ACADEMIC PERFORMANCE OF SCHEDULED TRIBE STUDENTS IN SUMMATIVE ASSESSMENTS IN EKLAVYA MODEL RESIDENTIAL SCHOOLS AT HIGHER SECONDARY STAGE: AN EVALUATIVE STUDY

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Abstract: The investigator has tried to explore the academic performance of ST students in summative assessments at higher secondary stage. The findings of the study are: The academic performance of ST students in EMRS in summative assessments is not satisfactory. Most of the ST student performs within the range of 30%-59%. One of the reasons may be due to lack of sufficient teachers recruited in the EMRS. Teachers in EMRSs are contractual in nature. While working in EMRSs, the investigator found that those PGTs who have been appointed from last four years they do not stay in the campus. They leave the campus because of lack of residential facilities and low pay scale provided to them. Though Government has taken a lot of initiative to attract well-qualified teachers to these tribal areas, these facilities are not sufficient for them (as the teachers have reported to the investigator). Higher secondary classes are running with guest teachers from other schools/colleges which do not fulfill the purpose. Thus, policymakers, planners, state government authorities, central government authorities, Ministry of Tribal Affairs must review the academic performance of ST students in various examinations conducted in Eklavya Model Residential Schools in the State of Odisha and implement recommendations very minutely to improve the academic performance of ST students at higher secondary stage. Well qualified regular teachers with high pay scale rather some special incentive to teach in tribal zones of the State should be provided to newly recruited teachers in EMRS in Odisha.

Index Terms -Academic Performance, Eklavya Model Residential Schools, Scheduled Tribe, Summative Assessment
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I. INTRODUCTION

Establishment of Model Residential Schools has been introduced during 1997-98 to provide quality education for the tribal students in various parts of the country. It was decided by the Ministry of Tribal Affairs to utilize a part of the funds under Article 275 (1) of the Constitution, for setting up of 100 Model Residential Schools from Class VI to XII in different tribal concentrated States of the Country. Out of the sanctioned 100 schools in favour of 22 States as of now, 86 schools are operational (Annual Activity Report 2016-17). These Model Residential Schools have been named as Eklavya Model Residential Schools (EMRS) and have been planned on the lines of Navodaya Vidyalayas. In Odisha as per the guidelines of Ministry of Tribal Affairs, Government of India, a registered society named the "Odisha Model Tribal Education Society" has been established. The Secretary of the ST & SC Development Department is its Chairman and the Director (ST & SC Dev.) is its Secretary. This Society has been entrusted with the establishment and management of the EMRS including construction of buildings. Ekalavya Model Tribal Residential Schools were started functioning since 2000-2001. The Society intensified its activities for establishment of Model Tribal School by following the guidelines of Ministry of Tribal Affairs. In its 14th years of functioning 13 EMRS have been established across the State covering a total of 11 Districts. Among them three EMRSs are in Sundargarh District and one each in Mayurbhanj, Keonjhar, Nawarangpur, Koraput, Rayagada, Gajapati, Kandhamal, Jajpur, Malkangiri and Nuapada Districts (Annual Activity Report 2016-17, ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha). Assessment is a term that covers any activity in which evidence of learning is collected in a planned and systematic way, and is used to make a judgment about learning. If the purpose is to help in decisions about how to advance learning and the judgment is about the next steps in learning and how to take them, then the assessment is formative in function. If the purpose is to summarise the learning that had taken place in order to grade, certificate or record progress, then the assessment is summative in function. When summative assessment is used for making decisions that affect the status or future of students, teachers or schools (that is, 'high stakes'), the demand for reliability of measures often means that tests are used in order closely to control the nature of the information and the conditions in which it is collected (EPPI Centre, London, 2002).One of the biggest challenges faced by the Indian education system in the last several decades since Independence has been expansion without a simultaneous assurance of equity in educational opportunity or quality of education. While the passage of the Right to Education Act, 2009 (RTE) has, at least in principle, sought to guarantee equal opportunity, learning levels and outcomes continue to remain poor for several children, especially those from the most marginalized communities. This is particularly true for children from tribal communities affected by multiple disadvantages of economic, social, cultural and geographical nature. Tribal populations continue to have one of the lowest enrolments and retention rates as well as learning outcomes in the country, despite more than half a century of interventions to improve their educational status. There is an urgent need to review the schemes for tribal education and assess its impact in terms of learning outcomes for tribal populations, as public expenditure is

being incurred on this without an evaluation of the quality of education provided and an assessment of whether it contributes to the improvement of educational status of tribal students. It is not known how tribal students are treated there and what their learning outcomes are. Such an evaluation will provide an opportunity to understand these issues vis-à-vis the scheme and provide pointers for public policy. Special attention needs to be paid to locational factors that affect educational outcomes, with rural tribal populations faring the worst in terms of educational outcomes (CBPS,2017).The status of academic performance of tribal children in summative assessments and level of awareness of teachers and students about summative assessments are the major concern of the present research which have great significance for further policy implementation and developing pedagogical strategies to go ahead in the field of tribal education in EMRS. Thus, the present study assumes significance.

II. REVIEW OF RELATED LITERATURE

Empirical evidence suggests that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools, and their low achievement levels are attributed to school-related variables as would apply to non-tribal students (Gautam, 2003). Pothal & Panda (2017) conducted a study on status and determinants of literacy and education among tribal sin Odisha and found that among the different social groups, the literacy rate is the lowest among the tribes (Scheduled Tribes) and the highest among the general castes. They further concluded by reiterating the need for proper implementation of policies to redress the problem of low literacy and educational attainment among the tribes and outlines potential policy options which will be helpful in promoting literacy and education in the tribal-dominated areas in general and among the tribal women in particular. A lot of research studies have been conducted in the field of tribal education but very few studies have been conducted in the field of tribal education particularly academic performance of tribal children in summative assessment sin EMRSs in Odisha. Thus, the study assumes high significance.

III. OBJECTIVES OF THE STUDY
- To study the academic performance of ST students in summative assessments at higher secondary stage.
- To study the awareness level of learners towards summative assessments in EMRS at higher secondary stage.
- To study the awareness level of teachers towards summative assessments in EMRS at higher secondary stage.
- To study the teaching-learning process in EMRS.

IV. RESEARCH QUESTIONS
- What is the academic performance of ST students in summative assessments?
- What is the awareness level of learners towards summative assessments in EMRS?
- What is the awareness level of teachers towards summative assessments in EMRS?

V. RESEARCH METHODOLOGY
Descriptive survey method and convergent parallel design have been used for the present study.
5.1 Population and Sample this study
The population of the present study comprised of 13 EMRSs functioning in the State of Odisha. The investigator has applied purposive sampling technique to conduct the study. Sixty-three students each from class XI-XII in 4 EMRSs, 24 teachers from 4 EMRSs have been selected for the present study through snowball sampling.

5.2 Tools and Techniques Used for Collection of Data
The tools both qualitative and quantitative techniques of data collection have been used for the present study. Data capturing schedule was developed by the investigator for collecting information regarding academic performance of students in summative assessment (SA) in EMRSs. Data capturing schedule has 18 items. Awareness scale for learners and teachers were developed by the investigator. The awareness level of learners and teachers was acquired from the responses to a five-point Likert type scale. Aims/objectives of SA, outcomes of SA, nature, and method of evaluation, feedback mechanism, tools and techniques used in SA and major components of SA were included in the awareness scale for learners and teachers. The data comprised of responses to 16 multiple choice items for school teachers and learners pertaining to their awareness about SA. Each multiple item consisted of four options out of which only one is correct. The correct responses were assigned one mark each and no mark was given to incorrect responses. Scores of each teacher and learner were calculated and categorized into three categories viz. above average, average and low average. Respondents with scores 10-15 fall under the category of above average, 5-9 falls under average and remaining that scored below 4 falls under the category of below average. Observation schedule was developed to observe teaching-learning process in EMRSs. The observation schedule has 29 items. The tools were validated by discussion with language experts in the field, subject experts in the field, reviewing literature related to summative assessments, guidelines of summative assessments, State Government (ST&SC Development Department, Government of Odisha) reports, Central Government (Ministry of Tribal Affairs, Government of India) reports, books on academic performance of tribal students, types of assessments in tribal schools in various States of India, literature on CCE process in secondary schools etc. Face and content validity of the tools were established.

5.3 Variables of the Study
The study sought mainly to study the academic performance of ST students in summative assessments in EMRSs.
5.4 Techniques of Data Analysis
The data collected through the questionnaire, schedule and discussions were put to the quantitative and qualitative analysis of thick descriptions.

5.5 Profile of the Study Area

The study was conducted in 4 EMRSs of Odisha. Four EMRSs was selected through snowball sampling as sample for the present study (EMRS, Rampilo, Jajpur district (Central Division), EMRS, Pungar, Koraput District (Southern Division), EMRS, Lahunipara, Sundergarh district (Northern Division), EMRS, Mahasingi, Kandhamal district (Southern Division).

VI. RESULTS and DISCUSSION

The results of the present study have been presented as follows:

6.1 Analysis of Objective 1: - The below table no 1 presents the academic performance of ST students in summative assessments. Academic performance of ST students in EMRS Rampilo in Odia language is more satisfactory than English language. Academic performance in physic subject is not satisfactory at higher secondary stage. Chemistry subject SA result also needs improvement. In mathematics paper most of the students are absent. In botany and zoology, the performance of students is satisfactory. In It also most of the students are absent in summative assessments. Total academic performance of St students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

Table 1: Academic Performance of ST Students in EMRS, Rampilo SA-2 in Class XIth

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	Phy 30	Total Phy 100	Che 70	Che 30	Total Che 100	Math 100	Bot 35	Bot 15	Total Bot 50	Zoo 35	Zoo 15	Zoo Total 50	I.T 70	30	Total	Total
1	1	Hira mani Sing	30	81	9	21	30	9	23	32	Abs	16	13	29	8	11	19	36	26	55	267
2	2	Rashmita Ho	39	62	25	25	50	17	24	41	Abs	18	13	31	16	11	27	49	27	76	301
3	3	Faguram Tudu	52	67	25	27	52	21	26	47	24	16	11	27	18	13	31	Abs	Abs	Abs	275
4	4	Sania Pingua	31	37	8	22	30	8	20	28	15	16	11	27	11	11	22	Abs	Abs	Abs	182
5	5	Bhanumati Gagarai	31	68	18	22	40	7	21	28	25	9	10	19	9	13	22	Abs	Abs	Abs	215
6	6	Surendra Marandi	47	61	19	24	43	21	25	46	Abs	16	11	27	8	10	18	27	23	45	268
7	7	Sabita Soren	30	58	16	21	37	13	20	33	31	13	12	25	16	11	27	Abs	Abs	Abs	225
8	8	Pana Marandi	30	67	19	23	42	16	22	38	33	13	11	24	13	13	26	Abs	Abs	Abs	241
9	9	Nimanti Soren	46	66	16	22	38	7	21	28	Abs	17	12	29	16	10	26	28	25	54	271
10	10	Manita Tudu	41	67	14	23	37	10	21	31	31	20	13	33	16	10	26	Abs	Abs	Abs	252

The below figure no 1 presents that the academic performance of ST students at higher secondary stage in EMRS Rampilo(Jajpur district) is average in terms of summative assessments.

Figure 1: Academic Performance in SA-2 in Class XIth
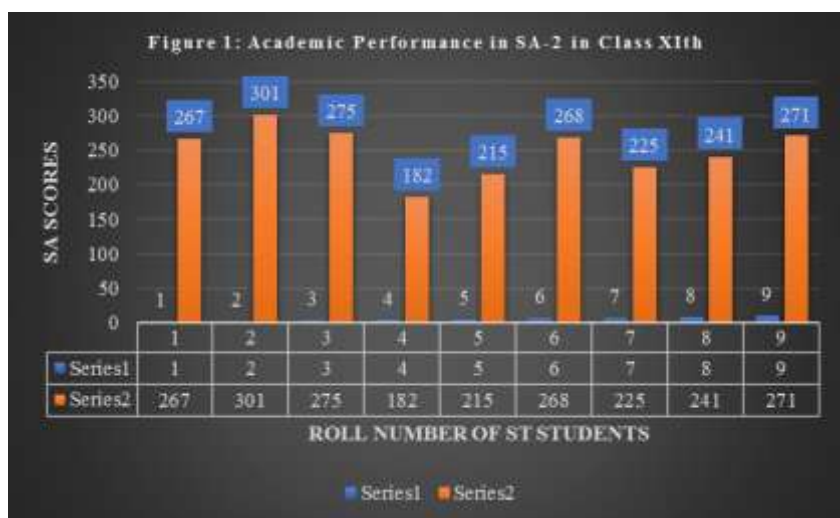
The below table no 2 presents the academic performance of ST students in summative assessments. Academic performance of ST students in EMRS Rampilo in Odia language is more satisfactory than English language. Academic performance in physic subject is only satisfactory at higher secondary stage. Chemistry subject SA result is satisfactory. In mathematics paper most of the students are absent. In botany and zoology, the performance of ST students is satisfactory. In It also most of the students are absent in summative assessments. Total academic performance of ST students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo 15	15	total	I.T 70	30	Total	Total
		Table 2 : Academic Performance of ST Students in EMRS, Rampilo SA-2 in Class XIth																			
11	11	Sankarsan Hansda	62	87	37	26	63	20	26	46	51	25	13	38	16	12	28	Abs	Abs	Abs	338
12	12	Namita Murmu	40	70	15	24	39	21	25	46	Abs	11	10	21	16	12	28	30	26	58	287
13	13	Minati Sing	30	61	13	24	37	16	27	43	Abs	14	12	26	13	Abs	13	21	22	34	231
14	14	Jagan Munda	54	84	31	25	56	33	24	57	62	18	13	31	21	Abs	21	Abs	Abs	Abs	334
15	15	Utkalini Kisan	41	81	11	21	32	10	25	35	Abs	16	12	28	10	10	20	33	24	53	279
16	16	Ghanashyam Bansing	63	69	25	25	50	23	27	50	31	11	10	21	17	10	27	Abs	Abs	Abs	286
17	17	Sakila Kisku	49	76	10	24	34	28	25	53	Abs	16	12	28	17	10	27	27	24	54	311
18	18	Sasmita Sundhi	30	75	22	21	43	10	20	30	Abs	16	10	26	16	11	27	34	26	61	270
19	19	Tikili Hembram	30	72	10	20	30	12	21	33	Abs	7	10	17	6	13	19	24	25	43	234
20	20	Salkhan Soren	51	83	14	22	36	9	20	29	Abs	11	11	22	7	13	20	21	25	41	268

From the table no 3, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo 15	15	total	I.T 70	30	Total	Total
		Table 3 : Academic Performance of ST Students in EMRS, Rampilo SA-2 in Class XIth																			
21	21	Sasmita Banara	40	74	33	25	58	21	25	46	47	17	12	29	9	13	22	Abs	Abs	Abs	283
22	22	Minati Alda	42	76	20	21	41	26	27	53	Abs	16	12	28	18	11	29	42	27	71	320
23	23	Kailash Hembram	37	61	17	22	39	17	20	37	Abs	16	12	28	19	11	30	27	25	57	272
24	24	Nandia Haibru	41	53	13	25	38	26	26	52	31	17	11	28	12	10	22	Abs	Abs	Abs	252
25	25	Akil Marandi	48	74	12	22	34	12	20	32	16	17	11	28	9	11	20	Abs	Abs	Abs	240
26	27	Biswanath Munduri	42	60	24	21	45	17	20	37	46	16	12	28	16	12	28	Abs	Abs	Abs	262
27	28	Bikram Tudu	35	71	29	23	52	21	21	42	Abs	16	12	28	11	11	22	28	24	50	271
28	29	Sanatan Angarai	30	41	14	20	34	7	20	27	Abs	11	10	21	6	12	18	13	21	31	188
29	30	Sikhar Soren	43	62	21	20	41	15	20	35	Abs	19	13	32	11	13	24	37	25	61	277
30	31	Subasini Majhi	42	83	25	23	48	26	25	51	Abs	20	13	33	16	13	29	25	22	54	315

From the table no 4, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo 15	15	total	I.T 70	30	Total	Total

Table 4 : Academic Performance of ST Students in EMRS, Rampilo
SA-2 in Class XIth

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo 15	15	total	I.T 70	30	Total	Total
31	32	Ugresan Majhi	44	61	28	26	54	26	26	52	39	18	12	30	11	10	21	Abs	Abs	Abs	273
32	33	Basanti Hansda	30	58	12	21	33	12	20	32	24	16	11	27	9	12	21	Abs	Abs	Abs	213
33	34	Gopinath Tudu	31	48	11	22	33	11	20	31	Abs	17	13	30	7	13	20	21	21	41	223
34	35	Menja Purty	59	85	12	21	33	26	26	52	Abs	28	13	41	17	12	29	38	26	67	354
35	36	Suruchi Naik	30	74	4	20	24	8	20	28	Abs	16	12	28	11	10	21	13	22	34	235
36	37	Lopamudra Kanar	33	74	12	21	33	12	20	32	Abs	9	10	19	13	12	25	26	24	51	255
37	38	Soumyashree Patra	62	90	44	27	71	48	28	76	53	27	13	40	26	13	39	Abs	Abs	Abs	387
38	39	Namita Hansda	42	82	13	20	33	17	20	37	36	16	11	27	9	10	19	Abs	Abs	Abs	263
39	40	Sukanti Murmu	42	69	10	22	32	23	24	47	Nil	15	11	26	16	11	27	30	26	57	290
40	41	Sana Kala	47	60	13	21	34	8	20	28	27	20	13	33	6	12	18	Abs	Abs	Abs	234

From the table no 5, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo 15	15	total	I.T 70	30	Total	Total
41	42	Tapaswani Naik	30	86	11	20	31	8	20	28	Abs	16	12	28	12	12	24	28	25	52	268
42	43	Sunia Munda	35	56	16	21	37	7	20	27	Abs	9	10	19	16	12	28	13	21	41	227
43	44	Girish Ch. Beshra	43	80	31	27	58	21	26	47	48	16	11	27	16	11	27	Abs	Abs	Abs	299
44	46	Golap Birua	30	45	14	21	35	16	20	36	23	10	10	20	16	10	26	Abs	Abs	Abs	201
45	47	Ladar Buliuli	49	65	17	21	38	10	20	30	34	11	10	21	9	12	21	Abs	Abs	Abs	241
46	48	Siba Nanda Balai	Abs	Abs	Abs	Abs	Abs	Abs	Abs	0	Abs	Abs	Abs	0	Abs	Abs	0	Abs	Abs	Abs	Abs
47	49	Kuni Hembram	30	69	20	23	43	12	20	32	Nil	16	11	27	9	11	20	29	24	49	250
48	50	Jitu R. Jena	49	80	24	23	47	18	20	38	35	16	11	27	7	11	18	Abs	Abs	Abs	270
49	51	Jamuna Jena	35	39	13	20	33	11	21	32	Abs	19	13	32	16	13	29	28	26	57	244
50	52	Sushila Tiria	40	75	15	23	38	12	20	32	33	16	11	27	16	11	27	Abs	Abs	Abs	257

Table 5 : Academic Performance of ST Students in EMRS, Rampilo SA-2 in Class XIth

From the table no 6, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Rampilo (Jajpur district) is average.

| No.	Roll No.	Name	Eng. 100	Mil (O) 100	Phy 70	30	total	Che 70	30	total	Math 100	Bot 35	15	total	Zoo	15	total	I.T 70	30	Total	Total
Table 6: Academic Performance of ST Students in EMRS, Rampilo SA-2 in Class XIth																					
51	53	Tapaswini Jena	35	59	16	20	36	9	20	29	Nil	19	13	32	11	13	24	32	26	56	255
52	54	Sunil Hembram	51	75	9	21	30	15	20	35	38	11	10	21	14	10	24	Abs	Abs	Abs	265
53	55	Leepishree Mallik	30	47	9	20	29	10	20	30	Nil	13	11	24	11	11	22	9	21	31	204
54	56	Rakesh Jena	45	75	17	23	40	17	21	38	61	20	13	33	5	13	18	Abs	Abs	Abs	293
55	57	Prbs Murmu	51	76	37	26	63	32	27	59	46	13	10	23	13	10	23	Abs	Abs	Abs	304
56	58	Nimain Majhi	47	51	25	25	50	26	28	54	33	10	10	20	11	10	21	Abs	Abs	Abs	251
57	59	Ganeswar Naik	39	66	34	24	58	22	24	46	33	17	12	29	16	12	28	Abs	Abs	Abs	265
58	60	Ajit Kumar Tiria	46	76	41	27	68	29	25	54	31	19	12	31	10	12	22	Abs	Abs	Abs	287
59	61	Tuna Naik	37	61	37	26	63	28	27	55	37	Nil	Nil	0	11	10	21	Abs	Abs	Abs	237
60	62	Bela Soren	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs

From the table no 7, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

No.	Roll No.	Name of the student	MIL (O) 100	Redu-30	Eng 100	Redu-30	Che 70	Redu-30	Phy 70	Redu-30	Math 100	Redu-30	Bot. 35	Zool. 35	Bio.	Redu-30	I.T 70	Redu-30	Total -180
1	1	Jasmine Tadingi	72	22	21	6	24	10	19	8	Abs	0	2	11	13	6	30	9	61
2	2	Susanti Hikaka	66	20	25	8	25	11	39	17	36	10.8	10	12	22	9	Abs	Abs	75
3	3	Sisira Meleka	64	19	24	7	17	7	17	7	Abs	0	5	13	18	8	35	10.5	59
4	4	Joyti Randhari	75	23	28	8	30	13	14	6	45	14	15	15	30	13	Abs	Abs	76
5	5	Radhama Muduli	68	20	20	6	25	11	17	7	Abs	0	10	13	23	10	35	10.5	65
6	6	Tentelabati Jamebeka	69	21	28	8	28	12	9	4	Abs	0	18	10	28	12	37	11.1	68
7	7	Deo Khillo	63	19	27	8	24	10	20	9	33	10	12	9	21	9	Abs	Abs	65
8	8	Kamal Lochan Pujari	74	22	46	14	24	10	25	11	34	10	21	22	43	18	Abs	Abs	86
9	9	Sugrib Kulsika	55	17	34	10	16	7	6	3	Abs	0	7	9	16	7	21	6.3	49
10	10	Lokanath Khillo	64	19	28	8	21	9	14	6	Abs	0	11	6	17	7	23	6.9	57

Table 7: Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth

From the figure no 2 , it is observed that the academic performance of ST students at higher secondary stage in EMRS EMRS Pungar (Koraput district) is average in summative assessments.

Figure 2: Academic performance of ST Students in SA 2
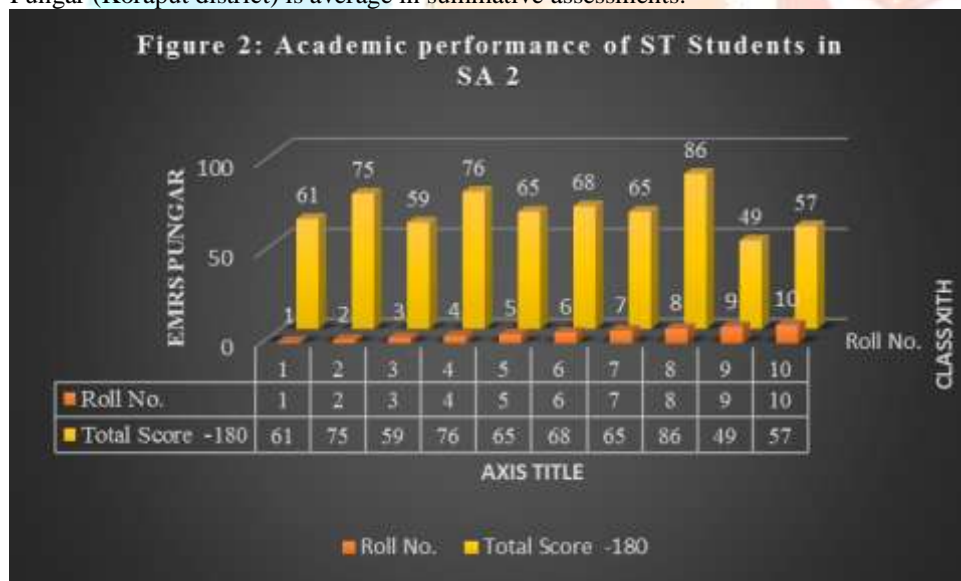
From the table no 8, it is observed that the academic performance of ST students in summative assessments in Odia language is above average (More than 50%). The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

Table 8: Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth																			
No.	Roll No.	Name of the stude nt	MIL (O) 100	Red u-30	E n g 1 0 0	Red u-30	C h e 7 0	Red u-30	P h y 7 0	Red u-30	M ath 10 0	Red u-30	B ot .	Zo ol.	Bi o.	Red u-30	I. T	Red u-30	Total -180
1 1	11	Gobi nda Tadin gi	52	16	2 3	7	2 2	9	1 9	8	Ab s	0	1 0	10	2 0	9	2 7	8.1	57
1 2	12	Pabit ra Kum ar Mud uli	70	21	3 1	9	2 2	9	1 7	7	Ab s	0	1 3	16	2 9	12	3 7	11.1	71
1 3	13	Dam buru Sisa	70	21	2 0	6	2 3	10	1 2	5	Ab s	0	1 5	8	2 3	10	1 7	5.1	57
1 4	14	Laxm an Mud uli	68	20	3 6	11	2 3	10	2 5	11	33	10	9	14	2 3	10	A bs	Abs	72
1 5	15	Jalan dhar Dora	66	20	2 6	8	2 1	9	6	3	Ab s	0	7	11	1 8	8	1 4	4.2	51
1 6	16	Mahe ndra Siba	76	23	3 0	9	2 4	10	2 6	11	Ab s	0	1 6	11	2 7	12	5 7	17.1	82
1 7	17	Kuna Kaba si	65	20	3 8	11	3 1	13	3 3	14	Ab s	0	2 1	17	3 8	16	3 3	9.9	85
1 8	18	Sang eeta Neta m	77	23	3 8	11	2 3	10	2 2	9	25	8	1 2	20	3 2	14	A bs	0	75
1 9	19	Pram ila Saunt a	73	22	3 4	10	2 1	9	2 6	11	Ab s	0	1 1	11	2 2	9	4 4	13.2	75
2 0	20	Kish ore Ch. Boi	65	20	3 0	9	2 1	9	2 6	11	Ab s	0	1 0	9	1 9	8	3 5	10.5	67

From the table no 9, it is observed that the academic performance of ST students in summative assessments in Odia language is average. The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is satisfactory. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

No.	Roll No.	Name of the student	MIL (O) 100	Red u-30	Eng 1000	Red u-30	Che 70	Red u-30	Phy 70	Red u-30	Math 100	Red u-30	Bot.	Zool.	Bio.	Red u-30	I.T	Red u-30	Total -180
21	21	Jayram Rua	48	14	33	10	24	10	22	9	Abs	0	10	6	16	7	34	10.2	61
22	22	Balu Sahu	66	20	21	6	26	11	15	6	Abs	0	10	12	22	9	34	10.2	63
23	23	Laba Randhari	46	14	23	7	22	9	14	6	21	6	11	10	21	9	Abs	Abs	51
24	24	Rama Sisa	61	18	27	8	25	11	17	7	Abs	0	7	18	25	11	50	15	70
25	25	Satya Priya Pangi	0	0	58	17	23	10	28	12	Abs	0	14	16	30	13	46	13.8	66
26	26	Sunadei Datun	68	20	28	8	21	9	12	5	Abs	0	14	8	22	9	44	13.2	66
27	27	Rasmita Hikaka	52	16	16	5	18	8	9	4	Abs	0	8	5	13	6	39	11.7	49
28	28	Ankita Badanayak	56	17	23	7	18	8	22	9	Abs	0	10	7	17	7	48	14.4	63
29	29	Harihar Jani	52	16	24	7	17	7	17	7	Abs	0	10	4	14	6	32	9.6	53
30	30	Nami Khara	71	21	23	7	27	12	20	9	47	14	16	12	28	12	Abs	0	74

Table 9: Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth

From the table no 10, it is observed that the academic performance of ST students in summative assessments in Odia language is above average. The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is average in nature.The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

No.	Roll No.	Name of the student	MIL (O) 100	Red u-30	Eng 100	Red u-30	Che 70	Red u-30	Phy 70	Red u-30	Math 100	Red u-30	Bot.	Zool.	Bio.	Red u-30	I.T	Red u-30	Total -180
31	31	Ramanath Jani	60	18	24	7	21	9	31	13	Abs	0	2	8	10	4	22	6.6	58
32	32	Bhagu Dhangada Majhi	65	20	27	8	23	10	6	3	Abs	0	11	10	21	9	51	15.3	64
33	33	Dinabandhu Hantal	50	15	30	9	23	10	20	9	33	10	6	4	10	4	Abs	Abs	57
34	34	Lakhmi Khlapadia	74	22	34	10	22	9	11	5	33	10	12	12	24	10	Abs	Abs	67
35	35	Sanjukta Muniyaka	68	20	20	6	15	6	5	2	20	6	8	4	12	5	Abs	Abs	46
36	36	Rajani rani Saunta	0	0	0	0	0	0	0	0	Nil	0	0	0	0	0	Abs	Abs	0
37	37	Ullasa Pangi	66	20	31	9	26	11	23	10	35	11	8	14	22	9	Abs	Abs	70
38	38	Jayaram Kurtadi	66	20	30	9	22	9	17	7	33	10	12	10	22	9	Abs	Abs	65
39	39	Bijay Ku. Pujari	60	18	48	14	43	18	40	17	58	17	21	26	47	20	Abs	Abs	106
40	40	Jaya Muduli	67	20	25	8	23	10	22	9	Abs	0	13	12	25	11	35	10.5	68

Table 10: Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth

From the table no 11, it is observed that the academic performance of ST students in summative assessments in Odia language is above average. The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is average in nature. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

No.	Roll No.	Name of the student	MIL (O) 100	Red u-30	Eng 100 0	Red u-30	Che 70	Red u-30	Phy 70	Red u-30	Math 100	Red u-30	Bot.	Zool.	Bio.	Red u-30	I.T	Red u-30	Total -180
41	41	Pramila Majhi	52	16	22	7	25	11	9	4	Abs	0	9	8	17	7	42	12.6	57
42	42	Pramila Muduli	58	17	30	9	22	9	9	4	Abs	0	12	7	19	8	41	12.3	60
43	43	Deeparani Singari	0	0	44	13	21	9	26	11	15	5	13	15	28	12	Abs	Abs	50
44	44	Nandita Das	0	0	56	17	30	13	42	18	41	12	19	21	40	17	Abs	Abs	77
45	45	Sabita Pradhan	58	17	18	5	21	9	15	6	23	7	7	7	14	6	Abs	Abs	51
46	46	Amorabati Bandari	60	18	15	5	15	6	14	6	Abs	0	11	3	14	6	33	9.9	51
47	47	Bhima Jani	56	17	16	5	22	9	11	5	Abs	Nil	10	10	20	9	19	5.7	Nil
48	48	Trinath Naikam	60	18	33	10	23	10	15	6	Abs	0	15	7	22	9	24	7.2	61
49	49	Pitabash Mandingi	69	21	30	9	24	10	26	11	Abs	0	13	12	25	11	39	11.7	74
50	50	Jharana Samarath	67	20	18	5	21	9	9	4	Abs	0	6	7	13	6	35	10.5	54

Table 11: Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth

From the table no 12, it is observed that the academic performance of ST students in summative assessments in Odia language is average. The academic performance of ST students in summative assessments in English language is below average. The academic performance of ST students in summative assessments in physics subject is average. The academic performance of ST students in summative assessments in chemistry subject is average. The academic performance of ST students in summative assessments in mathematics subject is not satisfactory. Most of the students remain absent in mathematics summative assessments at higher secondary stage. The academic performance of ST students in summative assessments in botany subject is average in nature. The academic performance of ST students in summative assessments in zoology subject and IT subject is average in nature. Total academic performance of ST students at higher secondary stage in EMRS Pungar (Koraput district) is average.

**Table 12:** Academic Performance of ST Students in EMRS, Pungar SA-2 in Class XIth

No.	Roll No.	Name of the student	MIL(O) 100	Red u-30	Eng 1000	Red u-30	Che 70	Red u-30	Phy 70	Red u-30	Math 100	Red u-30	Bot.	Zool.	Bio.	Red u-30	I.T	Red u-30	Total -180
51	51	Jogendra Mallick	50	15	21	6	23	10	9	4	Abs	0	10	7	17	7	20	6	48
52	52	Minati Jani	65	20	25	8	24	10	19	8	23	7	13	11	24	10	Abs	Abs	63
53	53	Dahana Muduli	66	20	27	8	23	10	19	8	Abs	0	10	5	15	6	31	9.3	62
54	54	Gupta Khara	42	13	11	3	21	9	6	3	Abs	0	10	5	15	6	14	4.2	38
55	55	Iswari Kandulpul	60	18	16	5	21	9	11	5	25	8	11	9	20	9	Abs	Abs	53
56	56	Ranjit Ku. Pujari	57	17	25	8	21	9	4	2	Abs	Abs	12	7	19	8	21	6.3	Nil

It is observed from the above analysis that academic performance of ST students at higher secondary stage in EMRS Pungar & EMRS Rampilo is (Koraput district) is average in nature. Remedial teaching is required in English language, mathematics and IT subject at higher secondary stage.

Table 13: Result Analysis of SA-2 in Class XIth EMRS, Rampilo

Subject	Below 30%	30%-44%	45%-59%	60%-75%	75% Above
Mil(O)	0	3	9	30	21
English	0	43	17	3	0
Physics	3	40	16	4	0
Chemistry	10	29	23	0	1
Math	9	18	6	2	0
Biology	1	0	49	4	1
IT	0	8	15	4	1

It is evident from the above table no 13 that most of the ST students fall under 30% to 59% in summative assessment at higher secondary stage at class XII. Three out of 63 students (4.7%) are in between 30%-44%, 9 out of 63 students (14.2%) are in between 45%-59%, 30 out of 63 students (47%) are in between 60%-75%, 21out of 63 students (33.3%) are above 75% in MIL(O) in SA2 examination in EMRS. Forty-three out of 63 students (68.2%) are in between 30%-44%, 17 out of 63 students (26.9%) are in between 45%-59%, 3 out of 63 students (4.7%) are in between 60%-75% in English in SA2 examination in EMRS. Three out of 63 students (4.7%) are below 30%, Forty out of 63 students (63.4%) are in between 30%-44%, 16 out of 63 students (25.3%) are in between 45%-59%, 4 out of 63 students (6.3%) are in between 60%-75% in physics in SA2 examination in EMRS. 10 out of 63 students (%) are below 30%, Forty out of 63 students (%) are in between 30%-44%, 16 out of 63 students (%) are in between 45%-59%, 4 out of 63 students (%) are in between 60%-75% in chemistry in SA2 examination in EMRS.
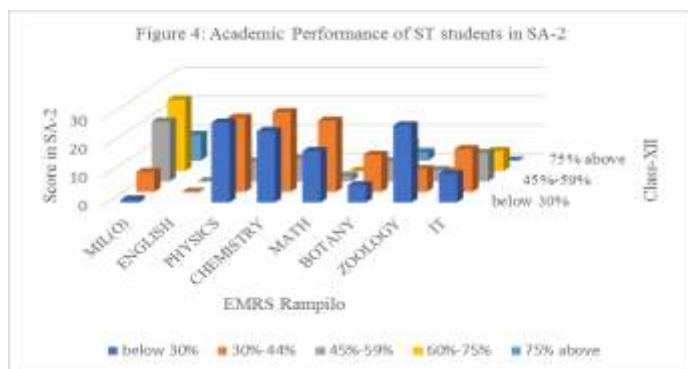
Figure 3: Academic Performance of ST Students in SA
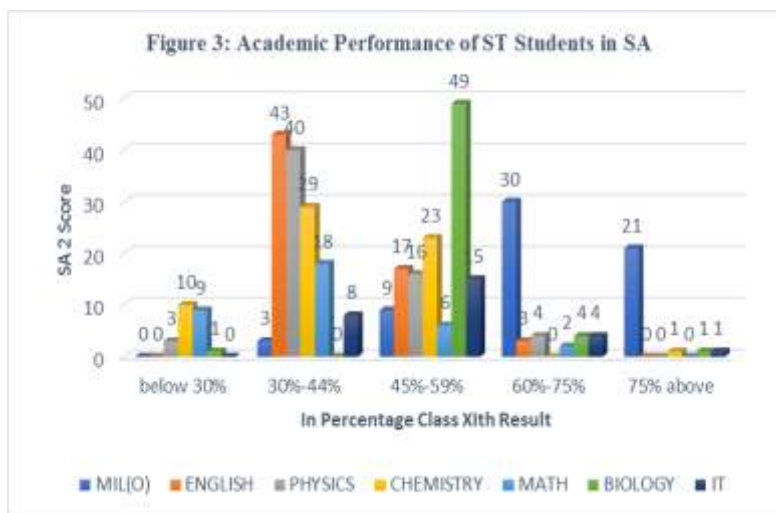
It is evident from the above figure no 3 that most of the ST students fall under 30% to 59% in summative assessment at higher secondary stage at class XII.

Table 14: Result Analysis of Class-XII SA-2 EMRS, Rampilo				
Subject	Below 30%	30%-44%	45%-59%	60%-75%	75% Above
Mil(O)	1	7	21	25	9
English	0	0	0	0	0
Physics	28	26	7	2	0
Chemistry	25	28	8	2	0
Math	18	25	2	0	0
Botany	6	13	7	10	3
Zoology	27	8	4	0	0
IT	10	15	10	7	0

It is evident from the above table no 14 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XII. One out of 63 students (1.5%) are below 30%, 7 out of 63 students (11.1%) are in between 30%-44%, 21 out of 63 students (33.3%) are in between 45%-59%, 25 out of 63 students (39.6%) are in between 60%-75%, 9 out of 63 students (14.2%) are above 75% in MIL(O) in SA2 examination in EMRS. Twenty eight out of 63 students (44.4%) are below 30%, 26 out of 63 students (41.2%) are in between 30%-44%, 7 out of 63 students (11.1%) are in between 45%-59%,2 out of 63 students (3.1%) are in between 60%-75% in physics in SA2 examination in EMRS. Twenty-five out of 63 students (39.6%) are below 30%, 28 out of 63 students (44.4%) are in between 30%-44%, 8 out of 63 students (12.6%) are in between 45%-59%, 2 out of 63 students (3.1%) are in between 60%-75% in chemistry in SA2 examination in EMRS. Eighteen out of 63 students (28.5%) are below 30%, 25 out of 63 students (39.6%) are in between 30%-44%, 2 out of 63 students (3.1%) are in between 45%-59% in mathematics in SA2 examination in EMRS. No ST student is above 60% in mathematics in SA2 examination at higher secondary stage in EMRS. Six out of 63 students (9.5%) are below 30%, 13 out of 63 students (20.6%) are in between 30%-44%, 7 out of 63 students (11.1%) are in between 45%-59%, 10 out of 63 students (15.8%) are in between 60%-75%, 3 out of 63 students (4.7%) are above 75% in botany in SA2 examination in EMRS. Twenty-seven out of 63 students (42.8%) are below 30%, 8 out of 63 students (12.6%) are in between 30%-44%, 4 out of 63 students (6.3%) are in between 45%-59% in zoology in SA2 examination in EMRS. Ten out of 63 students (15.8%) are below 30%, 15 out of 63 students (23.8%) are in between 30%-44%, 10 out of 63 students (15.8%) are in between 45%-59%, 7 out of 63 students (11.1%) are in between 60%-75 in IT in SA2 examination in EMRS.
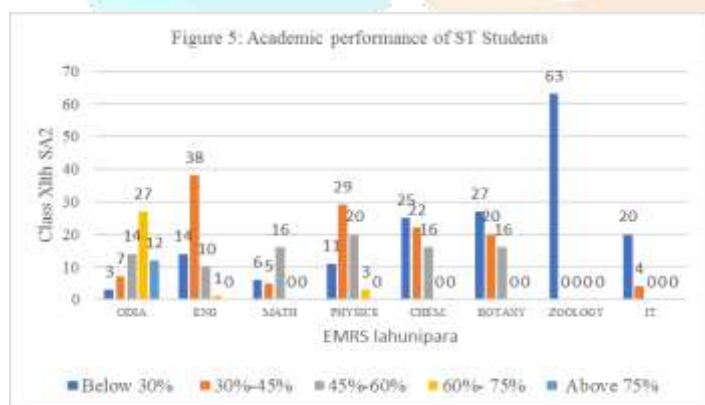

Figure 4: Academic Performance of ST students in SA-2

It is evident from the above figure no 4 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XII.

Sl No.	Name of the EMRS	Subjects	Odia	Eng	Math	Physics	Chem.	Botany	Zoology	IT
		Table 15: Result Analysis of Class- XI EMRS, Lahunipara SA-2 in Class XIth								
1	Lahunipara	Below 30%	3	14	6	11	25	27	63	20
		30%-44%	7	38	5	29	22	20	Nil	4
		45%-59%	14	10	16	20	16	16	Nil	Nil
		60%-75%	27	1	Nil	3	Nil	Nil	Nil	Nil
		Above 75%	12	Nil	Nil	Nil	Nil	Nil	Nil	Nil

It is evident from table no 15 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XI. Very few ST students (31 out of 63 students) are in between 60%-75% and negligible students (only 12 out of 63 students) are above 75% in summative assessment at higher secondary stage in EMRS. Remedial coaching should be given to ST students to improve their academic performance. In Odia language, ST students perform better (53 out of 63 students fall under 45%to 75%) than in English language (11 out of 63 students fall under 45%to 75%). In mathematics, the academic performance of most ST students is below 60% (27 out of 63 students). Even 17% of ST students (11 out of 63 students) are below 45%. Only 42% ST students ((27 out of 63 students) appear in mathematics SA2 whereas most of the students (58%) do not appear in mathematics in SA2. This issue needs to addressed immediately. In physics, 31% of ST students (20 out of 63 students) are in between 45%-59% in SA2. Twenty-nine out of 63 students (46%) are in between 30%-45% in physics subject in SA2.Eleven students out 63 students (17.4%) are below 30% in physics in SA2 examinations at higher secondary stage at EMRS. Twenty-five students out of 63 students (39.6%) are below 30%, 22 students out of 63 students (34.9%) are in between 30%-45% and 16 students out of 63 students (25.3%) are in between 45%-60% in chemistry in SA2 examination in EMRS. No ST student is above 60% in chemistry in SA2 examination in EMRS. Similarly, 27 out of 63 students (42.8%) are below 30%, 20 out of 63 students (31.7%) are in between 30%-44%, 16 out of 63 students (25.3%) are in between 45%-60% in botany in SA2 examination in EMRS. Hundred percent ST students and 31 % ST students are below 30% in zoology and IT respectively in SA2 examination in EMRS. Only 4 students out of 63 students in IT are in between 30%-44% in SA2 examination in EMRS.

Figure 5: Academic performance of ST Students

It is evident from the above figure no 5 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage in EMRS. Hundred percent ST students are below 30% in zoology in EMRS at higher secondary stage in SA2 examinations.
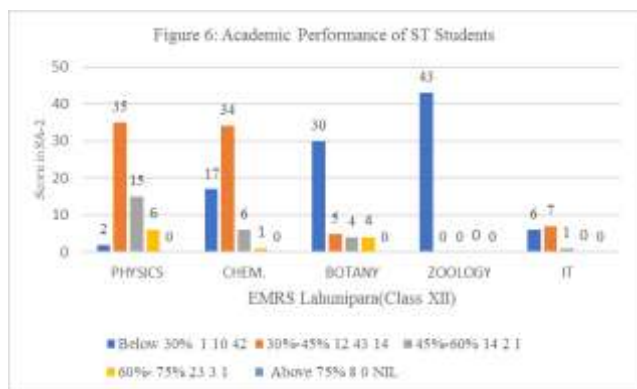
| Sl No.	Name of the EMRS	Subjects	Odia	Eng	Math	Physics	Chem.	Botany	Zoology	IT
		Table 16: Result Analysis of Class-XII EMRS, Lahunipara SA-2 in Class XIIth								
1	Lahuniapara	Below 30%	1	10	42	2	17	30	43	6
		30%-44%	12	43	14	35	34	5	Nil	7
		45%-59%	14	2	1	15	6	4	Nil	1
		60%-75%	23	3	1	6	1	4	Nil	Nil
		Above 75%	8	Nil	Nil	Nil	Nil	Nil	Nil	Nil

It is evident from the above table no 16 and figure no 6 that most of the ST students fall below 30% in summative assessment at higher secondary stage at class XII. Very few ST students are in between 60%-75% and negligible students are above 75% in summative assessment at higher secondary stage in EMRS. From the subject wise analysis, it is observed from the above table no

16 that in IT only, academic performance of ST students is satisfactory whereas, in other subjects, academic performance needs attention. Remedial coaching should be given to ST students to improve their academic performance. In Odia language, ST students perform better (most students fall under 60% to 75%) than in English language (most students fall under 30% to 44%). In mathematics, the academic performance of ST students is below 30%. Only two students out of 58 students are above 45%. This issue needs to addressed immediately. In physics, most of the ST students (35 students out of 58 students) at higher secondary stage fall in between 30%-44%. That means 60.3% of ST students in physics at higher secondary stage in EMRS fall in between 30%-44%. Academic performance in case of chemistry subject is same as in physics subject. 58.6% ST students in chemistry are in between 30%-44% in EMRS at higher secondary stage in SA2. In botany subject, 51.7% ST students fall below 30% at higher secondary stage. In zoology, only 74.1% ST students fall below 30% at higher secondary stage in EMRS. In IT, only 14 students appeared IT SA2 examination and are below 60%. Six students out of 58 students (10.3%) are below 30% in IT in SA2 at higher secondary stage in EMRS.

Figure 6: Academic Performance of ST Students

It is evident from the above figure no 6 that most of the ST students fall below 30% in summative assessment at higher secondary stage at class XII in EMRS.

Sl No.	Name of the EMRS	Subjects	Odia	Eng	Math	Physics	Chem.	Biology	IT
		Table 17: Result Analysis of Class-XI EMRS, Mahasingi SA-1							
1	Mahasingi	Below 30%	17	34	7	40	17	10	NIL
		30%-44%	40	22	29	23	22	12	1
		45%-59%	5	8	14	2	26	18	10
		60%-75%	3	1	Nil	Nil	Nil	Nil	14
		Above 75%	Nil	Nil	1	Nil	Nil	Nil	15

It is evident from the above table no 17 and figure no 7 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XI. Very few ST students are in between 60%-75% and negligible students are above 75% in summative assessment at higher secondary stage in EMRSs. In IT only, academic performance of ST students is satisfactory whereas in other subjects academic performance needs attention. Remedial coaching should be given to ST students to improve their academic performance.

Figure 7: Academic Performance of ST Students
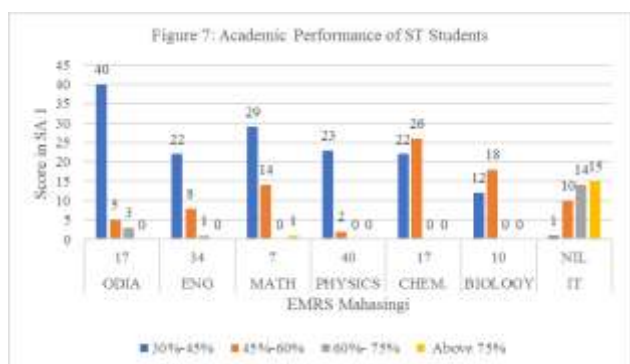
It is evident from the above figure no 7 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XI in EMRS.

| Table 18: Result Analysis of Class-XII EMRS, Mahasingi SA-1 | | | | | | | | | |
Sl No.	Name of the EMRS	Subjects	Odia	Eng	Math	Physics	Chem.	Biology	IT
1	Mahasingi	Below 30%	NIL	32	8	9	9	NIL	2
		30%-44%	26	17	34	40	42	12	14
		45%-59%	32	11	8	13	12	17	10
		60%-75%	5	3	Nil	1	Nil	17	2
		Above 75%	Nil	Nil	Nil	Nil	Nil	Nil	1

It is evident from the above table no 18 and below figure no 8 that most of the ST students fall under 30% to 44% in summative assessment at higher secondary stage at class XII. Very few ST students are in between 60%-75% and negligible students are above 75% in summative assessment at higher secondary stage in EMRSs. In IT only, academic performance of ST students is satisfactory whereas in other subjects academic performance needs attention. Remedial coaching should be given to ST students to improve their academic performance.

Figure 8: Academic Peformane of ST students
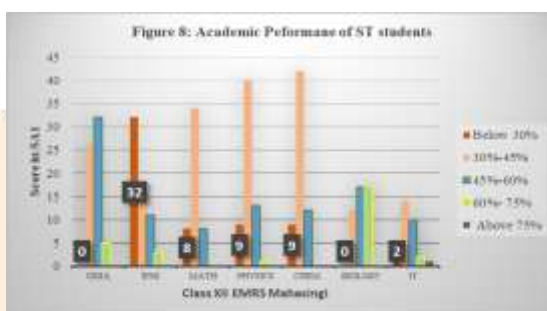
6.2: Analysis of Objective 2: - Awareness level of learners towards Summative Assessments in EMRS

| Table 19: Awareness Level of Learners towards Summative Assessments(SA) | | | |
	Above Average (10-15)	Average (5-10)	Below Average (4)
Percentage of Learners	25%	44%	31%

It is evident from the above table no 19 and below figure, no 9 that only 69 % students in EMRSs are aware about procedure and significance of summative assessments whereas 31% students are not aware about procedure and significance of summative assessments in EMRSs.


Figure 9: Awareness Level of learners towards SA
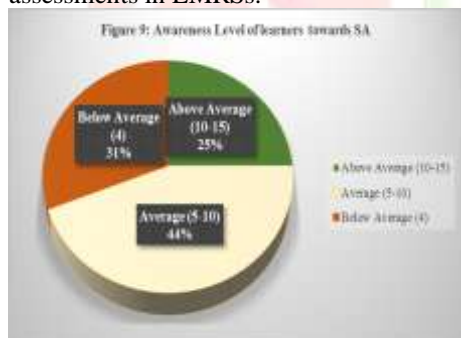
6.3: Analysis of Objective 3: Awareness level of teachers towards Summative Assessments in EMRS

| Table 20: Awareness Level of Teachers towards Summative Assessments | | | |
	Above Average (10-15)	Average (5-10)	Below Average (4)
Percentage of Teachers	35%	48%	17%

It is evident from the above table no 20 and below figure no 10 that only 83 % of teachers in EMRSs are aware about conduct and procedure of summative assessments whereas 17% teachers are not aware about the conduct and procedure of summative assessments. Only 35% teachers in EMRS are above average in the awareness level towards the conduct of summative assessments whereas 48% are average in the awareness level towards the conduct of summative assessments.

Figure 10: Awareness Level of Teachers towrds SA
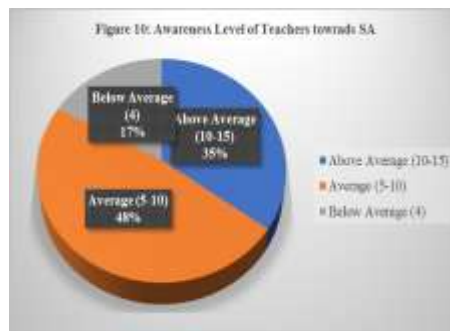
6.4 **Analysis of Objective 4**: Teaching Learning process in EMRS

Table No-21: Teaching-Learning Process in EMRS				
Parameter	EMRS Rampilo	EMRS Mahasingi	EMRS Lahunipara	EMRS Pungar
Seating arrangement and use of classroom space	Good	Good	Good	Good
Adequacy of lesson plan/note	Not Maintained	Maintained	Not Maintained	Maintained
Sharing learning objectives with pupils.	No	No	Yes	Yes
Splitting lessons into a series of episodes	Yes	Yes	Yes	Yes
Choosing from a range of strategies and techniques to motivate pupils	Yes	No	Yes	No
Developing tools for learning, such as inductive thinking or inquiry skills	No	Yes	Yes	Yes
Beginnings and ends of learning sequences are given priority	No	Yes	Yes	Yes
Developing effective strategies for successful explanation	No	Yes	Yes	Yes
Supporting pupils in planning and articulating their own successful explanations	No	Yes	Yes	Yes
Developing instructional sequence for guided learning	Yes	Yes	Yes	No
Teaching through activity-based methods	No	No	Yes	Yes
Regular correction of students' homework	No	No	No	No
Home assignments given	Yes	Yes	Yes	Yes
Project assignments	Yes	Yes	Yes	Yes
Use of e-content in SMART classes	No	No	No	No
Effective use of laboratories	Yes	Yes	Yes	Yes
Using libraries effectively	No	Yes	No	Yes
Courses completed as per schedule	Yes	Yes	Yes	Yes
Timetable structured and displayed	Yes	Yes	Yes	Yes
Academic calendar prepared and displayed	Yes	Yes	Yes	Yes
SDP prepared	Yes	Yes	Yes	Yes
The classroom is the focus and the primary site for improving teaching and learning	Yes	Yes	Yes	Yes
School and team development are identified through whole school review	No	No	No	No
Personal needs of students are identified through performance management	Yes	Yes	Yes	Yes
Building of expertise across the school	No	Yes	No	No
Enabling individuals to both contribute and lead for the success of whole school initiatives	No	Yes	No	No
Team priorities places individual development in the context of whole-school improvement	No	No	No	No
Teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching)	No	No	No	No
Creating time for staff to learn together	No	No	No	No
Use of TLM	No	No	No	No

The above table presents teaching-learning process in EMRSs is satisfactory. However, improvement is needed in the area of use of e-content in smart classroom, use of TLM, team development, creating time for staff to learn together, team teaching, joint planning of teaching in the classroom and collaborative learning and regular checking of home assignments in EMRSs.

VII. MAIN FINDINGS

7.1: It is observed from the above analysis that academic performance of ST students at higher secondary stage in EMRS Pungar & EMRS Rampilo is (Koraput district) is average in nature. Remedial teaching is required in English language, mathematics and IT subject at higher secondary stage.

7.2: Only 69 % students in EMRSs are aware about procedure and significance of summative assessments whereas 31% students are not aware about procedure and significance of summative assessments in EMRSs.

7.3: Only 83 % of teachers in EMRSs are aware about conduct and procedure of summative assessments whereas 17% teachers are not aware about the conduct and procedure of summative assessments. Only 35% teachers in EMRS are above average in the awareness level towards the conduct of summative assessments whereas 48% are average in the awareness level towards the conduct of summative assessments.

7.4 The above table presents teaching-learning process in EMRSs is satisfactory. However, improvement is needed in the area of use of e-content in smart classroom, use of TLM, team development, creating time for staff to learn together, team teaching, joint planning of teaching in the classroom and collaborative learning and regular checking of home assignments in EMRSs.

VIII. CONCLUSION

The academic performance of ST students in EMRS in summative assessments is not satisfactory. Most of the ST student perform within the range of 30%-59%. One of the reasons may be due to lack of sufficient teachers recruited in the EMRS. Teachers in EMRSs are contractual in nature. While working in EMRSs, the investigator found that those PGTs who have been appointed from last four years they do not stay in the campus. They leave the campus because of lack of residential facilities and low pay scale provided to them. Though Government has taken a lot of initiative to attract well-qualified teachers to these tribal areas, these facilities are not sufficient for them (as the teachers have reported to the investigator). Higher secondary classes are running with guest teachers from other schools/colleges which do not fulfill the purpose. Thus, policymakers, planners, state government authorities, central government authorities, Ministry of Tribal Affairs must review the academic performance of ST students in various examinations conducted in Eklavya Model Residential Schools in the State of Odisha and implement recommendations very minutely to improve the academic performance of ST students at higher secondary stage. Well qualified regular teachers with high pay scale rather some special incentive to teach in tribal zones of the State should be provided to newly recruited teachers in EMRS in Odisha. Those having completed more than six years of service in EMRSs being contractual should be upgraded to new pay scale provided by State Governments. Appointment of postgraduate teachers (PGT) at higher secondary stage need to be done in the light of Jawahar Navodaya Vidyalaya as EMRSs have been established in the guideline of Jawahar Navodaya Vidyalaya. Besides recruitment of teachers, special coaching need to be given to ST students to improve their academic performance ta higher secondary stage. Supervised teaching, remedial teaching, peer learning, cooperative learning, collaborative teaching techniques, meaningful teaching-learning process need to be adopted in EMRSs to improve the academic performance of ST students in summative assessments.IT-based teaching-technique should be applied at higher secondary stage ta this information communication technology era. Across the schools visited, and through discussion with state education department and tribal department officials and teachers, it is found that there are no special support systems available for tribal students, in terms of bridge material, tribal language dictionaries, other teaching-learning aids, poems/stories drawn from tribal cultures.Teaching-learning process through internet connection, networking (intranet and internet), smart classes, videos, audio lectures, virtual sessions of high-quality lectures, online interactions with experts in the field of science, mathematics, languages, social science can be possible in EMRSs in tribal areas. It is not a dream for EMRS schools as smart classes have already been established in 11 schools from the year 2013-14 by the head office, State government, Government of Odisha. Teaches are also well trained to use these smart classes for higher secondary stage. Only challenge is to encourage the existing teachers to teach effectively to tribal students in EMRSs in Odisha. Initiative must be taken in this regard. From time to time appropriate orientation and training programmes should be organized either within EMRS schools or at head office, EMRS to bring them at pace with the needs and requirements of tribal children in EMRSs in Odisha.

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