

TEACHING-LEARNING PROCESS FOR TRIBAL STUDENTS IN EKLAVYA MODEL RESIDENTIAL SCHOOLS AND JAWAHAR NAVODAYA VIDYALAYAS IN ODISHA: AN EVALUATIVE STUDY

Dr. Neena Dash

Assistant Professor
Education Department
Ravenshaw University
Cuttack, India

Abstract: The investigator has tried to explore teaching-learning process in EMRS and JNV for tribal students in Odisha. Two EMRSs and one have been taken as sample of the present study. Twenty-eight teachers from EMRS and fourteen teachers from JNV and 3 principals of the school have been selected purposively for the present study. The findings of the study are: seating arrangement and use of classroom space for tribal students is good in EMRS and JNV as reported by 100% teachers. Ninety seven percent JNV teachers split lessons into a series of episodes whereas 89% teachers in EMRS split lessons into a series of episodes. Eighty eight percent JNV teachers choose a range of strategies and techniques to motivate tribal students whereas only 67% EMRS teachers choose strategies and techniques to motivate pupils. Seventy five percent JNV teachers develop effective strategies for successful explanation in the classroom whereas 45% EMRS teachers do not develop effective strategies for successful explanation in the classroom. Eight seven percent EMRS teachers and 97% JNV teachers develop instructional sequence for tribal students' guided learning in classroom. Eight nine percent JNV teachers use e-content in SMART classes to teach tribal students whereas 55% EMRS teachers do not use e-content in smart classes. Eighty one percent JNV teachers and 45% EMRS teachers use laboratories effectively. Fifty four percent EMRS teachers and 79% JNV teachers use libraries effectively. 100% JNV and 97% EMRS teachers complete course as per prescribed schedule. Hundred percent EMRS and JNV teachers report that time table is structured and displayed on the notice board. Ninety one percent EMRS and JNV teachers indicate that school and team development are identified through whole school review. Ninety two percent JNV and 65% EMRS teachers report that personal needs of tribal students are identified through performance management system. 94% JNV and 72% EMRS teachers build expertise across the school. Seventy six percent JNV and 46% EMRS teachers report that the schools enable teachers and other staff of the school to contribute and lead for the success of whole school initiatives. Eight four percent JNV and 35% EMRS teachers report that team priorities places individual development in the context of whole-school improvement. Seventy six percent JNV teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching) in the school whereas only 67% EMRS teachers report that they do not have opportunities for collaborative working in the school.

Index Terms -Eklavya Model Residential Schools, Jawahar Navodaya Vidyalas, Teaching-Learning Process

I. INTRODUCTION

Ministry of Tribal Affairs, Government of India (Press Information Bureau ,2017) has recognized 163 priority districts having 25% or more Scheduled Tribe (ST) population for implementation of tribal development programmes including establishment of Eklavya Model Residential Schools (EMRSs). Out of these 163 districts, EMRSs have been sanctioned for 112 districts in the country. These districts are located in Arunachal Pradesh Assam, Chhattisgarh, Dadra & Nagar Haveli, Gujarat, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Sikkim, Telangana and Tripura. Establishment of EMRSs is a demand driven project based on the proposals received from State Governments and subject to availability of land. This Ministry releases funds for construction and recurring cost of EMRSs. However, as per extant guidelines of EMRSs, each State Government/ UT Administration is solely responsible for the management and effective functioning of the EMRSs, school admissions, appointment of teachers/staff and personnel matters. Annual Activity Report, Government of Odisha 2016-17 states that 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. Eklavya Model Tribal Residential Schools were started functioning since 2000-2001 in the guideline of Jawahar Navodaya Vidyalayas (JNVs). 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). Navodaya Vidyalaya 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. Such children are found in all sections of society, and in all areas including the most backward. But, so far, good quality education has been available only to well-to-do sections of society, and the poor have been 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. These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education-1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas (JNV) that would bring out the best of rural talent. (Navodaya Vidyalaya Samiti, 18.01.2018). Learning must be meaningful and appropriate for the child's cultural environment. Learning experiences must be varied and an atmosphere of support must be provided. The active involvement of the whole child: the cognitive, aesthetic, physical and social dimensions, is key in a comprehensive school health program. Throughout the teaching and learning process instruction should be guided by the goals and objectives of the program. Students must be actively involved and provided with the opportunity to experience success (Teaching-Learning Process in A Comprehensive School Health Program, 2012). In the present study, teaching-learning process for tribal students in schools includes seating arrangement and use of classroom space, adequacy of lesson plan/note, sharing learning objectives with pupils, splitting lessons into a series of episodes, choosing from a range of strategies and techniques to motivate pupils, developing tools for learning, such as inductive thinking or enquiry skills, supporting pupils in planning and articulating their own successful explanations, developing instructional sequence for guided learning, teaching through activity-based methods, regular correction of students' homework, use of e-content in SMART classes, effective use of laboratories, libraries, courses completion as per schedule, display of structured time table, display of academic calendar, preparation of school development plan and follow up of school development plan, Building of expertise across the school, meeting Personal needs of students, whole school approach, collaborative teaching, demonstration during teaching, use of black board, use of teaching learning materials (TLM), encouraging students to ask questions, giving academic feedback to students, free from abuse and threatening, remedial coaching, career counselling, counselling of behavior problems, professional coaching, self-defense training, life skill training, coaching for games, sports, music and many more.

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). UNICEF (2000) presented a report in the International Working Group on Education Florence, Italy and stated that learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school, and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). Even when schools do have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children's homes. In general, parents often consider the location and condition of learning environments when assessing school quality, and this can influence school participation. Kumari (2018) revealed that the teachers failed to draw the attention of students inside the classroom resulting in a major problem for teachers with regard to human resource management. Further, majority of the student exhibited negative attitudes with regard to the attention paid by the teachers on students' discipline. Hence, it has been revealed that there is a necessity for adhering to more relevant and effective classroom management practices and teaching-learning practices for maintaining and enhancing the quality of the teaching-learning process for all children even for. But very few studies have been conducted on the teaching-learning process in EMRS schools. And no study has been conducted for comparing teaching-learning practices for tribal children in EMRS and JNV schools. As EMRSs are based on guidelines of JNVs, the study assumes high significance.

III. OBJECTIVES OF THE STUDY

- To study teaching-learning process in EMRS and JNV
- To study teaching-learning process in EMRS and JNV in relation to teacher behaviour in classrooms
- To study teaching-learning process in EMRS and JNV in relation to tribal student behaviour in classrooms
- To study student development activities in EMRS and JNV
- To study infrastructure facilities in the classroom and school in relation to teaching-learning process
- To study distribution of teaching-learning materials (text book distribution) in the school

IV. RESEARCH QUESTIONS

- What is the teaching-learning process in EMRS and JNV schools?
- What is the teaching-learning process in EMRS and JNV schools in relation to teacher behaviour in classrooms?
- What is the teaching-learning process in EMRS and JNV schools in relation to tribal student behaviour in classrooms?
- What are the students developing activities undertaken for tribal children in EMRS and JNV?
- What are the infrastructure facilities available in the classroom and school in relation to teaching-learning process?

- What is the percentage of distribution of teaching-learning materials (text books) in EMRS and JNV?

V. RESEARCH METHODOLOGY

Descriptive survey method has been used for the present study.

5.1 Population and Sample this study

The population of the present study comprised of two EMRSs and one JNV. Two EMRSs (EMRS Bhawanipur and EMRS Hirli) have been used as sample for the present study. Two districts have been selected: one with the highest literacy rate and the other with the lowest literacy rate as per 2011 census (where EMRSs were functional). One EMRS from each of these two districts have been finally selected as the sampled school. For comparison with EMRS schools, JNV, Kathiguda has been taken as sample of the present study. The investigator has applied purposive sampling technique to conduct the study. Forty-two teachers (28 teachers from EMRS and 14 teachers from JNV), 3 principals of the schools have been selected purposively for the present study.

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. Self-developed questionnaire for teachers has been developed to study the teaching-learning process in EMRS and JNV. Questionnaire for teachers has 29 statements. Observation schedule for observing students' behavior, teachers' behavior and student developmental activities in classroom and school has been developed. Observation schedule has 12 statements. Focus Group Discussion (FGD) points with students was developed for collecting data regarding student development activities in EMRS and JNV. There are 11 discussion points in FGD. Data capturing schedule was developed for collecting information regarding infrastructure facilities in relation to teaching-learning process and distribution of teaching-learning materials in the school and class room. Data capturing schedule has 18 items. The tools are validated by discussion with experts in the field, reviewing related literature, state government (ST&SC Development Department, Government of Odisha) reports, central government (Ministry of Tribal Affairs, Government of India) reports, books on tribal education, literature on teaching-learning process in secondary schools etc.

5.3 Variables of the Study

The study sought mainly to study the teaching-learning process in EMRS and JNV schools.

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 2 EMRSs and 1 JNV of highest and lowest literacy rate districts of Odisha. Two EMRSs (EMRS Bhawanipur, Sundergarh and EMRS Hirli, Nabarangpur) have been used as sample for the present study. JNV, Kathiguda, Nabarangpur has been used as sample for the present study for comparison with EMRS schools.

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 teaching-learning process in EMRS and JNV

Table No-1: Teaching-Learning Process in EMRS and JNV		
Parameter	EMRS (in %)	JNV (in%)
Seating arrangement and use of classroom space	Good (100%)	Good (100%)
Adequacy of lesson plan/note	Not Maintained (75%)	Not Maintained (45%)
Sharing learning objectives with pupils.	No (98%)	No (81%)
Splitting lessons into a series of episodes	Yes (89%)	Yes (97%)
Choosing from a range of strategies and techniques to motivate pupils	Yes (67%)	Yes (88%)
Developing tools for learning, such as inductive thinking or enquiry skills	No (65%)	No (45%)
Beginnings and ends of learning sequences are given priority	No (35%)	Yes (85%)
Developing effective strategies for successful explanation	No (45%)	Yes (75%)
Supporting pupils in planning and articulating their own successful explanations	No (77%)	Yes (76%)
Developing instructional sequence for guided learning	Yes (87%)	Yes (97%)
Teaching through activity-based methods	No (86%)	Yes (65%)
Regular correction of students' homework	No (65%)	Yes (75%)
Home assignments given	Yes (89%)	Yes (98%)
Project assignments	No (74%)	Yes (96%)
Use of e-content in SMART classes	No (55%)	Yes (89%)
Effective use of laboratories	Yes (45%)	Yes (81%)
Using libraries effectively	Yes (54%)	Yes (79%)
Courses completed as per schedule	Yes (97%)	Yes (100%)
Time table structured and displayed	Yes (100%)	Yes (100%)
Academic calendar prepared and displayed	Yes (100%)	Yes (100%)
SDP prepared	Yes (100%)	Yes (100%)

The classroom is the focus and the primary site for improving teaching and learning	Yes (100%)	Yes (100%)
School and team development are identified through whole school review	No (91%)	Yes (91%)
Personal needs of students are identified through performance management	Yes (65%)	Yes (92%)
Building of expertise across the school	Yes (72%)	Yes (94%)
Enabling individuals to both contribute and lead for the success of whole school initiatives	Yes (46%)	Yes (76%)
Team priorities places individual development in the context of whole-school improvement	No (35%)	Yes (84%)
Teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching)	No (67%)	Yes (76%)
Creating time for staff to learn together	No (89%)	No (64%)

The above table no 1 presents teaching-learning process in EMRS and JNV as follows: seating arrangement and use of classroom space is good in EMRS and JNV as reported by 100% teachers. Seventy five percent teachers report that lesson plan/note is not adequately maintained in EMRS and 45% teachers report that lesson plan/note is not adequately maintained in JNV. Ninety eight percent teachers in EMRS do not share learning objectives with pupils whereas 81% teachers in JNV do not share learning objectives with their pupils in the class. Ninety seven percent JNV teachers split lessons into a series of episodes whereas 89% teachers in EMRS split lessons into a series of episodes. Eighty eight percent JNV teachers choose a range of strategies and techniques to motivate pupils whereas only 67% EMRS teachers choose strategies and techniques to motivate pupils. Sixty five percent EMRS teachers do not develop tools for learning for inductive thinking or enquiry skills whereas 45% JNV teachers do not develop tools for learning for inductive thinking or enquiry skills. Eighty five percent JNV teachers give priority to beginnings and ends of learning sequences whereas 35% EMRS teachers do not give priority to beginnings and ends of learning sequences. Seventy five percent JNV teachers develop effective strategies for successful explanation in the classroom whereas 45% EMRS teachers do not develop effective strategies for successful explanation in the classroom. Seventy six percent JNV teachers support pupils in planning and articulating their own successful explanations. Seventy seven percent EMRS teachers do not support pupils in planning and articulating their own successful explanations. Eight seven percent EMRS teachers and 97% JNV teachers develop instructional sequence for students' guided learning in classroom. Sixty five percent JNV teachers teach through activity-based methods whereas 86% EMRS teachers do not use activity methods while teaching. Seventy five percent JNV teachers correct students' homework whereas 65% EMRS teachers do not correct students' homework. Eighty nine percent EMRS teachers report that home assignments given whereas 98% JNV teachers report about the same. Seventy four percent EMRS teachers report that project assignments are not given in proper time whereas 96% JNV teachers report that project assignments are given in proper time. Eight nine percent JNV teachers use e-content in SMART classes whereas 55% EMRS teachers do not use e-content in smart classes. Eighty one percent JNV teachers and 45% EMRS teachers use laboratories effectively. Fifty four percent EMRS teachers and 79% JNV teachers use libraries effectively. 100% JNV and 97% EMRS teachers complete course as per prescribed schedule. Hundred percent EMRS and JNV teachers report that time table is structured and displayed on the notice board, academic calendar is prepared and displayed, school development plan (SDP) is prepared and the classroom is the focus and the primary site for improving teaching and learning. Ninety one percent EMRS and JNV teachers indicate that school and team development are identified through whole school review. Ninety two percent JNV and 65% EMRS teachers report that personal needs of students are identified through performance management system. 94% JNV and 72% EMRS teachers build expertise across the school. Seventy six percent JNV and 46% EMRS teachers report that the schools enable teachers and other staff of the school to contribute and lead for the success of whole school initiatives. Eight four percent JNV and 35% EMRS teachers report that team priorities places individual development in the context of whole-school improvement. Seventy six percent JNV teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching) in the school whereas only 67% EMRS teachers report that they do not have opportunities for collaborative working in the school. Eight nine percent EMRS and 64% JNV teachers report that they do not have time to learn together.

6.2: Analysis of Objective 2: -

The following table no 2 presents teaching-learning process in EMRS and JNV in relation to teacher behaviour in classrooms as follows: presentation of topic is average (75% EMRS teachers) whereas 86% JNV teachers' topic presentation is focused and organized. Forty five percent EMRS teachers demonstrate poor during teaching whereas 55% JNV teachers' demonstration in the classroom is manageable. Ninety nine percent JNV and 98% EMRS teachers' use blackboard appropriately. Similarly, 75% JNV teachers use teaching learning materials (TLM) while teaching whereas 65% EMRS teachers' use of TLM in classroom is poor. Group learning activities by teachers is poor in both the schools. 64% JNV teachers and 56% EMRS teachers encourage students to ask questions. Eighty six percent JNV teachers and 54% EMRS teachers give academic feedback to students. There is not a single case of threatening to the students in EMRS and JNV schools as evident from table no 2.

Table No-2: Teaching-Learning Process in EMRS and JNV in relation to Teacher Behaviour in Classrooms

Parameter	EMRS (in %)	JNV (in %)
Topic presentation focused and organized	Average (75%)	Good (86%)
Demonstrates during teaching	Poor (45%)	Manageable (55%)
Using blackboard appropriately	Yes (98%)	Yes (99%)
Using TLMs while teaching	Poor (65%)	Manageable (75%)
Initiating group learning	Poor (64%)	Poor (43%)
Encouraging students to ask questions	Manageable (56%)	Manageable (64%)
Giving academic feedback to students	Manageable (54%)	Manageable (86%)
Threatening	No (100%)	No (100%)

6.3: Analysis of Objective 3:

It is evident from the below table no 3 that students actively listen and participate in classroom (55% EMRS students' participation & 89% JNV students' participation). Students' participation in classroom is average in EMRS and good in JNV. Students ask questions and express idea (45% EMRS students' participation & 75% JNV students' participation). Students' use of TLMs (24 % EMRS students' participation & 36% JNV students' participation). Students respond and answer (63% EMRS students' participation & 78% JNV students' participation). Hence teaching-learning process is average in EMRS and good in JNV except in the use of teaching learning materials in the classroom relation to student behavior.

Table No-3: Teaching-Learning Process in EMRS and JNV in relation to Student Behaviour in Classrooms

Parameter	EMRS	JNV
Students actively listen and participate	Average (55%)	Good (89%)
Ask questions and express ideas	Manageable (45%)	Good (75%)
Students' use of TLMs	No (76%)	Poor (64%)
Students respond and answer	Manageable (63%)	Good (78%)

6.4: Analysis of Objective 4: -

It is evident from the below table no 4 that remedial coaching is partially done in EMRS whereas remedial coaching is conducted in JNV as per schedule. There are no counselling programme of behavioural problems of students in EMRS and JNV. Career counselling programmes are inadequate in EMRS and JNV. There are no identification procedures followed for developing student talents in EMRS and JNV schools. Coaching for professional courses is partially given in both the schools. Self-defense trainings are provided in both the schools. life skills trainings are partly conducted in EMRS and JNV. Coaching for sports and games competitions is conducted in EMRS and JNV. Training for musical and artistic talents is conducted in EMRS and JNV. No vocational training programmes and work education programmes are conducted in EMRS and JNV. Students are not trained in EMRS and JNV as social change agents.

Table No-4: Student Development Activities in EMRS and JNV

Activities	EMRS	JNV
Remedial coaching as per student need	Partially	Done
Counselling for behavioural problems	No	No
Career counselling	Inadequate	Inadequate
Identifying and developing student talents	No	No
Coaching for professional courses	Partially given	Partially done
Self-defense training	Yes	Yes
life skills training	Partly done	Partly done
Coaching for sports and games competitions	Good	Good
Training for musical and artistic talents	Good	Good
Training on vocational and work education	No	No
Training students as social change agents	No	No

6.5: Analysis of Objective 5: -

It is evident from the below table no 5 that school building is 100% white washed in EMRS and JNV schools. Campus and Classrooms are clean in EMRS and JNV. Fifty percent dustbins are provided in EMRS classrooms whereas 80% dustbins are provided in JNV classrooms. Hundred percent campus beautification is done in EMRS and JNV. Information board is provided in EMRS and JNV. Fifty percent schools have no updated wall magazine whereas JNV has updated their wall magazine. Forty percent wall activities are poor in EMRS whereas only 20% wall activities are poor in JNV. Eighty percent classrooms in EMRSs have been equipped with TLM corners whereas 100% classrooms in JNV have been equipped with TLM corners. Library cum reading room is manageable in EMRS (80%) whereas it is good in JNV. Eighty percent games and sports equipments are adequate in EMRS whereas only 98% games and sports equipments are adequate in JNV as evident from the below table no 5. Hence, infrastructure facilities are manageable in EMRSs whereas it is good in JNV in relation to teaching learning process.

Table No-5: Infrastructure Facilities in the Classroom and School in relation to Teaching-Learning Process

Parameter	EMRS	JNV
Building white washed	Manageable (100%)	Good (100%)
Cleanliness of campus	Manageable (100%)	Manageable (100%)
Cleanliness of classrooms	Good (87%)	Good (100%)
Dustbins in classroom	Yes (50%)	Yes (80%)
Campus beautification	Manageable (100%)	Manageable (100%)
Information board	Yes (100%)	Yes (100%)
Wall magazine	Not updated (50%)	Updated (100%)
Wall activities	Poor (40%)	Poor (20%)
TLM corner in classrooms	Yes (80%)	Yes (100%)
Library cum reading room	Manageable (80%)	Good (100%)
Games and sports equipments	Inadequate (20%)	Inadequate (2%)

6.6: Analysis of Objective 6: -

It is evident from the below table no 6 that hundred percent textbooks are distributed in JNV school from class VI to class XII. Hundred percent textbooks are distributed at class VI in EMRSs, 94.5 % textbooks are distributed at class VII, 97.2 % textbooks are distributed at class VIII, 97.4% textbooks are distributed at class IX, 100% textbooks are distributed at class X, 91.8% textbooks are distributed at class XI, 97.4% textbooks are distributed at class XII. Total 96.5% textbooks are distributed in EMRSs school from class VI to class XII as evident from table no 6.

Table No 6: Distribution of Teaching-Learning Materials (Distribution of Text Books) in the School

School	Name of the School	New Textbook Requirement and Distribution	VI	VII	VIII	IX	X	XI	XII	Total
EMRS	Bhawanipur	No. required	540	540	585	590	580	812	770	4417
EMRS	Bhawanipur	% distributed	100	100	100	100	100	100	100	100
EMRS	Hirli	No. required	540	540	540	660	660	600	600	4140
EMRS	Hirli	% distributed	100	89	94	95	100	90	94	93.5
JNV	Kathiguda	No. required	876	1027	936	902	370	396	407	4914
JNV	Kathiguda	% distributed	100	100	100	100	100	100	100	100
Class-wise percentage of textbook distribution by school type										
EMRS			100 %	94.5%	97.2%	97.4%	100%	91.8%	97.4%	96.5 %
JNV			100%	100 %	100%	100%	100%	100%	100 %	100%

VII. MAIN FINDINGS

7.1: Teaching-Learning Process for Tribal Children: -

Seating arrangement and use of classroom space for tribal students is good in EMRS and JNV as reported by 100% teachers. Seventy five percent teachers report that lesson plan/note is not adequately maintained in EMRS and 45% teachers report that lesson plan/note is not adequately maintained in JNV. Ninety eight percent teachers in EMRS do not share learning objectives with tribal students whereas 81% teachers in JNV do not share learning objectives with their pupils in the class. Ninety seven percent JNV teachers split lessons into a series of episodes whereas 89% teachers in EMRS split lessons into a series of episodes. Eighty eight percent JNV teachers choose a range of strategies and techniques to motivate tribal students whereas only 67% EMRS teachers choose strategies and techniques to motivate pupils. Sixty five percent EMRS teachers do not develop tools for learning for inductive thinking or enquiry skills whereas 45% JNV teachers do not develop tools for learning for inductive thinking or enquiry skills. Eighty five percent JNV teachers give priority to beginnings and ends of learning sequences whereas 35% EMRS teachers do not give priority to beginnings and ends of learning sequences. Seventy five percent JNV teachers develop effective strategies for successful explanation in the classroom whereas 45% EMRS teachers do not develop effective strategies for successful explanation in the classroom. Seventy six percent JNV teachers support tribal students in planning and articulating their own successful explanations. Seventy seven percent EMRS teachers do not support tribal students in planning and articulating their own successful explanations. Eight seven percent EMRS teachers and 97% JNV teachers develop instructional sequence for tribal students' guided learning in classroom. Sixty five percent JNV teachers teach through activity-based methods whereas 86% EMRS teachers do not use activity methods while teaching. Seventy five percent JNV teachers correct tribal students' homework whereas 65% EMRS teachers do not correct tribal students' homework. Eighty nine percent EMRS teachers report that home assignments given whereas 98% JNV teachers report about the same. Seventy four percent EMRS teachers report that project assignments are not given in proper time whereas 96% JNV teachers report that project assignments are given in proper time. Eight nine percent JNV teachers use e-content in SMART classes to teach tribal students whereas 55% EMRS teachers do not use e-content in smart classes. Eighty one percent JNV teachers and 45% EMRS teachers use laboratories effectively. Fifty four percent EMRS teachers and 79% JNV teachers use libraries effectively. 100% JNV and 97% EMRS teachers complete course as per prescribed schedule. Hundred percent EMRS and JNV teachers report that time table is structured and displayed on the notice board, academic calendar is prepared and displayed, school development plan (SDP) is prepared and the classroom is the focus and the primary site for improving teaching and learning. Ninety one percent EMRS and

JNV teachers indicate that school and team development are identified through whole school review. Ninety two percent JNV and 65% EMRS teachers report that personal needs of tribal students are identified through performance management system. 94% JNV and 72% EMRS teachers build expertise across the school. Seventy six percent JNV and 46% EMRS teachers report that the schools enable teachers and other staff of the school to contribute and lead for the success of whole school initiatives. Eight four percent JNV and 35% EMRS teachers report that team priorities places individual development in the context of whole-school improvement. Seventy six percent JNV teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching) in the school whereas only 67% EMRS teachers report that they do not have opportunities for collaborative working in the school. Eight nine percent EMRS and 64% JNV teachers report that they do not have time to learn together.

7.2: Teaching-Learning Process in Relation to Teacher Behavior in Classrooms: -

Presentation of topic in classroom is average (75% EMRS teachers) whereas 86% JNV teachers' topic presentation is focused and organized. Forty five percent EMRS teachers demonstrate poor during teaching whereas 55% JNV teachers' demonstration in the classroom is manageable. Ninety nine percent JNV and 98% EMRS teachers' use blackboard appropriately. Similarly, 75% JNV teachers use teaching learning materials (TLM) while teaching whereas 65% EMRS teachers' use of TLM in classroom is poor. Group learning activities by teachers is poor in both the schools. Sixty four percent JNV teachers and 56% EMRS teachers encourage tribal students to ask questions. Eighty six percent JNV teachers and 54% EMRS teachers give academic feedback to tribal students. There is not a single case of threatening to tribal students in EMRS and JNV schools.

7.3: Teaching-Learning Process in Relation to Student Behaviour in Classrooms: -

Tribal students actively listen and participate in classroom (55% EMRS students' participation & 89% JNV students' participation). Tribal students' participation in classroom is average in EMRS and good in JNV. Tribal students ask questions and express idea (45% EMRS students' participation & 75% JNV students' participation). Tribal students' use of TLMs (24 % EMRS students' participation & 36% JNV students' participation). Tribal students respond and answer (63% EMRS students' participation & 78% JNV students' participation). Hence teaching-learning process is average in EMRS and good in JNV except in the use of teaching learning materials in the classroom relation to tribal student behavior.

7.4: Student Development Activities for Tribal Children: -

Remedial coaching is partially done in EMRS whereas remedial coaching is conducted in JNV as per schedule. There are no counselling programme of behavioural problems of tribal students in EMRS and JNV. Career counselling programmes are inadequate in EMRS and JNV. There are no identification procedures followed for developing tribal student talents in EMRS and JNV schools. Coaching for professional courses is partially given in both the schools. Self-defense trainings are provided in both the schools. life skills trainings are partly conducted in EMRS and JNV. Coaching for sports and games competitions is conducted in EMRS and JNV. Training for musical and artistic talents is conducted in EMRS and JNV. No vocational training programmes and work education programmes are conducted for tribal students in EMRS and JNV. Tribal students are not trained in EMRS and JNV as social change agents.

7.5: Infrastructure Facilities: -

School building is 100% white washed in EMRS and JNV schools. Campus and Classrooms are clean in EMRS and JNV. Fifty percent dustbins are provided in EMRS classrooms whereas 80% dustbins are provided in JNV classrooms. Hundred percent campus beautification is done in EMRS and JNV. Information board is provided in EMRS and JNV. Fifty percent schools have no updated wall magazine whereas JNV has updated their wall magazine. Forty percent wall activities are poor in EMRS whereas only 20% wall activities are poor in JNV. Eighty percent classrooms in EMRSs have been equipped with TLM corners whereas 100% classrooms in JNV have been equipped with TLM corners. Library cum reading room is manageable in EMRS (80%) whereas it is good in JNV. Eighty percent games and sports equipments are adequate in EMRS whereas only 98% games and sports equipments are adequate in JNV. Hence, infrastructure facilities are manageable in EMRSs whereas it is good in JNV in relation to teaching learning process.

7.6: Teaching-Learning Materials (Distribution of Text Books) in the School: -

Hundred percent textbooks are distributed in JNV school from class VI to class XII. Hundred percent textbooks are distributed at class VI in EMRSs, 94.5 % textbooks are distributed at class VII, 97.2 % textbooks are distributed at class VIII, 97.4% textbooks are distributed at class IX, 100% textbooks are distributed at class X, 91.8% textbooks are distributed at class XI, 97.4% textbooks are distributed at class XII. Total 96.5% textbooks are distributed in EMRSs school from class VI to class XII.

VIII. CONCLUSION

The teaching learning process is better in JNV for tribal students in comparison to EMRS. There are certain areas, where improvements are needed to conduct teaching-learning process more effectively in EMRS such as: preparation of lesson plan/note, sharing of learning objectives with tribal students, strategies and techniques to motivate tribal students, developing inductive thinking or enquiry skills among tribal students, giving priority to beginnings and ends of learning sequences, developing effective strategies for successful explanation in the classroom, using activity methods while teaching, correction of tribal students' homework, timely distribution of project assignment, course completion, collaborative working in the school, use of SMART classes, use of TLM , group learning activities, hundred percent distribution of textbooks to students, career counselling programme in the school and vocational training to tribal students. The teaching-learning process moves at a slow pace for tribal children and it continues. It can be appreciated if the components of teaching-learning process for tribal children are deconstructed by the policy makers and practitioners within a framework or a set of revised parameters.

REFERENCES

- [1] A Comprehensive School Health Program (2012). The Teaching and Learning Process. Retrieved on 22.01.18 from <http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/elementary/process.pdf>.
- [2] Gautam, V. 2003. Education of Tribal Children in India and the Issue of Medium of Instruction: A Janshala Experience. UN/ Government Janshala Programme. New Delhi.
- [3] Kumari (2018). A study on classroom management practices leading to an effective teaching-learning process in secondary schools in Sri Lanka. Retrieved on 22.01.18 from <http://www.cmb.ac.lk/wp-content/uploads/a-study-on-classroom-management-practices-leading-to-an-effective-teaching.pdf>.
- [4] Miske, S., Dowd, A., et al. (1998). Teaching and learning in Mangochi classrooms: Combining quantitative and qualitative information to study twelve primary schools in Malawi. Evaluation study conducted for the United States Agency for International Development by Creative Associates International, Washington, D.C.
- [5] Navodaya Vidyalaya Samiti (2018). Navodaya Vidyalaya (last updated on 18.01.2018). Retrieved on 22.01.18 from <http://nvshq.org/#close>.
- [6] Press Information Bureau (2017). Establishment of Eklavya Model Residential Schools. Ministry of Tribal Affairs, Government of India. Retrieved on 22.01.18 from <http://pib.nic.in/newsite/PrintRelease.aspx?relid=160120>.
- [7] UNICEF (2000). Defining Quality in Education. Retrieved on 22.01.18 from <https://www.unicef.org/education/files/QualityEducation.PDF>.

