

ACADEMIC ACHIEVEMENT IN Xth STANDARD OF GOVERNMENT MODEL RESIDENTIAL SCHOOL STUDENTS UNDER SCHEDULED TRIBE DEVELOPMENT DEPARTMENT OF KERALA-AN ANALYSIS

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Abstract

The study analysed the results of Xth standard in Government Model Residential School (GMRS) students. Education system in Kerala depends up on the marks/grade system. Data based on 586 Students from Seventeen Model Residential Schools under Scheduled Tribes Development Department of Kerala was used for the study. . Documentation analysis revealed that the students of GMRS have low achievement in English, Chemistry, Social science and Mathematics. They have high achievement in Information Technology, First Language (Paper 1) and Biology. There is no visible change in the results of Malayalam (Paper 2) and Physics among students of Government Model Residential Schools.

Keywords: *Government Model Residential Schools, Scheduled Tribes.*

Introduction

Equality of educational opportunity aims at providing a better social background to all, especially those who are in the lower strata of the society. Educational backwardness is mainly found among backward classes particularly pertaining to tribal area in India which ultimately has its own impact in the way of political, social economic and cultural life. In Kerala even after 60 years of independence the Scheduled Tribes community is more or less at the same level of educational and economic development. They are exploited in many ways due to their ignorance. Even if they face many problems, their problem can be solved if they are educated. The upliftment of marginalised classes is a must for the establishment of a welfare state. Among the marginalised classes tribal population is the most backward one.

There are about 35 tribal communities in Kerala. The Scheduled tribes population of the state is 4.84 lakhs according to 2011 census and this constitutes 1.45 per cent of the total population of the state. The central government had a project to allot educational grant to the state government to start Ashram schools for Scheduled Tribes throughout the nation, for which 50 percent of grant to be met by the central government. Considering these aspects the

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state government had decided to open model residential schools to ensure education to scheduled tribes by providing food, accommodation and other amenities. There are 20 government model residential schools under Scheduled Tribes department of Kerala Government in which two government model residential schools follow CBSE syllabus and the other one is in the initial stage of changing into that syllabus. Some of these schools are for boys and some are for girls and there are mixed schools also. About 5500 Students are studying in these schools and are staying in the hostels attached to them. Government is providing various support and facilities for the learning of these groups and it is high time to analyse how far the proposed objectives are achieved.

NEED AND SIGNIFICANCE OF THE STUDY

Though Model Residential Schools are functioning for so many years in Kerala, no serious study about the organization and functioning of these schools were conducted. Though Kerala government is spending huge amount of money in this sector, it is necessary to enquire whether the funds are utilized properly and reaching those who deserve it. Review of earlier works showed that educational researches related to the problems of deprived classes are a few. Only through systematic and scientific investigation we could understand the functioning of Government model residential schools under Scheduled Tribes Development Department of Kerala. The Investigator from his personal experience as a teacher in coastal and tribal areas for many years felt that majority of the students of backward communities are still backward in their academic achievement.

Various Committees and Commissions appointed by government have reported that Scheduled Tribes are educationally the most backward section of the society. In Kerala Board of Public Examination is conducting a common examination at the end of Xth standard (That is Secondary School Leaving stage). The result of this public examination will provide us the status of academic achievement of the students. It was observed that the tribal pupils do have many constraints with regard to their education. So the investigator analysed the results of Xth standard public examination in the year 2018 to get awareness about the Academic Achievement of Students in Government Model Residential Schools.

OBJECTIVES OF THE STUDY

- a. To analyse the results in Xth standard of tribal students in Government Model Residential Schools of Kerala

- b. To find out the subjects which were found difficult for Scheduled Tribe students in the Secondary School leaving stage

METHODOLOGY

Design of the Study: Documentation analysis was used for the present study.

Sample of the Study: Data based on 586 Students from Seventeen Model Residential Schools were used for the study.

Data Collection Procedure: Results of SSLC Public examination in the year 2018 was collected from the Government Model Residential Schools of Kerala and was used for the study.

Technique: Documentation analysis

Statistical Techniques Employed: Percentage analysis was used to analyse the data.

ANALYSIS AND DISCUSSION

a. Achievements in Languages:

Details of Achievements in languages are presented below. The data are tabulated and analysed and is given under Table 1 and Figure 1.

Table 1. Percentage of Students Obtained Different Grades in Languages

	Grade							
	A+	A	B+	B	C+	C	D+	D
First Language (Paper I)	52	19	11	9	5	3	1	-
Malayalam (Paper II)	70	10	8	8	3	1	-	-
English	9	13	18	26	21	9	4	-
Third Language	32	20	21	16	8	3	-	-

Figure showing the academic achievement of students in languages is given below.

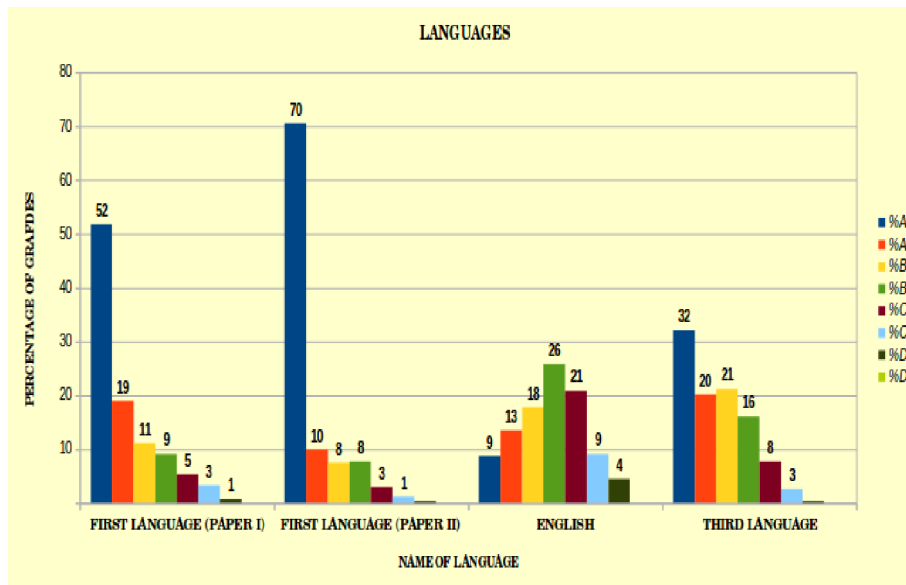


Figure 1. Graphical representation of Academic achievement of students in Xth standard-
Languages

Table 1 Shows the details of the percentage of Government Model Residential school students obtained different grades in different language subjects in their Xth standard results. In first language 52 percentage of students obtained grade A+, 19 percentage of students obtained grade A, 11 percentage of students obtained grade B+, 9 percentage of students obtained grade B, 5 percentage of students obtained grade C+, 3 percentage of students obtained grade C, 1 percentage of students obtained grade D+ and no students obtained grade below D+.

In second language 70 percentage of students obtained grade A+, 10 percentage of students obtained grade A, 8 percentage of students obtained grade B+, 8 percentage of students obtained grade B, 3 percentage of students obtained grade C+ and no students obtained grade below C+.

In English language 9 percentage of students obtained grade A+, 13 percentage of students obtained grade A, 18 percentage of students obtained grade B+, 26 percentage of students obtained grade B, 21 percentage of students obtained grade C+, 9 percentage of students obtained grade C, 4 percentage of students obtained grade D+ and no students obtained grade below D+.

In third language Hindi , 32 percentage of students obtained grade A+, 20 percentage of students obtained the grade A, 21 percentage of students obtained grade B+, 16 percentage of students obtained the grade B, 8 percentage of students obtained grade C+, 3 percentage of students obtained grade C and no students obtained grade below C.

b. Achievements in Subjects:

Details of subject-wise achievements in Xth standard of students in Government Model Residential schools are presented below. The data are tabulated and analysed and is given under the following Table 2 and Figure2.

Table 2. Percentage of Government Model Residential School Students Obtained Different Grades -Subject wise

	Grade							
	A+	A	B+	B	C+	C	D+	D
Social Science	10	11	13	16	21	19	11	-
Physics	25	15	18	18	14	9	1	-
Chemistry	13	10	15	26	19	15	1	-
Biology	45	19	15	11	6	3	-	-
Mathematics	3	4	8	17	28	13	-	-
Information Technology	86	12	2	-	-	-	-	-

Graphical representation showing the academic achievement of students in subjects is given below.

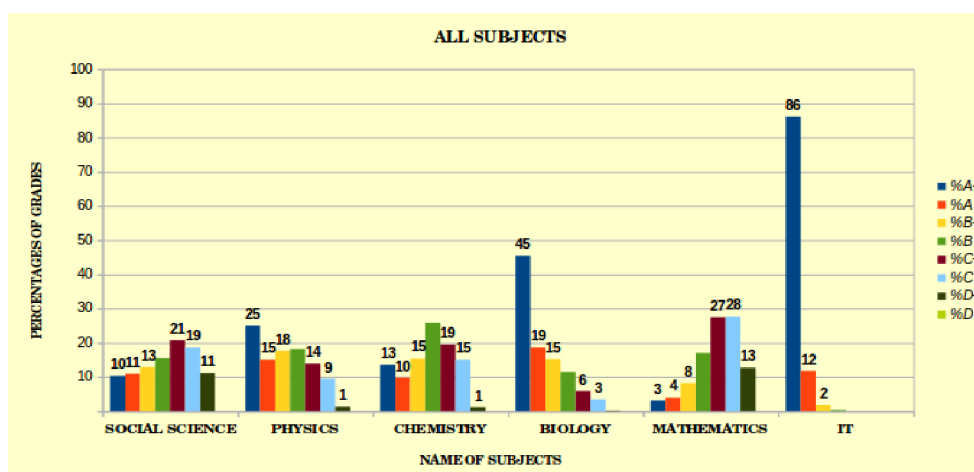


Figure 2. Graphical Representation of Academic Achievement in Xth Standard of Government Model Residential School-Subjects

Table 2 shows the details of the percentage of students obtained different grades in different subjects among Government Model Residential school students in their SSLC result. In Social science 10 percentage of students obtained grade A+, 11 percentage of students obtained grade A, 13 percentage of students obtained grade B+, 16 percentage of students obtained grade B, 21 percentage of students obtained grade C+, 19 percentage of students obtained grade C, 11 percentage of students obtained grade D+ and no students obtained grade below D+.

In Physics 25 percentage of students obtained grade A+, 15 percentage of students obtained grade A, 18 percentage of students obtained grade B+, 18 percentage of students obtained the grade B, 14 percentage of students obtained grade C+, 9 percentage of students obtained the grade C, 1 percentage of students obtained grade D+ and no students obtained grade below D+.

In Chemistry 13 percentage of students obtained grade A+, 10 percentage of students obtained grade A, 15 percentage of students obtained grade B+, 26 percentage of students obtained grade B, 19 percentage of students obtained grade C+, 15 percentage of students obtained grade C, 1 percentage of students obtained grade D+ and no students obtained grade below D+.

In Biology 45 percentage of students obtained grade A+, 19 percentage of students grade A, 15 percentage of students with grade B+, 11 percentage of students obtained grade B, 6 percentage with grade C+, 3 percentage of students grade C and no students obtained grade below C.

In Mathematics 3 percentage of students obtained grade A+, 4 percentage grade A, 8 percentage grade B+, 17 percentage of students grade B, 27 percentage of students grade C+ and 28 percentage of students grade C. 13 percentage of students obtained grade D+ and no students obtained grade below D+.

In Information technology 86 percentage of students obtained grade A+, 12 percentage of with grade A, 6 percentage grade B+, and no students obtained grade below B+.

- The academic achievement of first language (Paper I) is found A+ grade for more than 50 percentag of students.
- The academic achievement of Malayalam (Paper 2) was found A+ grade for more than 70 percentage of students.
- The academic achievement in English language is found to be very poor because only 9 percentage of students obtained A+ grade.
- The academic achievement of Social science is also found to be poor because only 10 percentages of students obtained A+ grade.
- The academic achievement In Chemistry is found to be poor because 13 percentage of students obtained A+ grade.
- In Physics, 25 percentage of students obtained A+ which indicates the need for improvement in that subject.
- In Biology, 45 percentage of students obtained A+ grade which shows a better result.
- The academic achievement in Mathematics is found to be very poor because only 3 percentage of students obtained A+ grade.
- In Information Technology 86 percentage of students obtained A+ grade which shows a better result.

EDUCATIONAL IMPLICATIONS

1. The reason for the poor performance in English, Chemistry, Social science and Mathematics may be due to the lack of learning experiences received by the students and should be further analysed.
2. GMRS students should get more fruitful experiences in English, Chemistry, Social science and Mathematics. Competency of the teachers should also be examined.
3. Special training should be given to teachers handling English, Chemistry, Social science and Mathematics.
4. Technological facilities can be explored to provide novel experiences for the learners in English, Chemistry, Social science and Mathematics.
5. Expert classes shall be provided for the learners to enhance motivation and academic achievement.
6. Permanent staff shall be appointed in Government Model Residential schools for the benefit of students.

CONCLUSION

The present study is mainly intended to analyse the Xth standard result of Government Model Residential Schools under scheduled Tribes Development Department of Kerala. The results in Xth standard students of all Government Model Residential schools were almost 100 percentage every year. But the higher grades obtained by the students were very poor in different subjects. The subjects; Information Technology, Biology and first and second languages showed a better result. The inferences arrived from the present study along with the recommendations, are expected to contribute to the restructuring of education of the tribal pupils in the state. The findings of the study will also help the practising teachers in handling tribal pupils more effectively. Based on the result of this study stakeholders can frame innovative steps for the upbringing of the under privileged section of the society.

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