
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	-	9
Male	-	1	1	1	1	-	-	4
Female	1	1	1	-	1	1	-	5
Permanent	-	2	2	1	-	1	-	6
Guest Faculty	1	-	-	-	2	-	-	3
<i>Source: Data collected from MRS</i>								

Table 5.14 shows the teaching staff details in MRS Wadakkancherry. There are only 9 permanent posts of teachers and physical training teacher post is not there. Out of the 9 teachers 4 are male and 5 are female. 6 teachers are permanent while one English teacher and 2 Malayalam teachers are on contract basis.

Table 5.15 Students' strengths year wise in MRS, Wadakkancherry					
Sl. No	Academic year	Students			Total
		SC	ST	Other	
1	2011-12	81	54	8	143
2	2012-13	101	70	8	179
3	2013-14	101	70	8	179
4	2014-15	95	66	10	171
25	2015-16	79	72	11	162
<i>Source: Data collected from MRS</i>					

Table No. 5.15 shows the details of the students' strength in MRS Wadakkancherry during the last 5 years. There are three categories of students, SC, ST and OBC, study there. The ratio of 60:30:10 is not followed regarding

the students' admission. And also the number of students admitted is not static. There is not fixed number of intake.

Table 5.16						
Non-teaching staff details in MRS, Wadakanchery (2016-17)						
Sl. No	Staff	Present staff	Current Staff		Male	Female
			Permanent	Daily wages/ Contract		
1	Senior Superintendent	01	-	-	-	-
2	Clerk	01	01	-	01	-
3	Office Assistant	02	02	-	01	01
4	Watchman	03	02	01	03	-
5	Ayah	02	-	03	-	03
6	Warden	01	01	-	01	-
7	Cook	07	01	06	02	05
8	Sweeper	02	02	-	01	01
Total		19	9	10	9	10
<i>Source: Data collected from MRS</i>						

Table 5.16 shows the Non-teaching staff details in MRS Wadakanchery during 2016-17. There are total 19 posts of staff but only 9 are permanent and the rest are on contract basis. Out of 19 staff 9 are male and 10 are female.

5. MODEL RESIDENTIAL SCHOOL, CHELAKARA

Chelakara Government Model residential school commenced in the year 2011. The institution do not have own building, and is now functioning at MRS Wadakanchery campus. The present student strength in the school is 94 and the medium of instruction is English. Only two permanent teaching staffs are there and there are no residence facilities for teachers. As the MRS does not have own campus, the infrastructure facilities were not given in the study.

Table 5.17 Teaching Staff in MRS Chelakara : (2016-17)								
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	01	02	01	01	02	01	01	09
Male	-	01	-	01	01	-	01	04
Female	01	01	01	0	01	01	-	05
Permanent	-	-	-	-	-	-	01	01
Guest Faculty	01	02	01	01	02	01	-	08
<i>Source: Data collected from MRS</i>								

Table 5.17 shows the teaching staff details in MRS Chelakara. There are only 9 permanent posts of teachers. Out of 9 teachers 4 male and 5 are female. Out of 9 teachers only Physical Training teacher is permanent while 8 teachers are on contract basis.

Table 5.18 Non-teaching Staff in MRS Chelakara (2016-17)						
Sl. No	Staff	Present staff	Current Staff		Male	Female
			Permanent	Daily wages/ Contract		
1	Senior Superintendent	01	-	-	-	-
2	Clerk	01	01	-	01	-
3	Office Assistant	02	01	-	01	-
4	Watchman	01	01	01	02	-
5	Ayah	02	01	01	-	02
6	Warden	01	01	-	01	-
7	Cook	02	-	04	-	04
8	Sweeper	01	-	02	-	02
9	MCRT	01	-	01	01	-
Total		12	05	09	06	08
<i>Source: Data collected from MRS</i>						

Table 5.18 shows the Non-teaching staff details in MRS Chelakara during 2016-17. There are total 12 posts of permanent staffs but only 5 are posted. 9 staff are on contract basis. At present out of total 14 staff, 6 are male and 8 female. The most prominent post like Senior Superintend is still vacant.

Table 5. 19					
Student Strength year wise in MRS Chelakara					
Sl.No	Academic year	Students details			Total
		SC	ST	Other	
1	2011-12	33	-	05	38
2	2012-13	54	-	08	62
3	2013-14	67	-	09	77
4	2014-15	74	-	11	171
5	2015-16	86	-	14	100
<i>Source: Data collected from MRS</i>					

Table 5.19 shows the details of the students' strength in MRS Chelakara during the last 5 years. There are only two categories viz. SC and Other community students. The ratio of 60:30:10 is not followed regarding students' admission. The intakes of students are not fixed.

6. MODEL RESIDENTIAL SCHOOL, THRITHALA

Government Model Residential School Thrithala started functioning in 1998. It was one of the first MRS established in Kerala by the SCDD. Malayalam is the medium of instruction. The school campus has an area of 10 acres and 50 cents of land. Total students strength of the school is 280. The following infrastructure facilities are existing in this MRS.

Table 5.20 Infrastructure facilities in MRS Thrithala			
Sl. No	Infrastructure Facilities	Yes/No	Total numbers
1	Whether own/Rent	Own	-
2	Class rooms	Yes	08
3	Smart class rooms	Yes	02
4	Library	Yes	02
5	Science laboratory	Yes	07
6	Office room	Yes	02
7	Reception room	No	-
8	Residence of the tutor room	No	-
9	Kitchen	Yes	01
10	Store room	Yes	02
11	Dining hall	Yes	01
12	Dormitories	Yes	09
13	Latrines	Yes	50
14	Bathrooms	Yes	50
15	Teachers quarters	Yes	17
16	Play ground	Yes	-
17	Computer room	Yes	02
18	Computers	Yes	20
Source: Data collected from MRS			

Table 5.20 shows the infrastructure details of MRS Thrithala. The table shows that almost all facilities are coming up including the playground in its own campus. There is no room facility for the Resident Tutor in the hostel.

Table 5.21 Teaching Staff in MRS Thrithala								
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	1	10
Male	-	1	-	-	-	-	-	01
Female	1	1	2	1	2	1	1	09
Permanent	1	1	-	-	2	-	-	04
Guest faculty	-	1	2	1	-	1	1	06
Source: Data collected from MRS								

Table 5.21 shows the Teaching staff details in MRS Thrithala. There are 10 permanent posts of teachers and at present there are only 4 permanent teachers posted and the rest of 6 are on contract basis. Out of the 10 teachers only 1 male teacher and 9 are female.

Table 5.22 Non-Teaching Staff in MRS Thrithala (2016-17)						
Sl. No	Staff	Present staff	Current Staff		Male	Female
			Permanent	Daily wages/ Contract		
1	Senior Superintendent	01	01	-	01	-
2	Clerk	01	01	-	01	-
3	Office Assistant	02	02	-	02	-
4	Watchman	03	01	02	03	-
5	Ayah	02	02	-	-	02
6	Warden	01	-	01	-	01
7	Cook	12	02	10	-	12
8	Sweeper	02	-	02	-	02
9	MCRT	1	1	-	-	01
	Total	25	10	15	07	18
Source: Data collected from MRS						

Table 5.22 shows the Non-teaching staff details in MRS Thrithala during (2016-17). There is total 10 permanent staff. The present non-teaching staff strength is 25. Remaining 15 staff are on contract basis. At present out of total 25 staff, 7 are male and 18 are female.

Student's strength Thrithala

Table 5.23 Student's Strengths year wise in MRS Thrithala					
Sl.No	Academic Years	Students details			Total
		SC	ST	Others	
1	2011-12	162	90	20	272
2	2012-13	162	90	24	276
3	2013-14	147	95	24	266
4	2014-15	147	100	24	271
5	2015-16	150	88	23	261
6	2016-17	168	90	22	280
Source: Data collected from MRS					

Table 5.23. Shows the details of the students' strength in MRS Thrithala during the last 6 years. The ratio of 60:30:10 is not followed regarding the students' admission. There is not fixed number of students' intake.

7. MODEL RESIDENTIAL SCHOOL, KUZHALMANNAM

MRS Kuzhalmannam was established in the year 2010. The school campus has an area of 5.22 acres of land. English is the medium of instruction. Present strength of the school is 206. Most of the teachers working here are on temporary basis. School has good infrastructure facilities and it has adequate class room buildings and hostel facilities for starting Higher Secondary section. There are issues like drinking water scarcity, lack of good play ground, staff quarters etc. The post of Senior Superintend is vacant and all the teaching staff are on contract basis and not a single teacher is posted permanently.

Table 5.24 Infrastructure Facilities in MRS, Kuzhalmannam			
Sl.No	Infrastructure Facilities	Yes/No	Total
1	Whether own/Rent	yes	-
2	Class room	yes	06
3	Smart class room	no	-
4	Library	yes	01
5	Science laboratory	yes	03
6	Office room	yes	01
7	Reception room	yes	01
8	Residence of the tutor	yes	01
9	Kitchen	yes	01
10	Store room	yes	01
11	Dining hall	yes	01
12	Dormitories	yes	03
13	Latrines	yes	36
14	Bathroom	yes	24
15	Teachers quarters	no	-
16	Play ground	yes	01
17	Computer room	yes	01
18	Computers	yes	16
Source: Data collected from MRSs			

The Table 5.24 gives the details of infrastructure facilities in Kuzhalmannam MRS. It shows the facilities available and the quantum of availability. Number of computers with internet facility is very less and not sufficient for the use of all students. There is adequate land and the playground is only satisfactory. Class rooms and all other facilities including hostel rooms are available for Higher Secondary section. There are no facilities for quarters for the teachers to stay in the campus.

Table 5.25 Teaching Staff in MRS Kuzhalmannam									
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	IT	Total
No. of Posts	1	2	2	1	2	1	01	01	11
Male	-	01	01	-	1	-	01	-	03
Female	01	01	01	01	02	01	-	01	08
Permanent	-	-	-	-	-	-	-	-	-
Guest Faculty	01	02	02	01	02	01	01	01	11
<i>Source: Data collected from MRS</i>									

Table 5.25 show details of the teaching staff in MRS Kuzhalmannam. There are 10 permanent posts of teachers and at present there is not a single permanent teacher posted. At present there are 11 including one IT teacher who are working on contract basis. Out of the 11 teachers only 3 are male and 8 are female.

Table 5.26 Non-teaching Staff in MRS Kuzhalmannam (2016-17)						
Sl. No	Staff	Present staff	Current Status		Male	Female
			Permanent	Daily wages/ Contract		
1	Senior Superintendent	-	-	-	-	-
2	Clerk	01	01	-	01	-
3	Office Assistant	02	01	01	01	01
4	Watchman	03	03	-	03	-
5	Ayah	02	02	-	-	02
6	Warden	01	-	01	01	-
7	Cook	02	01	01	-	02
8	Sweeper	02	02	-	-	02
9	MCRT	01	01	-	01	-
	Total	14	11	03	07	07
Source: Data collected from MRS						

Table 5.26 shows the Non-teaching staff details in MRS Kuzhalmannam during 2016-17. There are total 11 permanent staff. The present non-teaching staff strength is 14. Remaining 3 staff are on contract basis. At present out of total 14 staff, 7 are male and 7 are female staff.

Table 5.27 Students Strength year wise in MRS Kuzhalmannam					
Sl.No	Academic Years	Students			Total
		SC	ST	Other	
1	2011-12	27	-	03	29
2	2012-13	58	-	06	64
3	2013-14	111	-	12	123
4	2014-15	152	-	15	167
5	2015-16	188	-	18	206
Source: Data collected from MRS					

Table 5.27 shows the details of the students' strength in MRS Kuzhalmannam during the last 5 years. There are only two categories, SC and Other community students and no ST students are given admission. The ratio of 60:30:10 is not followed regarding the students' admission. There is not fixed number of students' intake.

8. MODEL RESIDENTIAL SCHOOL, KOZHIKODE

Model Residential School Kozhikode was established in 2002. Initially the MRS was started in a rented building in Kozhikode District. Later the MRS was shifted to a rented building at Ulleri where it was working till February 2016. There were many complaints regarding maintenance works and repairs, lack of drinking water etc. which were left unattended. Even without taking care of all these, the owner of the building demanded a hike in rent. In such a situation, MRS at Ulleri was shifted to the buildings of two pre metric hostels which were functioning under the SCDD in Azhiyoor, near Mahe Railway station. The inmates of this hostel were shifted to other pre metric hostel situated in Kozhikode. The academic year 2016-17 started with the available facilities in these buildings.

There were many complaints from the beginning, most obviously regarding space and overcrowding. The present building which is supposed to accommodate 30 inmates each as a pre metric hostel is now accommodating 129 students for the hostel and the school with six divisions (standards 5 to 10). There were also complaints and protest by the parents along with their wards. They held a 'Collector's office Dharna' in front of the Kozhikode Collectorate and submitted complaints at all forums.

Table 5.28
Teaching Staff in MRS Kozhikode

Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	1	10
Male	1	-	-	1	1	-	-	03
Female	-	2	2	-	1	1	1	07
Permanent	-	2	-	-	-	-	-	02
Guest Faculty	1	-	2	1	2	1	1	08
Total	2	2	2	1	2	1	1	10
<i>Source: Data collected from MRSs</i>								

Table 5.28 shows the teaching staff details in MRS Kozhikode. There are 10 permanent posts of teachers and at present there are only 4 permanent teachers and the rest 6 are on contract basis. Out of the 10 teachers only 1 male and 9 are female.

Table 5.29 The Student's Strength (Year wise) in MRS Kozhikode					
Sl.No	Academic Year	Students			Total
		SC	ST	Others	
1	2011-12	69	73	06	148
2	2012-13	78	72	06	156
3	2013-14	79	77	05	161
4	2014-15	68	75	03	146
5	2015-16	71	87	04	162
<i>Source: Data collected from MRS</i>					

Table 5.29 shows the details of the students' strength in MRS Kozhikode during the last 5 years. The ratio of 60:30:10 is not followed regarding the students' admission. The ST students are given admission in almost all the years. There is not fixed number of students' intake.

Table 5.30 Non-teaching Staff in MRS Kozhikode (2016-17)						
Sl: No	Staff	Present staff	Current Staff		Male	Female
			Permanent	Daily wages		
1	Senior Superintendent	01	01	-	01	-
2	Clerk	01	01	-	01	-
3	Office assistant	02	02	-	01	01
4	Watchman	03	03	-	03	-
5	Ayah	02	02	-	-	02
6	Warden	01	-	01	01	-
7	Cook	06	01	05	-	06
8	Sweeper	02	02	-	-	02
9	MCRT (Education Dept.)	01	01	-	-	01
Total		19	13	06	07	12
<i>Source: Data collected from MRS</i>						

Table 5.30 shows the Non-teaching staff details in MRS Kozhikode during 2016-17. There is total 13 permanent staff. The present nonteaching staff strength is 19. Remaining 6 staff are on contract basis. At present there are 7 male and 12 are female staff.

9. MODEL RESIDENTIAL SCHOOL, KASARAGOD

Government Model Residential School, Kasaragod was started in November 2002. The medium of instruction is Malayalam. Model Residential School campus has an area of is 8.08 acres of land. Total students' strength of this Model Residential School is 210.

Table 5.31 Infrastructure Facilities in MRS Kasaragod			
Sl.No	Particulars	Yes/No	Total
1	Whether own/Rent	own	-
2	Class room	yes	06
3	Smart class room	yes	01
4	Library	yes	1
5	Science laboratory	Yes	1
6	Office room	Yes	01
7	Reception room	no	-
8	Residence of the tutor	yes	01
9	Kitchen	yes	1
10	Store room	yes	01
11	Dining hall	yes	01
12	Dormitories	yes	-
13	Latrine	yes	24
14	Bathroom	yes	24
15	Teachers quarters	yes	-
16	Play ground	no	-
17	Computer room	yes	01
18	Computers	-	18
Source: Data collected from MRS			

The Table 5.31 shows the infrastructure facilities in MRS Kasaragod. It shows the facilities available and the number or quantum of availability. Number of computers with internet facility is very less and not sufficient for

the use of all students. There is sufficient land and the playground which is only satisfactory.

Table 5.32 Teaching staff details in MRS Kasaragod								
Subjects	English	Maths	Science	Social Science	Malayalam	Hindi	Physical Training	Total
No. of Posts	1	2	2	1	2	1	-	09
Male	-	1	-	-	1	1	-	03
Female	1	1	2	1	1	-	-	06
Permanent	1	2	2	1	2	1	-	09
<i>Source: Data collected from MRS</i>								

Table 5.32 shows the teaching staff details in MRS Kasaragod. There are 9 permanent posts of teachers and at present all the 9 are permanent teachers in the MRS. Out of the 9 teachers only 3 male teachers and 6 are female.

Table 5.33 Non-teaching Staff of MRS, Kasaragod (2016-17)						
Sl. No	Staff	No of posts	Current Staff		Male	Female
			Permanent	Daily wages		
1	Senior Superintendent	01	01	-	01	-
2	Clerk	01	01	-		01
3	Office Assistant	02	02	-	02	-
4	Watchman	03	03	-	03	
5	Ayah	02	02	-		02
6	Warden	01	01	-	01	
7	Cook	08	02	06		08
8	Sweeper	02	-	02		02
9	MCRT	-	-	-	-	-
Total		20	12	08	07	13
<i>Source: Data collected from MRS</i>						

Table 5.33 shows the non-teaching staff details in MRS Kasaragod during 2016-17. There is total 12 permanent staff. The present non-teaching staff strength is 20. Remaining 8 staffs are on contract basis. At present there

are 7 male and 13 female staffs. The number of cooking staff is allowed in ratio of 20:1 (20 students:1 cook). Additional cooks are on contract basis.

A comparative look at the Model Residential School with Jawahar Navodaya Vidyalaya will enable us to get clear picture of a residential school.

Jawahar Navodaya Vidyalaya (JNV) –A Brief Comparison with MRS

Jawahar Navodaya Vidyalaya (JNV) System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system.

Good quality education has been available only to well-to-do sections of society, and the poor were being left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

Each Vidyalaya has a provision for a full-fledged campus with sufficient building for class rooms, dormitories, staff –quarters and other infrastructural facilities viz. play-ground, workshops, library and labs etc. Some of the notable objectives of the JNV are as given bellow:

1. To provide good quality modern education including a strong component of culture inculcation of values awareness of the environment, adventure activity and physical education- to the talented children predominantly from the rural areas without regard to their families socio- economic conditions.
2. To serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experiences and facilities.
3. To establish, develop, maintain and manage hostels for the residence of students of Jawahar Navodaya Vidyalaya.

The salient features of JNV are the following:

1. JNVST- Nationwide centralized selection test on the basis of merit only.
2. Reservation of seats
3. Co-educational residential school with free education.
4. Adherence to three language formula
5. Medium of instruction- Hindi / English from class eight onwards.
6. National Integration
7. Location of the Institute – rural areas.

Other focal areas in comparison:

Table no. 5.34 Comparison of MRS and Jawahar Navodaya Vidyalaya			
Sl.No	Areas	JNV	MRS
1	Selection test:	National level by JNV itself	State /Institution level/by ST department
2	Nature of school	Nationwide co-education	Only one MRS with co-education
3	Medium of Instruction	Hindi/English	English/Malayalam
4	Controlled and Managed by	JNV Samithi; One Organization	Department of Education, SCDD/ STDD(for entrance/ admission test)
5	Residential facility	All the staff and faculty stay in the campus	Facility for staff and faculty is only very few of them and in some MRS no facility for staff and faculty at all. (eg. Kuzhalmannam)
6	Co-curricular activities (CCA)	Given at most priority; every working day after noon is used for CCA. Programmes and competitions are conducted at school level, cluster level, regional level and national level.	Very rare, not much importance given, follow normal public school pattern, talented ones participates in competitions organised in the block district and state level, not much opportunities and attention given on regular basis.
7	Faculty	All the required faculties are appointed,	No extra attention is given, follows the KSR and bound

		monitored and timely refresher course and training for development is given. Special teachers like IT, Arts, Music and SUPW (Socially Useful and Productive Work) are promptly appointed.	by KSTA. 6 MRSs don't have PT teachers, only one school has It teacher. Special teachers like Arts, Music and SUPW are not appointed.
8	Time schedule	5.30Am. Compulsory PT 7.00am.Assembly and classes till 1.30pm. 2.30 Pm CCA, 4.00 Pm PT, 6.00 – 8.30 pm Teachers guided study and remedial classes.	Being a Residential School, MRS functions as day school. Classes start at 10.00 Am till 4.00 PM. Students may indulge in some games. Evening, one Resident Tutor control study for all the class students.
9	Parents' involvement	Parents are always in touch with students and school. Fortnightly parents' visit child with food of their choice and nostalgia and spend a lot of time with them and maintain a good family relationship.	There is an option for monthly visit by parents. Parents are not allowed to bring food or even sweet/snacks to share with the children. There is less chance for keeping a better close relationship with child and parents
10	Culture exchange programme	A strong component of culture inculcation of values awareness of the environment.	Concentrated only in imparting general education and provide food and accommodation.
11	Holistic Development	To facilitate holistic development and growth, the students are grouped in to 4 houses and facilitated a lot of competitions and programs for all round development of each student. It is a continuous and multifaceted programme.	Not much attention is given for this kind of intensive, continuous and fore sighted programmes.
<i>Source: Data compiled from various secondary sources</i>			

The infrastructure, academic and hostel facilities in all MRS are not in uniform standard but vary in terms of location, land availability, leadership, staff availability etc. Out of the nine MRS, five do not have a proper playground. MRS Peermade and MRS Kozhikode are not having any playground facilities. Due to geographical difficulties a full-fledged playground is not viable in Peermade. But they can have facilities like volley ball courts, basketball courts, shuttle courts etc. Peermade MRS has constructed 17 quarters but not able to use it for want of electricity connection and water supply. Altogether 86 teachers are working in 9 MRS and 47 of them are permanent while 39 are on contract basis. The Kuzhalmannam MRS is not having a single teacher who is permanent. All these issues need to be solved for the smooth functioning of MRS.



School Bus of MRS, Punnapra

CHAPTER 6

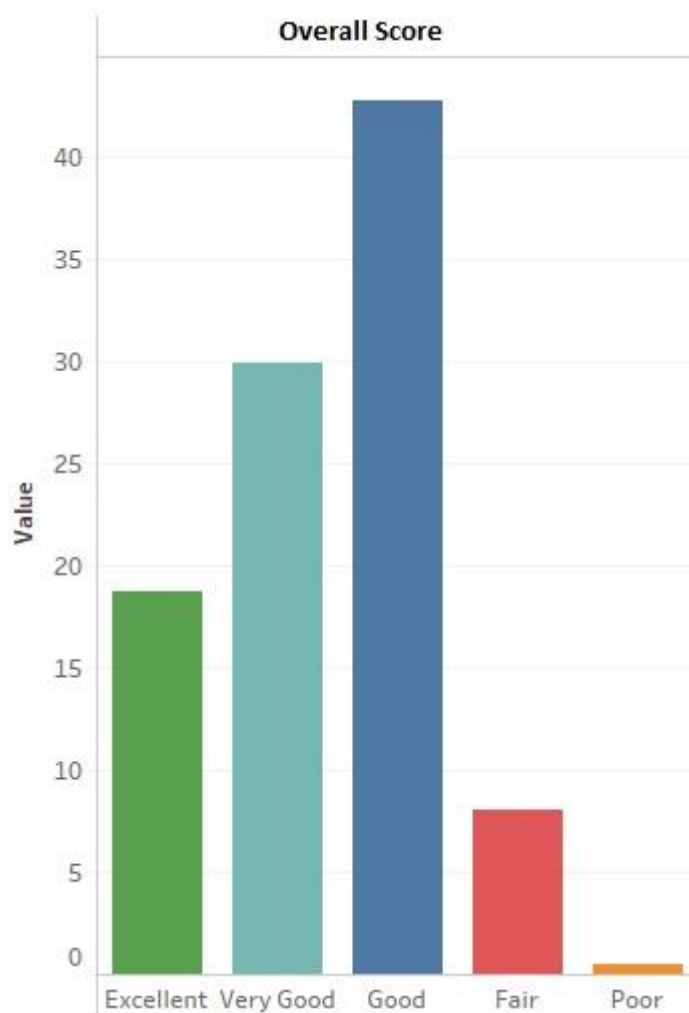
CONCLUSION & SUGGESTIONS

Model Residential schools for SC students have been established in Kerala for almost 20 years. It is emerged as a major system of providing quality school education for SC children all over the state. MRS ensures educational empowerment of SC students by improving their merits. For that, it provides good academic and non-academic environment to students through the assistance of trained teachers, well equipped class rooms, good accommodation facility etc. All MRSs provide nutritional food as prescribed by nutrition experts, apart from periodical medical check-up and counselling. Another objective of MRS is to develop all soft skills to build up the careers of students and facilitate their opportunities to join professional and specialized courses in Indian and abroad. Though efforts have been made, this objective is not fully attained and needs more focused activities. MRSs provide a safe nurturing environment for living and learning. Generally, MRS misses a consistent and clear method of measuring student's achievements by providing resident tutors and residential teachers to get personal attention to each student even after his pass out from the institution.

The issues and points brought forward and reflected in the report above by different stakeholders like students, parents, and school officials deserve urgent attention. There are more than 26,000 habitats/colonies, most of these are not having conducive learning environment and congested (like Layams – many families under one roof). MRS is the best resort for the children from such families. Especially for girls, who have pointed out that, they have joined the MRS due to security reasons.

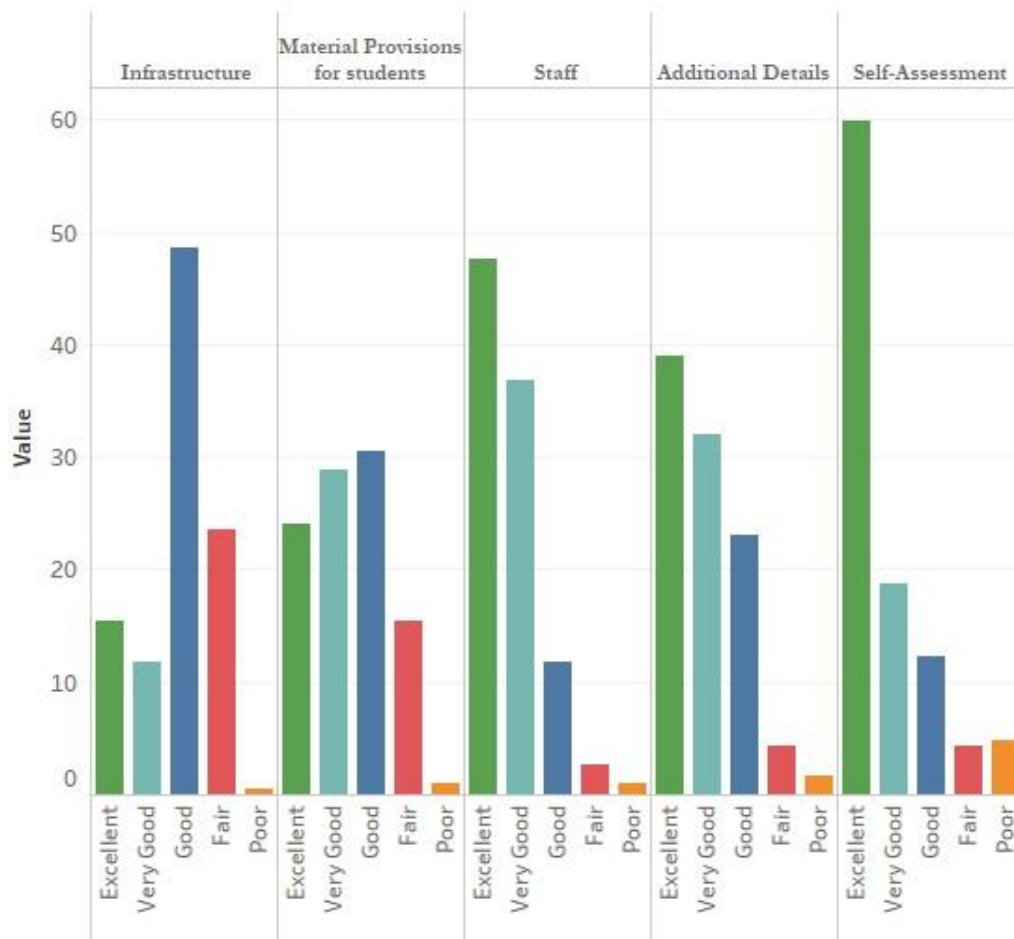
The study looked into various levels and aspects of MRS using various methods. It was also aiming at establishing a data base regarding the MRS and its functions. The suggestions and comments brought in are to provide a scope for a perspective plan and prospective change.

The overall performance of MRS is given in figure 6.1. Majority of the students opine good about the functioning of MRS followed by very good and excellent. It means the academic and non-academic support extended through MRS is productive, effective and meeting its sole objectives of imparting quality education to SC students. It is to be specially noted that the opinion 'Poor' is considerably less which is a good signal in the way forward.



The separate analysis of the functioning of MRS also support the good performance of MRS which is given in Figure 2. Regarding infrastructure facility of MRS, most of the students opined 'good' followed by excellent and very good. Students showed their satisfaction in the material provisions provided to them in MRS. It is a good sign that very little students expressed

poor about the quality and quantity of materials given to them. Another notable thing is that students get excellent support from the teaching and non-teaching staff of MRS which is one of the significant indicators to assess the performance of MRS. The self-assessment of students about their satisfaction on the performance of MRS shows majority of the students are extremely satisfied in their residential school which they consider more as a home than a school.



On the basis of the data analysis, opinion survey, focus group discussions and stakeholder interviews, a SWOT analysis has been developed to highlight the Strengths, Weaknesses, Threats and Opportunities faced by MRS. The points arising out of SWOT analysis are listed below:

STRENGTHS OF MRS

- **An institution with a Mission:** The Model Residential Schools were started with the specific mission, that is, with objective of establishing educational institutions of excellence for education, protection and fostering of students from SC communities in Kerala. The clarity of objectives always acts as a guide to the vision and activities of an institution like MRS. Unlike the normal school run under the Department of General Education, the MRS has a special objective, mode of functioning and the facilities designed to derive a calculated outcome and hence all possible facilities and provisions are envisaged by the SCDD.
- **Residential School:** MRS being a residential institution, the teachers and students stay together in the same premises. This facilitates both to find quality time for teaching and learning. Many students come from families where there are no educated persons to guide or tutor them in their studies, and so, MRS is an ideal institution for youth from such families to pursue education
- **Educational Facility:** In the absence of an institution like MRS many Scheduled Caste students would have dropped out of the academic stream. It provides scope for development of Scheduled Caste and other weaker section student's technical skills and improves academic performance.
- **State of the Art Facilities:** Unlike the normal schools, better facilities like well equipped laboratories, extracurricular activities and computer class rooms enable the students to come up to the level necessary for higher studies.
- **A Home away from Home:** For a number of SC families, MRS comes as a blessing by providing healthy food, accommodation and other facilities like clothing and stationeries etc at free of cost. This enables the economically poor and socially marginalized students to

pursue higher education with dignity and also a chance to pursue professional courses and get better jobs in government, public and private sectors.

- **Total Wellbeing:** MRS facilitates comprehensive physical, mental and social development of students enrolled there.
- **Positive and Healthy Environment:** Growing complexities in the social relationship and withering away of family bonds causes most of the poor children to suffer personality problems and affect proper upbringing. As a reality MRS provide a better atmosphere for such children who are talented to gain education, shelter and fostering.
- **Security:** MRS provides a safe and secure place for students from SC communities to study and grow. This is especially crucial for girl students and those coming from single parent families, where the mothers are reluctant to send their girl children to school as day scholars.

WEAKNESS OF MODEL RESIDENTIAL SCHOOLS

- **Dual Administration:** Dual control of MRS by SCDD (Shelter and fostering) and Education Department (coaching) is negatively affecting effective enforcement of directions by both departments. This in turn, adversely affects achievement of the objectives of MRS set forth by the Scheduled Caste Development Department. The teachers are appointed by the Department of Education and controlled by District Education Office and headed by a headmaster / headmistress/ principal, while the MRS is headed by the Senior Superintendent appointed by SCDD. Most often this causes conflict between teaching staff and SCDD appointed other staff who are responsible for the total achievement of the MRS objectives.

- **Not responsive to Recommendations:** The Recommendations of the 9th Welfare Committee is yet to be considered in terms of MRS administration. There are three parallel heads in the MRS. 1) The Senior Superintendent 2) the Head Master/Headmistress and 3) the Principal of the Higher Secondary School. It is a difficult situation.
- **Lack of Library Facilities:** Though all the MRS have library just for name sake, the libraries are not fullfledged and not having sufficient books or reading facility.
- **Non-resident Teachers:** As part of the general education system, most of the permanent teachers are from the same or nearby places through transfer and hence they are not willing to stay in the campus rather they go home after school time. This practice goes against the spirit and basic objectives of MRS. The policy of the Navodaya Vidhyala is that teachers from the native district will not be posted in the school. Because the proximity to teachers' native place will tempt them most of the time to go away from the schools. So it is a threat as the teachers and tutors from the same district are posted in the MRS, they go their home leaving the students unattended. It is a problem in most of the MRSs.
- **Financial Freedom:** The financial management pattern/procedure of MRS is very stringent. Being the head of an institution which have more than 300 inmates, has the disbursing power of Rs. 500/- only, and spending above Rs. 500/- must be by SCDO at district level. It causes a lot of inconveniences especially when emergency situations occur.
- **No Link with Alumni:** Most of the schools are not conducting alumni meetings and not maintaining a follow up link with the outstanding students who are passed out, and are not given opportunities to motivate and spread the visibility of MRS achievements. The role played by the Alumni Association is less and

their interventions in motivating the students as well as improvement of the school is unseen or not encouraged

- **Weak Links with Parents:** PTA meetings are not conducted regularly in many MRS and parents have less involvement in the school programmes.
- **Extra Care:** Follow up of student's studies, caring of sick or problem child, addressing the issues of the school etc. Parents, who are mostly less educated and not motivated much for the studies and education process of their ward, find it only as refuge and their prime concern is good food and better stay of the child (expressed by teachers of MRS).
- **Infrastructure Issues:** As the government procedures and administrative process are slow to get files move affects the completion of infrastructures facilities in MRS and get stagnated or delayed. It affects badly regarding the basic facilities like residential buildings or day today requirement of the institute.
- **Teachers' Residence:** Most of the MRS don't have properly completed quarters for teachers. The teachers take it as an excuse not to stay in the school and hence the students are not able to avail the facility of consulting them during their study time.
- **Involvement of Parent Community:** Lack of parent's motivation, interest, proactive and supportive involvement in the activities of school and students' studies are other factors affecting the good will of MRS.
- **Temporary Teachers:** Most of the teachers in Higher Secondary and some in high schools are not permanently appointed by the government and hence they had to be engaged on annual contract basis. But as and when they get a permanent posting elsewhere they will leave the institution. This practice badly affects the quality and continuity of the education and results in a situation where fresh and inexperienced teachers are teaching the students most of the time.

OPPORTUNITIES

- **Soft Skills:** Better opportunities for practice of art and cultural and craft practices, career guidance and motivation classes, special workshops etc. enables students to get multiple skills.
- **Students Centered Learning System:** Students centered learning system and opportunities for better interaction among teachers and students are facilitating meaningful education and enhance confidence level of every student.
- **Comprehensive Development:** MRS enhances Scheduled Caste student's opportunities for overall growth and changes in attitude towards education and life.
- **Erudite Programs:** Scope for conducting erudite programs for helping students to get opportunity to interact with various scholars and eminent personalities from various spheres both from academic and non-academic fields.
- **Steps to Higher Studies:** Students get well placed in nationally and internationally reputed institutions for higher studies.
- **Extra Curricular Activities:** It gives opportunities for enhancing programs for extracurricular activities and competitions at inter and intra MRS level and competition among MRS, which will culminate in maximization of the success rate of MRS goals.
- **Personality Development:** Growing complexities in the social relationship and withering away of family bonds causes most of the poor children to suffer personality problems and affect proper upbringing. As a reality MRS provide a better place for such children who are talented to gain education, shelter and fostering.
- **Reaching Out:** Lot of poor and needy talented and interested children are aspiring for admission in MRS.

- **Focused Approach:** Unlike the normal school run under the Department of Education, The MRS has a special objective, mode of functioning and the facilities designed to derive a calculated outcome and hence all possible facilities and provisions are envisaged by the SCDD.

THREATS

- **Caste Bias:** There is a feeling expressed by SC parents and SC personal who are associated with MRS that the Non SC teachers have indifferent attitude and discriminative mentality towards the SC students and their academic performances rather than promoting or help them get rid of their limitations. (It was explicitly expressed by one of the principal in the workshop conducted by Study Team in Ernakulam. The principal made such a sarcastic comment that “the SC students are incapable” and “they cannot perform more than this”
- **Lack of Convergence:** Hidden conflict/non-appearance of integration and coordination between SCDD and Educational Department. One of the Senior Superintend demanded that the teachers’ posting and appointment must be on the same line with that of Devasomboard staff recruitment. Teachers are with a strong support by the KSA and they often neglect other directions from SCDD/ Senior Superintend.
- **Dual Control:** Dual control between Senior Superintendent and Headmistress or Principal is one of the serious threats in MRS. Most teachers are not obeying Senior Superintendent’s directions.
- **Unnecessary Interference of Local Pressure Groups:** In some cases, the interference of local pressure groups and other interest group create a kind of threat to the normal functioning of MRS.

SUGGESTIONS AND RECOMMENDATIONS

Based on various inquiries, studies, and opinions gathered through interactions and consultations, a number of concerns and matters that need attention and follow ups are furnished as under.

1. The Case of MRS and its Infrastructure Facilities

1. **Infrastructural Facilities:** Infrastructural facilities are a key to any institution, and especially educational institution. It is imperative that permanent infrastructure and all other facilities are provided for MRS. While improving the public image of the institution it will also pacify the worry of students, parents, teachers and others who are the primary stakeholders of MRS.
2. **Land & Building:** Identify suitable sufficient land for having a residential school campus and provide permanent infrastructure and all other facilities for Kozhikode MRS. Speed up the construction activities of MRS Chelakara and provide ambiance for smooth and conducive learning. At present MRS Kozhikode has the worse situation and necessary steps should be taken to have all facilities in all MRS as in comparison with that of MRS Punnappra, Alappuzha.
3. **Residential Teachers:** If teachers are not staying in the campus, or nearby, students cannot be attended in their studies. Residential quarters are required for MRS Kuzhalmannam, Chelakara, and Peermade. In this, for Kuzhalmannam MRS, not even plan for teachers/ staff residential quarters is done. Peermade MRS has constructed 17 quarters but not able to use it for want of electricity connection and water supply.
4. **Campus Security:** Campus security with compound wall/fencing: Kasaragod MRS is not having compound wall at all and recently the child Rights Commission intervened regarding not having safety in the campus. Aluva MRS does not have sufficient security fencing and security cabin. Thrithala MRS is for girls and there is no proper security cabin and

compound walls built. Peermade MRS is in the midst of forest and the security cabin is a prominent necessity.

5. **Playground:** MRS Peermade and MRS Kozhikode are not having any playground facilities. Due to geographical difficulties a full-fledged play ground is not viable in Peermade. But they can have facilities like volley ball courts, basketball courts, shuttle courts etc. MRS Punnapra, Aluva, Kuzhalmannam, Kasaragod etc. are requiring repairing or modification works for their playground.

2. Human Resource and Related issues:

1. **Supervision:** A campus residential institution must be under the strict vigil of the head of the institution. The MRS Kuzhalmannam and MRS Chelakara are not having posted the Senior Superintend and the Head Master is not provided accommodation in the campus in MRS Kuzhalmannam.
2. **Permanent Teachers:** The Kuzhalmannam MRS is not having a single teacher who is permanent. All the 11 teachers are on contract basis. There are 8 contract teachers in MRS Kozhikode. Chelakara MRS has 7 contract teachers. MRS Wadakanchery has 5 contract teachers. All these positions must be filled with permanent posting in order to ensure better quality teaching process.
3. **Physical Education and Sports:** Physical Education and sports and games are very important as far as school education is concerned. But out of the 9 MRS there are only three MRS have Physical Education teachers are posted. The remaining 6 schools are left out in this regard.

3. Administration.

1. **Entrance Test for Admission:** The entrance test for Admission is carried out by ST Department. The admission ratio is SC 60:ST30:Others10. In the absence of a proper and effective preparation publicity regarding entrance test, often the same ratio is

not followed. MRS like Aluva, (SC 102: ST 109) MRS Kozhikode (SC 71: ST 87) are example. The admission procedures and entrance test if conducted by SCDD directly all these discrepancies can be avoided and more deserving SC students will get admission in MRS. State level wide publicity regarding application and admission to MRS must be carried out (Similar to Navodaya Vidhyala Selection Test- JNVST) instead of individual MRS level or ST department level.

2. **Convergence and Coordination:** In order to avoid confusion of the Dual department rules and enable better administrative system for the best interest of the MRS as programme of the SCDD prominently for SC students, a more coherent hierarchy system must be developed. The State Level and District Level Monitoring Committees should be revamped and monitoring should be made regular and firm.
3. **Clarity of Roles and Responsibilities:** A new guideline regarding the functioning of MRS under SCDD must be issued and the terms must be made clear about the roles and responsibilities and compliance of direction given by the Senior Superintend to the teachers. The guideline should provide a mandatory requirement of submitting an undertaking by the teachers regarding their compliance with the SCDD interest and concern for the student. At present the teachers are taking indifferent stand and comply with KSA norms only.
4. **Active Executive Committee:** The MRS Executive committee must involve more actively and more visibly in the activities of MRS and must do liaison work for mobilizing local resources like MP fund, MLA and other LSGs Fund for the Development of the MRS.
5. **Timely Governing Body Meetings:** a) The Governing Body is the apex body of 'Society' and shall be responsible for the functioning and management of the Society and the institutions under its control. It shall determine the policies, strategies and procedure for the effective functioning of the MRSs. Hence, it is important to conduct Governing Body meetings in time as directed in Section VIII (w) of bye law.

4. Gender Dimension

There are six MRS which are exclusively for Boys and One MRS with Co-education while only two MRS for girls. The number wise strength shows glaring disparity in the sex ratio of students admitted in MRS. Out of the total 2001 students 1215 are boys and only 786 girls (Table 3.7). The gap between boys and girls is 429. It is against the facts that shown in the population senses, the number of girl children is more than boys in Kerala. So in order to provide gender equity, there must be more MRS for girls or convert the existing MRS to co-education system with equal number of boys and girls. The study found while doing the opinion survey of the students (girls 43:144 boys, total 187.) For girls MRS is more than gender equity issue. Out of 43 girls 14 said that they have joined MRs because of security reasons (broken family, unsafe situations like Layam etc.).

5. Curriculum and Academic:

- (1) **Kerala schools to get hi-tech upgrades:** The 4775 government and government aided schools to be covered under this program include 2685 High Schools, 1701 Higher Secondary Schools and 389 Vocational Higher Secondary Schools. Each classroom would be equipped with laptop, multimedia projector, whiteboard and sound system. Each Hi-Tech IT Lab would feature Desktop Computers with UPS, Multi-Function Printers, LCD TV and a HD Camera. But in case of MRS there is only MRS Kuzhalmannam is providing IT education (table 4.28). They appointed one IT teacher on contract basis and conduct IT classes. Either SCDD should take initiatives to provide IT education in all the MRS or they must take the Kerala schools hi-tech up gradation programme from the General Education Department. Otherwise MRS students would be out dated.
- (2) **The medium of instruction in MRS must be standardized:** At present MRS Kuzhalmannam and MRS Chelakara are having English and MRS Peermade is having Tamil as the medium of instruction

while in all other Six MRS are Malayalam medium. Just like Navodaya Vidyalaya, if medium of instruction is standardized and English is fixed as the medium of instruction, it will help the students to appear the competitive selection test like NEET and JEE. It also will help them in the higher studies whichever they opt for in the future. In this connection the linguistic clubs in every MRS should be made vibrant and regular programmes must be carried out.

- (3) **Students centered learning system and opportunities for better interaction:** Students centered learning system and opportunities for better interaction among teachers and students will pave way for facilitating meaningful education and enhance confidence level of every student.

6. Co-curricular Activities, Sports and Games.

- (1) **Awards & Incentives:** Execute awards and incentives to the better performing and dedicated teachers and other staff at MRS level for boosting up the service rendering and make sense of healthy completion.
- (2) **Arts & Sports:** Introduce inter and intra MRS arts and sports programmes and competitions for providing better opportunities for the students and enable more visibilities to the SCDD programmes.
- (3) **Vocational Training:** To enhance the creativity and equip with Additional Skills, it is essential to have vocational Skill Training Programmes. At present Alapuzha MRS is having tailoring and doormat making training programs. It would be also important that if they are given orientation and training in advanced skills like DTP/mobile repairing etc. they will be able to get IT related programmes and activities’.
- (4) **Soft Skills:** Better opportunities for practice of art and cultural and craft practices, career guidance and motivation classes, special workshops etc. enables students to get multi-dimensional skills.

7. Future of MRS.

- (1) **Clarity in Nature of Functioning:** There needs to be clarity on the nature of the school. It is residential but is it residential like Jawahar Navodaya Vidyalaya or the ancient Gurukula model, where teachers and students live in the same campus and teachers monitor and support all the activities like studies, sports, arts and other programmes focused for a holistic development of every child enrolled in the School. The MRS thus should become a Center of Excellence. It is not impossible, if efforts are made towards it. For example, MRS Punnapra, Alapuzha is heading towards obtaining ISO 9001 Certification. At present admission to MRS is a difficult issue. Each MRS is struggling to get sufficient number of students. If it can deliver better service there will be high demand for admission to MRS by the needy and thus the real objective of MRS and its mission will be accomplished.
- (2) **Higher Secondary Section in All the MRS:** At present there are only four out of nine MRS with Higher Secondary Section. Even this is a question to be answered, when looking at the purpose of MRS. What about the continuity of the same economically poor and socially disadvantaged students. What will happen after they complete SSLC? If HSS is introduced in all the MRS, it will help these students to pursue their studies up 12th. So all the MRS must be upgraded to HSS and all required facilities must be provided.
- (3) **Outreach and IEC Programmes:** Schedule Caste Develop Department is exclusively for the betterment of the SC communities and all activities of the SCDD are centered for this community only. Information, Education and Communication strength of any programme or Department will determine the success rate of the same. This IEC can be carried out by launching a website with all the credentials for SCDD with all information and guidance in detail. It will enable the beneficiaries including the students to get assistance for availing schemes and utilize the benefits for their future.

ROLE OF STAKEHOLDERS

- **Scheduled Castes Development Department and Department of General Education in Kerala:-** The Scheduled Castes, and Department General Education in Kerala constitute the principal stakeholders of MRS under SCDD, because MRSs are functioning mainly for them.
- **Students of MRS under SCDD:** - Being the direct beneficiaries of MRSs, the students also constitute one of the principal stakeholders of MRSs.
- **The teaching and Non- Teaching Staff of MRSs under SCDD:-** The staff of the MRSs under SCDD constitutes one of the main supportive forces behind the effective functioning of MRSs.
- **Other officials of SCDD:** - Besides officials of MRS, other officials of SCDD are also in one way or other linked to the effective functioning of MRSs under SCDD.
- **Officials of Government of Kerala, State Planning Board and Local Governments:-** Kerala government employees, State Planning Board employees and the employees of local governments are also in one way or other linked to the effective functioning of MRSs under SCDD.
- **Government of Kerala and Government of India:-** State and Central governments financially support MRS under SCDD and provide other infrastructural facilities to them in various manners.
- **Researchers, Trainers, other Agencies and institutions:** - Researchers, trainers, other agencies and institutions play vital role while conducting programmes and studying on the functioning of the MRSs. For example, the role played by CREST in MRS led to the bright future of students of MRS Aluva, MRS Thrithala, MRS Peermade and MRS Punnapra. These student got admission in Delhi

University, Indira Gandhi National Tribal University, Madhya Pradesh, for different advanced studies by the support and training of CREST.

- **Political Leaders/Statesmen:-** Political leaders, being the representatives of public interests, show their concern to the issues of Scheduled Castes and the institutions for them. The support from the MPLAD fund of Sri K.C. Venugopal M.P enabled MRS Punnappa for buying a bus for institute. This bus enable student to travel from MRS for different programmes and purposes.

In view of the discussion in previous chapters, Table 6.1 gives an overall picture about the Area/Activities where interventions are required, the issues involved in these areas, the nature of intervention needs and the potential agencies/stakeholders. The SCDD could look up to for effective intervention. The areas/activities are grouped under four heads; Infrastructure, Administration, Teaching and Curriculum.

Table 6.1 Areas of Intervention Required			
Area/ Activity	Issues	Intervention Needed	Agency/Potential Stakeholder
Infrastructure	No Permanent Infrastructure in Chelakkara and Kozhikkode MRS	Construction of own building for MRS Kozhikkode Speed up the construction process of MRS Chelakkara	SCDD / PTA, LSG, Interested NGOs
	No smart class rooms in Peermade, Thrissur, Chelakkara, Kuzhalmannam, Kozhikkode MRS	Provide Smart Class Rooms	SCDD, LSG, MP-MLA Fund, Interested NGOs

	No reception room in MRS Peermede, Kasaragod and Aluva	Arrange reception room facility	SCDD, LSG, MP-MLA Fund
	No separate Office Room in MRS Permade	Build office rooms	SCDD, LSG, MP-MLA Fund
	No playground in MRS Peermede and Kasaragod	Provide playground facility	SCDD, LSG, MP-MLA Fund
	No Teacher's Quarters in MRS Kuzhalmannam, Chelakkara	Construct Teachers' Quarters	SCDD, LSG, MP-MLA Fund
	Teacher's Quarters are not occupied in MRS Peermede	Ensure water supply and electricity connection	KWA, KSEB, SCDD, Ground Water Dept
	No Compound Wall in MRS Kasaragod and Thrithala	Construct Compound Wall	SCDD, LSG, MP-MLA Fund
	No security cabin in MRS Aluva and Peermede	Construct security cabin	SCDD, LSG, MP-MLA Fund
Administration	No Senior Superintendents in MRS Kuzhalmannam and Chelakkara	Appoint Senior Superintendents	SCDD
	MRS Entrance Examination lacks wide publicity	Give wide publicity through print, electronic and social media	SCDD, Chief Publicity Officer, PRD, Education Dept
	State and District level monitoring committees not functioning effectively	Monitoring committees need to be revamped	SCDD, LSG, Social Audit
	Dual Administration of SC Department and Education Department	Needs to be united	SCDD
Teaching	No permanent teachers in MRS Kuzhalmannam	Appoint permanent teachers	SCDD
	Lacks ICT enabled education	Needs multimedia support to class rooms	SCDD

	Non-resident teachers	Needs to be avoided. Provide Teacher's Quarters.	SCDD
Curriculum	Medium of Instruction is not standardised	Medium of Instruction needs to be standardised	SCDD
	Lack of library facilities	Improve and update library with adequate educational materials	SCDD, LSG, MP-MLA Fund, Interested NGOs

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- ¹ M.W. Urban, *Boarding Schools, why (not)?* Woord en Daad, p.7.
- ² Bista, Min B; Cosstick, F.E., *Providing Education for Girls from Remote and Rural Areas*, Bangkok: UNESCO, 2005
- ³ *Kothari Education Commission*, Government of India, 1964.
- ⁴ G.O (Ms) No.52/90 SCSTDD Dt.7.9.1990.
- ⁵ The Probe Team, *Public Report on Basic Education in India*. New Delhi, India: Oxford University Press, 1999.
- ⁶ Nazmul Chaudhury, Jeffrey S. Hammer, Michael Kremer, Karthik Muralidharan, and Halsey Rogers, *Teacher Absence in India: A Snapshot*. Washington DC: World Bank, 2004.
- ⁷ It was evident in this research project that there was more parental resistance to education in areas where the children were first-generation learners than in areas where the children were second- or third-generation learners.
- ⁸ G.O (MS) No.40/90/SCSTDD, TVM, dt.27.7.1990.
- ⁹ G.O.(Ms) 40/90/SCST dt.27.7.1990.
- ¹⁰ G.O (Ms) No.24/1995/SCSTDD Dtd.29/01/1995
- ¹¹ Section V (a), Bye-Law of KSEDS for SC&ST
- ¹² Section IX, Bye-Law of KSEDS for SC&ST
- ¹³ Section XVII (a-h), Bye-Law of KSEDS for SC&ST
- ¹⁴ G.O.(Ms) No.734/2012/SCSTDD Dt.19.05.2012
- ¹⁵ GO (Ms)40/90/SC/ST dated 27-7-1990 an order dated 14-3-1991
- ¹⁶ G.O (MS) No.23/2009/SCSTDD dated.12.2.2009.
- ¹⁷ Order No.Edu.C1-31787/16 dtd.27.3.2017 of SCDD
- ¹⁸ G.O (Ms) 769/2017 SCSTDD Dtd. 22.3.2017



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