

Empowering Tribal Education: Insights from Eklavya Model Residential Schools in Sixth Scheduled States of India

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Abstract

This study explores the multifaceted impact of Eklavya Model Residential Schools (EMRS) on tribal education in India. It delves into the challenges faced by Scheduled Tribes in accessing quality education and investigates how EMRS addresses these issues. The research emphasizes the role of EMRS in preserving cultural heritage, fostering a positive teacher-student relationship, and promoting holistic development through co-curricular activities. Additionally, the study analyzes students' awareness of community leaders, providing insights into the preservation of cultural knowledge. Furthermore, it examines the teacher-student relationship through key questions and underscores its pivotal role in academic and personal growth. The paper concludes by examining career aspirations among EMRS students, highlighting gender disparities and societal influences. Overall, the findings contribute to understanding the effectiveness of EMRS in empowering tribal communities through education, cultural preservation, and holistic development.

Keywords: Education, North East India, Cultural Heritage, Co-curricular Activities, Career Aspirations

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