

QUALITY OF SCHOOL CLIMATE IN EDUCATIONAL COMPLEXES FOR PARTICULARLY VULNERABLE TRIBAL GROUP (PVTG) GIRL STUDENTS: A CASE STUDY OF SELECTED EDUCATIONAL COMPLEXES OF KEONJHAR AND MALKANGIRI DISTRICTS OF ODISHA

Dr. Neena Dash

Assistant Professor
Education Department
Ravenshaw University
Cuttack, India

Abstract: A new scheme has been introduced by the Union Government in the Ministry of Tribal Affairs in 2007 for strengthening of education among scheduled tribe (ST) girls in low literacy districts. The programme aims at establishment of Educational Complexes in villages inhabited by particularly vulnerable tribal groups. The scheme aims at to bridge the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by particularly vulnerable tribal groups (PVTGs), and reducing drop-outs at the elementary level by creating the required ambience for education. Improvement of the literacy rate of tribal girls is essential to enable them to participate effectively in and benefit from, socio- economic development. The investigator tried to explore quality of school climate in relation to academic environment, physical environment and safety facilities in three educational complexes of Keonjhar and Malkangiri districts. The findings of the study are: Overall teaching-learning process is satisfactory in EC, Upperkusumita, EC, Gonasika and EC, Nandiniguda except in the areas of preparation of academic calendar, splitting up syllabus and preparation of lesson plan/note. physical environment of the study areas is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007). Safety facilities in the educational complexes are adequate. Qualified teachers with adequate pay scale need to appointed as per the guideline of Ministry of Tribal affairs, Government of India and ST & SC Development Department, Government of Odisha.

Index Terms – Educational Complex, School Climate, Particularly Vulnerable Tribal Groups(PVTG)

I. INTRODUCTION

Primitive, geographically isolated, shy and socially, educationally & economically backwardness, these are the traits that distinguish Scheduled Tribes (ST) of our country from other communities. Tribal communities live in about 15% of the country's areas in various ecological and geo-climatic conditions ranging from plains to forests, hills and inaccessible areas. Tribal groups are at different stages of social, economic and educational development. There are 75 Primitive Tribal Groups (PTGs), who are characterized by (a) a pre-agriculture level of technology, (b) a stagnant or declining population (c) extremely low literacy and (d) a subsistence level of economy (Tribal Cultural Heritage in India Foundation 2018). Seventy-five tribal groups have been categorized by Ministry of Home Affairs as Particularly Vulnerable Tribal Groups (PVTG)s. PVTGs reside in 18 States and UT of Andamans & Nicobar Islands (Ministry of Tribal Affairs, Government of India, 2017). Among the 75 listed PVTG's the highest number are found in Odisha (13), followed by Andhra Pradesh (12), Bihar including Jharkhand (9) Madhya Pradesh including Chhattisgarh (7) Tamil Nadu (6) Kerala and Gujarat having five groups each. The remaining PVTGs live in West Bengal (3) Maharashtra (3), two each in Karnataka and Uttarakhand and one each in Rajasthan, Tripura and Manipur. All the four tribal groups in Andamans, and one in Nicobar Islands, are recognised as PVTGs (Tribal Cultural Heritage in India Foundation 2018). The Ministry of Tribal Affairs implements the Scheme of "Development of Particularly Vulnerable Tribal Groups (PVTGs)" exclusively for them. Under the scheme, Conservation-cum-Development (CCD)/Annual Plans are to be prepared by each State/UT for their PVTGs based on their need assessment, which are then appraised and approved by the Project Appraisal Committee of the Ministry. Activities for development of PVTGs are undertaken in Sectors of Education, Health, Livelihood and Skill Development, Agricultural Development, Housing & Habitat, Conservation of Culture etc. (Ministry of Tribal Affairs, Government of India, 2017). A new scheme has been introduced by the Union Government in the Ministry of Tribal Affairs in 2007 for strengthening of education among scheduled tribe (ST) girls in low literacy districts. The programme aims at establishment of Educational Complexes in villages inhabited by particularly vulnerable tribal groups. The scheme aims at to bridge the gap in literacy level between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified District or Blocks, more particularly in naxal affected areas and in areas inhabited by particularly vulnerable tribal groups (PVTGs), and reducing drop-outs at the elementary level by creating the required ambience for education. Improvement of the literacy rate of tribal girls is essential to enable them to participate effectively in and benefit from, socio- economic development (Ministry of Tribal Affairs, Government of India, 2007). The scheme comprises on

- To promote 100% enrollment of scheduled tribe girls' in the identified districts, blocks or pockets (for primitive Tribal Groups), vis-à-vis present level of enrollment, class-wise, for all schools taken together.
- To reduce dropouts at the primary and middle school levels.
- To monitor the running of the hostels/ complexes.
- To make payments, grant of awards etc. as may be prescribed by the Ministry.
- To arrange regular interaction between girls and ANMs to promote preventive health education and establish curative linkages of these hostels. Complexes with health institutions.
- To promote awareness among parents towards the importance of girls' education.
- To tie up with potential recruiters so that immediately on passing, the student can get a job or can go in for self- employment.

The new scheme introduced by the Government of India in the Ministry of Tribal Affairs provides for establishment of Educational Complexes by autonomous societies/ institutions of State Government in villages inhabited by Particularly Vulnerable Tribal Groups. Under the scheme, strengthening the education is among the scheduled tribe ST girls in the low literacy districts, 90% support for running education institution complex is made available by the autonomous society. These 19 education complexes (EC) for ST Girls are run by Odisha Model Tribal Education Society (OMTES) from the year 2007-08. The list of 19 Education complexes with PVTG name (Annual Activity Report (2016-17) is as follows:

Location of 19 Educational Complex at Elementary Level for ST Girls		
Serial Number	District	Name of the Educational Complex for ST Girls with PVTG Name
1	Keonjhar	Juanga Development Agency, Gonasika, Keonjhar Upper kusumita Low-Literacy pocket
2	Keonjhar	Upper kusumita Low-Literacy pocket
3	Rayagada	Dongaria Kandha Development Agency, Parsali
4	Rayagada	Dongaria Kandha Development Agency, Chatikona
5	Rayagada	Lanja Saura Development Agency, Putasingh,(LanjaSaura)
6	Nuapada	Chuktia Bhanjia Development Agency,Sunabeda
7	Mayurbhanj	Hill Kharia Mankirdia Development Agency Jashipur
8	Mayurbhanj	Lodha Development Agency,Moroda
9	Deogarh	Paudibhuyan Development Agency, Rugudakudar
10	Angul	Paudibhuyan Development Agency, Jamardihi
11	Kalahandi	Banipanga, Kutiakandha Development Agency, Lanjigarh
12	Ganjam	Thumba Development Agency, Thumba
13	Gajapati	Lanja Saura Development Agency, Seranga,
14	Gajapati	Saura Development Agency, Chandragiri
15	Malkangiri	Bonda Development Agency, Mudulipada
16	Malkangiri	Didayi Development Agency Kudumulguma
17	Malkangiri	Badapada, Low- Literacy Pocket
18	Sundargarh	Paudibhuyan Development Agency, Khuntagaon
19	Kandhamal	Kutiakandha Development Agency, Belghar

A recent Anthropological Survey of India (AnSI) publication has brought to the fore startling revelations about the Particularly Vulnerable Tribal Groups (PVTGs) in the country including the fact that no base line surveys have been conducted among more than half of such groups (Tribal Cultural Heritage in India Foundation,2018). Hence, the present study assumes significance. School climate is a broad, multifaceted concept that involves many aspects of the student's educational experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education (National Center on Safe Supportive Learning Environments, 2018).In the present study school climate is confined to quality of academic environment (staff strength, student strength, teaching-learning process), physical environment (infrastructure facilities), disciplinary environment (role and composition of School management Committee),safety facilities for PVTG girl students and enrollment PVTG girls in Educational Complex out of total ST girls in PVTG groups of Odisha in Keonjhar and Malkangiri districts.

II. OBJECTIVES OF THE STUDY

- To study the quality of school climate in relation to academic environment (staff strength, student strength, teaching-learning process) for PVTG girl students in EC in Keonjhar and Malkangiri districts
- To study the quality of school climate in relation to physical environment (infrastructure facilities) for PVTG girls in the study areas i.e. EC in Keonjhar and Malkangiri districts
- To study the quality of school climate in relation to disciplinary environment for PVTG girls in the study areas
- To study the quality of school climate in relation to safety facilities for PVTG girl students in the study areas
- To study the enrollment PVTG girls in the study areas out of total ST girls in PVTG groups of Odisha in Keonjhar and Malkangiri districts

III. RESEARCH QUESTIONS

- What is the quality of school climate in relation to academic environment for PVTG girl students in Educational Complexes in Keonjhar and Malkangiri districts?
- What is the quality of school climate in relation to physical environment for PVTG girl students in Educational Complexes in Keonjhar and Malkangiri districts?
- What is the quality of school climate in relation to disciplinary environment for PVTG girl students in Educational Complexes in Keonjhar and Malkangiri districts?
- What is the quality of school climate in relation to safety facilities for PVTG girl students in Educational Complexes in Keonjhar and Malkangiri districts?
- What is the enrollment of PVTG girls in EC out of total ST girls in selected PVTG groups of Odisha of Keonjhar and Malkangiri districts?

IV. RESEARCH METHODOLOGY

Case study research design was employed in carrying out the study. The details of research methodology are discussed as follows under selection of the case, tools and techniques used for collection of data, variable of the study, and techniques of data analysis (Dash, 2018).

4.1 Selection of the Case

For the purpose of the present study, Educational Complexes of Keonjhar and Malkangiri districts constitute the case; and that is the unit of the study. Three educational complexes from Keonjhar (2 EC) and Malkangiri (1 EC) districts were selected employing purposive sampling. Thus, each of the 3 Educational complexes studied here are in fact 3 independent studies.

4.2 Tools and Techniques Used for Collection of Data

The tools of qualitative research such as, data capturing schedule, semi-structured interviews, observation schedule, and Focus Group Discussions (FGDs) are employed to collect data from multiple sources. Data capturing schedule has been developed with four statements, whereas semi structured interview has been developed with 10 questions, observation schedule has been developed with 10 statements keeping in view all necessary points for observation and FGD has been developed with 10 discussion points in depth. The investigator used various methods of collecting data, i.e. combining dissimilar methods to collect the data from the same unit so as to establish/ascertain the validity and credibility of the research data (Dash, 2018). In practice, data are collected by the investigator through personal visits to the field and personal contact with the respondents using a checklist of observations and questions addressed to key informants and situation (Dash, 2018). Extensive field notes are made, photographs are taken, and interviews with key informants were conducted (Dash, 2018).

4.3 Variables of the Study

The study sought mainly to study the quality of school climate in selected educational complexes of Keonjhar and Malkangiri districts particularly with reference to staff strength, student strength, teaching-learning process, infrastructure facilities, safety and security etc.

4.4 Techniques of Data Analysis

The data collected through the data capturing schedule were put to the qualitative analysis of thick descriptions. In addition, the data collected through discussions, interviews, observation, and field notes in respect of the case were used to supplement and/or substantiate the qualitative analysis of thick descriptions (Dash, 2018).

4.5 Profile of the Study Area

The study was conducted in Educational Complexes of Keonjhar and Malkangiri districts of Odisha. Three Educational Complexes were selected purposively. For the purpose of primary source information this study was concentrated in 3 ECs of Keonjhar and Malkangiri districts of Odisha. All the 3 Educational complexes(EC) selected mainly constitute PVTG girl students.

V. RESULT OF CASE STUDIES

The results presented three cases about quality of school climate in Educational Complexes as follows:

5.1 Analysis of Objective 1: - - Quality of school climate in relation to academic environment (staff strength, student strength & teaching-learning process) of the study areas:

**Case1: Case Study of Educational Complex Upperkusumita, Keonjhar
(Staff Strength, Student Strength & Teaching-Learning Process in EC Upperkusumita, Keonjhar)**

Table No1: Staff Strength of EC Upperkusumita, Keonjhar

Total Number of Female Teaching Staff	05
Total Number of Male Teaching Staff	03
Total Number of Teaching Staff	08
Total Number of Accountant	01
Total Number of Warden-cum-Teacher	02
Total Number of Number of Peon	02
Total Number of Number of Cook-cum-Attendant	04
Total Number of Number of Night Watchman	01
Total Number of Number of Sweeper	01
Total Number of Number of Helper	02
Total Staff of the School	18

The above table depicts that there are 18 number of staff in Educational Complex Upperkusumita in Keonjhar district. There are 8 number of teaching staff and one headmaster are appointed in the school. As per the guideline of Ministry of Tribal Affairs, Government of India (2007), requirement of teaching staff in Educational Complex is 18 as depicted from the following table. But the school does not fulfill the requirement of teaching staff. Even it is also indicated in the following table that no teacher is qualified in the school. No teacher is interested to join in that area because of naxal affected region and no qualified teaching staff is available in that village. The pay scale of teaching staff is very minimal, which is another condition for which the school has no qualified teaching staff. The school is situated in remote tribal areas where no communication facility is available, no residential facility is available so teachers are not willing to join in educational complex. Government should take immediate steps in this regard for achieving 100% literacy rate in PVTG girls' education, in order to bring them to mainstream of life. There are 4 number of cook-cum-attendants (CCA), 01-night watchman, 1 sweeper, 02 helpers, 02 peons have been appointed in the school. No accountant is appointed in the school. However, the strength of non-teaching staff is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. But the pay scale for teaching and non-teaching staff is also very minimum which needs to be taken care of by Government.

Table No 2: - Designation, Qualification and Pay Scale of Existing Staff of EC Upperkusumita, Keonjhar

Name of the EC	Number of Post Created with Designation	Actual Men in Position	Qualification Prescribed for School Staff	Qualification of the Existing Staff	Existing Pay Scale in (Rs.)
EC Upper Kusumita, Keonjhar	Head Master (1)	Head Master (1)	As per State Government Rules	B.A, B. Ed (1)	6,000
	Teacher (16)	Teacher (5)	As per State Government Rules	+3 Arts (1)	6,000
	Teacher (16)	Teacher (5)	As per State Government Rules	+2 Arts (1)	6,000
	Teacher (16)	Teacher (5)	As per State Government Rules	+2 Science (1)	6,000
	Teacher (16)	Teacher (5)	As per State Government Rules	High School Pass (2)	6,000
	Warden-cum-Teacher (2)	Warden-cum-Teacher (2)	As per State Government Rules	+2 Arts (1)	6,000
	Warden-cum-Teacher (2)	Warden-cum-Teacher (2)	As per State Government Rules	High School Pass (1)	6,000
	Accountant (1)	Nil	As per State Government Rules	Nil	6,000
	CCA (5)	CCA (4)	As per State Government Rules	High School Pass (1) 9 th Class Pass (3)	3,500
	Peon (2)	Peon (2)	As per State Government Rules	High School Pass (2)	1,500
	Watchman (2)	Watchman (1)	As per State Government Rules	9 th Class Pass (1)	1,500
	Helper (2)	Helper (2)	As per State Government Rules	9 th Class Pass (2)	1,500
Sweeper (2)	Sweeper (1)	As per State Government Rules	4 th Class Pass (1)	1,300	

It is indicated from the below table that the student strength in EC Upperkusumita, Keonjhar is satisfactory as per the guideline of as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. Maximum number of student strength is 53 in class VII. Minimum number of student strength is 14 in class IX. However as per table number-18, only 29.3% of ST girls enrolled in the school out of total ST population in that district.

Table 3: Student strength in EC Upperkusumita, Keonjhar

Class	Number of Students Enrolled
Class I	24
Class II	33
Class III	30
Class IV	28
Class V	29
Class VI	26
Class VII	53
Class VIII	27
Class IX	14
Total Number of Student Strength	264

Case 2: Case Study of Educational Complex Gonasika, Keonjhar

(Staff Strength, Student Strength & Teaching-Learning Process in EC Gonasika, Keonjhar)

Table No 4: Staff Strength of EC Gonasika, Keonjhar

Total Number of Teachers	07
Total Number of Male Teachers	03
Total Number of Female Teachers	02
Total Number of Warden-cum-Teacher	02
Total Number of Accountant	00
Total Number of Peon	02
Total Number of Night Watchman	02
Total Number of Female CCA	05
Total Number of Female Sweeper	02
Total Number of Helper	02
Total Number of Staff	20

The above table depicts that there are 20 number of staff appointed in Educational Complex Gonasika, Keonjhar district. There are 7 number of teaching staff appointed in the school. No headmaster is appointed yet. As per the guideline of Ministry of Tribal Affairs (2007), requirement of teaching staff in Educational Complex is 27 as per student strength as evident from the following table. But the school does not fulfill the requirement of teaching staff. Even it is also indicated in the following table that no teacher is qualified in the school. No teacher is interested to join in that area because of naxal affected region and no qualified teaching staff is available in that village. The pay scale of teaching staff is very minimal, which is another condition for which the school has no qualified teaching staff. The school is situated in remote tribal areas where no communication facility is available, no residential facility is available so teachers are not willing to join in educational complex. Government should take immediate steps in this regard for achieving 100% literacy rate in PVTG girls' education, in order to bring them to mainstream of life. There are 5 number of cook-cum-attendants (CCA), 02-night watchman, 02 sweepers, 02 helpers, 02 peons have been appointed in the school. No accountant is appointed in the school. However, the strength of non-teaching staff is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. But the pay scale for teaching and non-teaching staff is also very minimum which needs to be taken care of by Government.

Table No 5: Designation, Qualification and Pay Scale of Existing Staff of EC Gonasika, Keonjhar

Name of the EC	Number of Post Created with designation by Government of India	Men in Position	Qualification Prescribed	Qualification of the Existing Staff	Existing Pay Scale (Rs.)
EC Gonasika, Keonjhar	Teacher (24)	Teacher (5)	Nil	+3 Arts (3)	6,000
	Teacher (24)	Teacher (5)	Nil	+2 Arts (1) 10 th Class (1)	6,000
	Warden-cum-Teacher (3)	Warden-cum-Teacher (2)	Nil	10 th Class (2)	6,000
	Accountant (1)	Nil	Nil	Nil	3,500
	CCA (7)	CCA (5)	Nil	7 th class pass (3) 8 th class pass (2)	1,500
	Peon (3)	Peon (2)	Nil	9 th class pass (1) 6 th class pass (1)	1,500
	Watchman (3)	Watchman (2)	Nil	6 th class pass (1) 4 th class pass (1)	1,500
	Helper (3)	Helper (2)	Nil	7 th class pass (1) 4 th class pass (1)	1,300
	Sweeper (3)	Sweeper (2)	Nil	5 th class pass (1) 8 th class pass (1)	1,300

It is indicated from the below table that the student strength in EC Gonasika, Keonjhar is satisfactory as per the guideline of as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. Maximum number of student strength is 61 in class V. Minimum number of student strength is 04 class VIII. However as per table number-18, only 14.2 % of ST girls enrolled in the school out of total ST population in that district.

Class	Number of Students Enrolled
Class I	41
Class II	38
Class III	31
Class IV	33
Class V	61
Class VI	73
Class VII	58
Class VIII	04
Class IX	11
Total Number of Student Strength	350

Case 3: Case Study of Educational Complex Nandiniguda, Malkangiri
(Staff Strength, Student Strength & Teaching-Learning Process in EC Nandiniguda, Malkangiri)

Total Number of Teachers	06
Total Number of Male Teachers	04
Total Number of Female Teachers	01
Total Number of Warden-cum-Teacher	01
Total Number of Accountant	01
Total Number of Peon	02
Total Number of Night Watchman	02
Total Number of Female CCA	03
Total Number of Female Sweeper	02
Total Number of Staff	16

The above table depicts that there are 16 number of staff in EC Nandiniguda, Malkangiri. There are 6 number of teaching staff appointed in the school. No headmaster is appointed in the school. As per the guideline of Ministry of Tribal Affairs, Government of India (2007), requirement of teaching staff in Educational Complex is 20 as per student strength as evident from the following table. But the school does not fulfill the requirement of teaching staff. Even it is also indicated in the following table that not a single teacher is qualified in the school. No teachers are interested to join in that area because of naxal affected region and no qualified teaching staff is available in that village. The pay scale of teaching staff is very minimal, which is another condition for which the school has no qualified teaching staff. The school is situated in remote tribal areas where no communication facility is available, no residential facility is available so teachers are not willing to join in educational complex. Government should take immediate steps in this regard for achieving 100% literacy rate in PVTG girls' education, in order to bring them to mainstream of life. There are only 3 number of cook-cum-attendants (CCA), 01 accountant, 02-night watchman, 02 sweepers, 02 helpers, 02 peons have been appointed in the school. However, the strength of non-teaching staff is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. But the pay scale for teaching and non-teaching staff is also very minimum which needs to be taken care of by Government.

Name of the EC	Number of Post Created with Designation	Actual Men in Position	Qualification Prescribed for School Staff	Qualification of the Existing Staff	Existing Pay Scale in (Rs.)
Nandiniguda (Muduliguda) Malkangiri	Teacher (18)	Teacher (5)	As per State Government Rules	+2 Arts (1) +3 Arts (3)	6,000
	Warden-cum-Teacher (2)	Warden-cum-Teacher (1)	As per State Government Rules	+2 Arts (1)	6,000
	Accountant (1)	Accountant (1)	As per State Government Rules	+2 Arts (1)	3,500
	CCA (6)	CCA (3)	As per State Government Rules	6 th Class Pass (1) 9 th Class Pass (1) 5 th Class Pass (1)	1,500
	Peon (2)	Peon (2)	As per State Government Rules	8 th Class Pass (2)	1,500
	Watchman (2)	Watchman (2)	As per State Government Rules	9 th Class Pass (2)	1,500
	Helper (2)	Nil	As per State Government Rules	5 th Class Pass (2)	1,300
	Sweeper (2)	Sweeper (2)	As per State Government Rules	5 th Class Pass (1) 3 rd Class Pass (1)	1,300

It is indicated from the below table that the student strength in EC Nandiniguda, Malkangiri is satisfactory as per the guideline of as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in

tribal areas. Maximum number of student strength is 61 in class VI. Minimum number of student strength is 19 class IV. However as per table number-18, only 17.4 % of ST girls enrolled in the school out of total ST population in that district.

Table No 9: Student strength in EC Nandiniguda, Malkangiri

Class	Number of Students Enrolled
Class I	43
Class II	21
Class III	31
Class IV	19
Class V	21
Class VI	61
Class VII	32
Total Number of Student Strength	250

The below table presents teaching-learning process in Educational Complexes.

Table No-1: Teaching-Learning Process in Educational Complex

Parameter	EC Upperkusumita	EC Gonasika	EC Nandiniguda
Proper Seating Arrangement	Good	Good	Good
Use of Classroom Space	Good	Good	Good
Lesson Plan/Note Prepared	Not Maintained	Not Maintained	Not Maintained
Split Up Syllabus	No	No	No
Motivating PVTG Girl Students	Yes	Yes	Yes
Developing Inductive Thinking or Enquiry Skills	Yes	Yes	Yes
Explanation in The Classroom	Yes	Yes	Yes
Clear Understanding of Subjects	Yes	Yes	Yes
Teaching Through Activity-Based Methods	Yes	Yes	Yes
Teaching Through Peer Tutoring	Yes	Yes	Yes
Regular Correction of Students' Homework	Yes	Yes	Yes
Teaching through Cooperative Learning	No	No	No
Teaching through Memorization/Rote Memory	Yes	Yes	Yes
Regular Checking of Home Assignments	Yes	Yes	Yes
Course Completion	Yes	Yes	Yes
Time Table Prepared	Yes	Yes	Yes
Academic Calendar Prepared	No	No	No
School Development Plan Prepared	Yes	Yes	Yes
The Classroom is the Focus Point for Improving Teaching and Learning	Yes	Yes	Yes
Personal Needs of Students are Identified through Performance Management	Yes	Yes	Yes
Students are active in the classroom	Yes	Yes	Yes

It is evident from the above table that there is proper seating arrangement in all the three Educational Complexes. Classroom space is properly used in all the three ECs. Teachers develop inductive thinking in the PVTG students. Teachers explain in the classroom. Teachers use activity methods, peer tutoring in the classroom and rote method. There is clear understanding of subjects among PVTG girl students. Students' home works are regularly checked in all the Educational Complexes. Course is completed as per schedule. Time table is prepared. School development plan is prepared. The classroom is the focus point for improving teaching and learning in EC, Upperkusumita, EC, Gonasika and EC, Nandiniguda. Personal needs of students are taken care of in all the three Educational complexes. Students are active in the classroom. Overall teaching-learning process is satisfactory in EC, Upperkusumita, EC, Gonasika and EC, Nandiniguda except in the areas of preparation of academic calendar, splitting up syllabus and preparation of lesson plan/note.

5.2: Analysis of Objective 2: - Quality of school climate in relation to physical environment (infrastructure facilities in the schools) in the study areas:

**Case1: Case Study of Educational Complex Upperkusumita, Keonjhar
(Infrastructure Facilities in the School)**

Table No 11: Infrastructure facilities in EC Upperkusumita, Keonjhar

Total Number of Classrooms	05
Total Number of Dormitories	08
Total Number of Uniforms in the school and hostel	3
Total Number of Kitchen	01
Provision of Food	Fish, Meat & Egg Meat-Once a week Fish- Once a Week

	Egg- Once a Week
Quality of Food	Nutritious and Healthy
Total Number of Toilets	10
Total Number of Play Ground in the Campus	01
Total Number of Staff Room and Office Room	02
Overall View	Good

The above table presents infrastructure facilities in EC Upperkusumita, Keonjhar. There are 5 number of classrooms, 08 number of dormitories, 01 kitchen, 10 number of toilets, 01 playground and 2 staff rooms are available in the school campus. It is depicted from the above table that infrastructure facility in the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007). Campus is neat and clean. Quality of food served is nutritious and healthy for PVTG girls. Meat, fish and eggs are served once a week. Three pairs of uniforms are provided to 264 ST girls in EC Upperkusumita, Keonjhar. It is depicted from the above table that physical environment of the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007).

**Case 2: Case Study of Educational Complex Gonasika, Keonjhar
(Infrastructure Facilities in the School)**

Table No 12: Infrastructure facilities in the School –EC Gonasika, Keonjhar

Total Number of Classroom	11
Total Number of Dormitories	06
Total Number Kitchen	01
Provision of Food	Fish, Meat & Egg Meat-Once a week Fish- Once a Week Egg- Once a Week
Total Number of Toilets	10
Total Number Play Ground in the Campus	01
Total Number Staff Room and Office Room	02

The above table presents infrastructure facilities in EC Gonasika, Keonjhar. There are 11 number of classrooms, 06 number of dormitories, 01 kitchen, 10 number of toilets, 01 playground and 2 staff rooms are available in the school campus. It is depicted from the above table that infrastructure facility in the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007). Campus is neat and clean. Quality of food served is nutritious and healthy for PVTG girls. Meat, fish and eggs are served once a week. Three pairs of uniforms are provided to 350 ST girls in EC Gonasika, Keonjhar. It is depicted from the above table that physical environment of the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007).

**Case 3: Case Study of Educational Complex Nandiniguda, Malkangiri
(Infrastructure Facilities in the School)**

Table No 13: Infrastructure facilities in EC Nandiniguda, Malkangiri

Total Number of Classroom	09
Total Number of Dormitories	10
Total Number of Kitchen	01
Provision of Food	Fish, Meat & Egg Meat-Once a week Fish- Once a Week Egg- Once a Week
Total Number of Toilets	22
Total Number of Play Ground in the Campus	01
Total Number of Staff Room and Office Room	02

The above table presents infrastructure facilities in EC Nandiniguda, Malkangiri. There are 09 number of classrooms, 10 number of dormitories, 01 kitchen, 22 number of toilets, 01 playground and 2 staff rooms are available in the school campus. It is depicted from the above table that infrastructure facility in the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007). Campus is neat and clean. Quality of food served is nutritious and healthy for PVTG girls. Meat, fish and eggs are served once a week. Three pairs of uniforms are provided to 250 PVTG girls in EC Nandiniguda, Malkangiri. It is depicted from the above table that physical environment of the study area is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007).

5.3: Analysis of Objective 3: Quality of school climate in relation to disciplinary environment (composition of school management committee) in the study areas:

Case1: Case Study of Educational Complex Upperkusumita, Keonjhar
(Composition of School Management Committee)

Table No 14: Composition of School Managing Committee (SMC) in EC Upperkusumita, Keonjhar

Collector, Keonjhar	Chairman
Project Administrator, ITDA, Keonjhar	Vice Chairman
Project Director, DRDA, Keonjhar	Member
Sub Collector, Keonjhar	Member
DWO, Keonjhar	Member
Chairman, Panchayat Samiti, Keonjhar	Member
Sarpanch	Member
Special Officer, Upperkusumita	Member Secretary
Role of SMC	Maintaining discipline, financial management and all-round development of ST students

For management of school and for maintaining discipline in the campus, a school management committee is formed in EC Upperkusumita, Keonjhar as indicated in the above table. The Chairman of the Committee is Collector of the district. Basically Special, Officer in charge of the school takes care all matters related to education of ST girls in EC Upperkusumita, Keonjhar, coordinates with state government for sanction of funds to the school, for managing financial matters of the school, for maintain discipline in the campus, for appointment of teaching and non-teaching staff and all-round development of ST girls in the school campus. School environment in EC Upperkusumita, Keonjhar is well disciplined.

Case 2: Case Study of Educational Complex Gonasika, Keonjhar

(Composition of School Management Committee)

Table No 15: Composition of School Management Committee(SMC) EC Gonasika

Collector, Keonjhar	Chairman
Project Administtaror, ITDA, Keonjhar	Vice Chairman
Project Director, DRDA, Keonjhar	Member
Sub Collector, Keonjhar	Member
DWO, Keonjhar	Member
Chairman, Panchayat Samit, Gonasika	Member
Sarpanch	Member
Special Officer, Keonjhar	Member Secretary
Role of SMC	Maintaining discipline, financial management and all-round development of ST students

For management of school and for maintaining discipline in the campus, a school management committee is formed in EC Gonasika as indicated in the above table. The Chairman of the Committee is Collector of the district. Basically Special, Officer in charge of the school takes care all matters related to education of ST girls in EC Gonasika, coordinates with state government for sanction of funds to the school, for managing financial matters of the school, for maintain discipline in the campus, for appointment of teaching and non-teaching staff and all-round development of ST girls in the school campus. School environment in EC Gonasika is well disciplined.

Case 3: Case Study of Educational Complex Nandiniguda, Malkangiri

(Composition of School Management Committee)

Table No 16: Composition of School Management Committee(SMC) in EC Nandiniguda

Collector, Malkangiri	Chairman
Project Administrator, ITDA, Malkangiri	Vice Chairman
Project Director, DRDA, Malkangiri	Member
Sub Collector, Malkangiri	Member
DWO, Malkangiri	Member
Chairman, Panchayat Samit, Malkangiri	Member
Sarpanch	Member
Special Officer, Didayi Dev. Agency, Kudumuluguma	Member Secretary
Role of SMC	Maintaining discipline, financial management and all round development of ST students

For management of school and for maintaining discipline in the campus, a school management committee is formed in EC Nandiniguda as indicated in the above table. The Chairman of the Committee is Collector of the district. Basically Special, Officer in charge of the school takes care all matters related to education of ST girls in EC Nandiniguda coordinates with state government for sanction of funds to the school, for managing financial matters of the school, for maintain discipline in the campus, for appointment of teaching and non-teaching staff and all-round development of ST girls in the school campus. School environment in EC Nandiniguda is well disciplined.

5.4: Analysis of Objective 4: Quality of school climate in relation to safety facilities for PVTG girl students in the study areas:

Table No 17: Availability of Safety Facilities by School Type (Ramp& rail, slides & swings, playground, fire safety)

Name of the Educational Complex	App. No. of children per hand wash point	Ramp & Rail to Blocks	Ramp & Rail to Toilets	Slides & Swings	Playground	Double doors in classrooms	Fire safety
Upper Kusumita, Keonjhar	16	Only to a few blocks	No	Adequate	Available	Adequate	Adequate
Gonasika, Keonjhar	15	Only to a few blocks	No	Adequate	Available	Adequate	Adequate
Nandiniguda, Malkangiri	30	Only to a few blocks	No	Adequate	Available	Adequate	Adequate

The above table indicates safety facilities for PVTG girl students in the study areas. Safety facilities in the educational complexes are adequate. However, ramps and rails are available to few blocks and no ramps and rails are available to toilets. Fire safety is adequate as evident from the above table.

Table No 18: School-wise Availability of Boundary Wall, Kitchen Garden and School Gate

Name of the Educational Complex	Boundary Wall	Kitchen Garden	School gate
Upper Kusumita, Keonjhar	Yes	Good	Yes
Gonasika, Keonjhar	Yes	Good	Yes
Nandiniguda, Malkangiri	Yes	Good	Yes

The above table indicates school wise availability of boundary wall, kitchen garden and school gate for PVTG girl students in the study areas. Boundary walls are constructed in all the schools. Kitchen garden is available in all the schools. Kitchen garden is well maintained and is very beautiful with rich vegetables and fruits in all the schools. School gate is available in all the schools. Safety facilities in the educational complexes are adequate for ST girls in the study areas.

5.5: Analysis of Objective 5: Enrollment of PVTG girls in EC out of total ST girls in selected PVTG groups of the study area:

Table No 19: Percentage of ST Girls Enrolled in EC Out of Total Number of ST Girls in Selected PVTG Groups of Odisha

Name of the Educational Complex	Name of the ST Community / Target PVTG	Village / Panchayat/ Block	Low Literacy District	PIN Code	ST Population (2001 census)	ST Female Literacy Rate	ST Girls (5-14 years)	ST Girls already in School	% of ST girls Enrolled in the school
Upper Kusumita, Keonjhar	Scheduled Tribe Girls (all mixed)	Mandua	Keonjhar	758001	44.50	25.97	900	264	29.3%
Gonasika, Keonjhar	Juang	Gonasika	Keonjhar	758018	44.50	25.97	2457	350	14.2%
Nandiniguda, Malkangiri	Didayi	Kudumuluguma	Malkangiri	764043	57.43	7.5	1430	250	17.4%

The above table presents enrollment of PVTG girls in EC out of total ST girls in PVTG groups of the study areas. It is depicted from the above table that only 29.3% ST girls have been enrolled in EC, Upper Kusumita, Keonjhar out of total ST girls in the study area, 14.2% ST girls have been enrolled in EC, Gonasika, Keonjhar out of total ST girls in the study area and 17.4% PVTG girls have been enrolled in EC, Nandiniguda, Malkangiri out of total ST girls in the study area.

VI. MAIN FINDINGS**6.1: Quality of School Climate in Relation to Academic Environment for PVTG Girl Students in Educational Complex:**

There are 18 number of staff appointed in Educational Complex Upperkusumita in Keonjhar district. There are 8 number of teaching staff and one headmaster have been appointed in EC, Upperkusumita. Similarly, there are 20 number of staff appointed in Educational Complex Gonasika in Keonjhar district. There are 7 number of teaching staff appointed in Educational Complex, Gonasika. No headmaster is appointed yet in Educational Complex, Gonasika. There are 16 number of staff appointed in EC Nandiniguda, Malkangiri. There are 6 number of teaching staff appointed in EC Nandiniguda, Malkangiri. No headmaster is appointed in EC Nandiniguda, Malkangiri. But as per the guideline of Ministry of Tribal Affairs, Government of India (2007), strength of teaching staff in Educational Complex is not satisfactory. No teacher is interested to join in that area because of naxal affected region and no qualified teaching staff is available in that village. No teacher is qualified in the schools. The pay scale of teaching staff is very minimal, which is another condition for which the school has no qualified teaching staff. The school is situated in remote tribal areas where no communication facilities and no residential facilities are available, so teachers are not willing to join in educational complex. However, the strength of non-teaching staff is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among PVTG girls in tribal areas. But the pay scale for teaching and non-teaching staff is also very minimum which needs to be taken care of by Government. Government should take immediate steps in this regard for achieving 100% literacy rate in PVTG girls' education, in order to bring them to mainstream of life. Student strength in EC Upperkusumita, EC Gonasika, Keonjhar and EC Nandiniguda, Malkangiri is satisfactory as per the guideline of as per the guideline of Ministry of Tribal Affairs, Government of India (2007) for strengthening education among

PVTG girls in tribal areas. Overall teaching-learning process is satisfactory in EC, Upperkusumita, EC, Gonasika and EC, Nandiniguda except in the areas of preparation of academic calendar, splitting up syllabus and preparation of lesson plan/note.

6.2: Quality of School Climate in Relation to Physical Environment for PVTG Girls in Educational Complex: There are 5 number of classrooms, 08 number of dormitories, 01 kitchen, 10 number of toilets, 01 playground and 2 staff rooms are available in EC Upperkusumita. There are 11 number of classrooms, 06 number of dormitories, 01 kitchen, 10 number of toilets, 01 playground and 2 staff rooms are available in EC Gonasika. There are 09 number of classrooms, 10 number of dormitories, 01 kitchen, 22 number of toilets, 01 playground and 2 staff rooms are available in EC Nandiniguda. Three pairs of uniforms are provided to 264 ST girls in EC Upperkusumita, Keonjhar, 350 ST girls in EC Gonasika, Keonjhar and 250 PVTG girls in EC Nandiniguda, Malkangiri. Meat, fish and eggs are served once a week. Quality of food served is nutritious and healthy for PVTG girls in Educational Complex. Campus is neat and clean. It is depicted from the above table that physical environment of the study areas is satisfactory as per the guideline of Ministry of Tribal Affairs, Government of India (2007).

6.3: Quality of School Climate in Relation to Disciplinary Environment for PVTG Girls in Educational Complex: For management of school and for maintaining discipline in the campus, a school management committee is formed in Educational Complexes. The Chairman of the Committee is Collector of the district. Basically Special, Officer in charge of the school takes care all matters related to education of ST girls, coordinates with state government for sanction of funds to the school, for managing financial matters of the school, for maintain discipline in the campus, for appointment of teaching and non-teaching staff and all-round development of ST girls in the school campus. School environment in Educational Complexes is well disciplined.

6.4 Quality of School Climate in Relation to Safety Facilities for PVTG Girl Students in the Study Areas: Safety facilities in the educational complexes are adequate. However, ramps and rails are available to few blocks and no ramps and rails are available to toilets. Fire safety is adequate in all the three-educational complex.

VII. CONCLUSION

Quality of School climate in the educational complex is satisfactory with reference to physical environment, disciplinary environment and safety and security in the campus. However, school climate in relation to academic environment needs improvement. Qualified teachers with adequate pay scale need to appointed as per the guideline of Ministry of Tribal affairs, Government of India and ST & SC Development Department, Government of Odisha.

REFERENCES

- [1] Annual Activity Report (2016-17). 19 Educational Complexes. Annual Activity Report (2016-17), ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha, p.180-181. Retrieved on 27.01.18 from <http://www.stscodisha.gov.in/pdf/AnnualReport.pdf>.
- [2] Dash, N. (2018). Research Methodology. Standard of Living of People and Environmental Pollution in Slum: A Case Study of Selected Households in Cuttack District of Odisha. International Journal of Creative Research Thoughts (IJCRT), ISSN:2320-2882, Volume.6, Issue 1, Page No pp.423 - 430, January 2018. Retrieved on 27.01.2018 from <http://www.ijrt.org/IJPUB1801067>
- [3] Ministry of Tribal Affairs, Government of India (2007). Scheme of Strengthening Education among Scheduled Tribe (ST) Girls in Low Literacy Districts. Ministry of Tribal Affairs, Government of India. Retrieved on 27.01.2018 from <https://tribal.nic.in/writereaddata/Schemes/4-6NGOSchemeStrengtheningEducation.pdf>.
- [4] Ministry of Tribal Affairs, Government of India (2017). Particularly Vulnerable Tribal Groups (PVTGs). Ministry of Tribal Affairs, Government of India. Retrieved on 27.01.2018 from <https://tribal.nic.in/pvtg.aspx>.
- [5] National Center on Safe Supportive Learning Environments (2018). School Climate. Safe Supportive Learning Engagement. National Center on Safe Supportive Learning Environments. Retrieved on 26.01.2018 from <https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>.
- [6] Tribal Cultural Heritage in India Foundation (2018). PVTG – Particularly Vulnerable Tribal Groups Listed by The Government of India (Interactive Map). Retrieved on 27.01.2018 from http://www.indiantribalheritage.org/?page_id=22029.