TEACHING-LEARNING PROCESS FOR ST GIRLS IN EDUCATIONAL COMPLEX OF NUAPADA DISTRICT OF ODISHA: AN EVALUATIVE STUDY

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Abstract: **The investigator tried to explore the teaching-learning process in EC. Education is a basic human right that should be exercised fully in all nations, but for many girls in India, particularly in tribal areas, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex, India remains a patriarchal society. Male inheritance and property ownership, early marriage, dowry, honor crimes, lack girls' education, witch hunting, violence against women, and trafficking are all serious issues in the country. There are schools, but most girls do not attend, often because of religious reasons or cultural pressures. Those girls who attend teachers do not give attention to their education adequately. This is because they are contractual in nature. They are not paid adequate salary to meet their daily needs. Thus, to reduce drop out and to promote 100% enrollment of PTG girls, regular teaching staff need to be employed. The study found that the teaching-learning process in EC, Sunabeda, Nuapada is manageable and needs a lot of improvement for providing education to ST girls.**

Index Terms – **Educational Complex, Scheduled Tribe, Primitive Tribal Group(PTG), Teaching-Learning Process, Student Behavior, Teacher Behaviour**

I. INTRODUCTION

The tribal population is found in all most all parts of India and Orissa claims as the second largest tribal dominant state in the country (Nayak, 2010). Government of India has classified and declared certain tribal groups as Primitive Tribal Groups (PTGs). Low level of literacy, pre-agricultural level of technology and declining or stagnant population are the parameters on the basis of which certain groups have been declared as PTGs. There are 75 Primitive Tribal Groups in India and Orissa houses 13 Primitive Tribal Groups namely (1) The Birhor, (2) The Bondo Poraja, (3) The Didayi, (4) The Dongria Khond, (5) The Juang, (6) The Kharia, (7) The Kutia Khond, (8) The Lanjia Soura, (9) The Lodha, (10) The Mankidia, (11) The Paudi Bhuyan, (12) The Soura and (13) The Chuktia Bhunjia (Hasnain, 1992; Verma, 2002) and (Nayak, 2010). A new scheme has been introduced by the Government of India in the Ministry of Tribal Affairs for establishment of Educational Complexes by autonomous societies/ institutions of State Government in villages inhabited by Primitive Tribal Groups in 2007-08. 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. There are 19 education complexes (EC) for ST Girls (PTG) in Odisha. These schools are run by Odisha Model Tribal Education Society (OMTES) from the year 2007-08 (Annual Activity Report, 2016-17). Educational development of the ST & SC communities & improving access to educational facilities through residential educational institutions has been an identified thrust area of the ST & SC Development Department, Government of Odisha. Odisha was among the pioneers in setting up of Residential Educational Institutions since the initial years. Over the years, the Department has established 164 Boys High Schools, 173 Girls High School, 61 Higher Secondary Schools, 766 Ashram Schools (Elementary level), 505 Sevashrams (Primary level), 19 Educational Complexes for providing education facilities to girls belonging to the Primitive Tribal Groups (PTGs) managed by the Odisha Model Tribal Education Society (OMTES) (ST & SC Development Department, Government of Odisha, 2018). Educational complex, Sunabeda (Nuapad district) has 260 PTG girl students from Sunabeda village.

II. REVIEW OF RELATED STUDIES

Garnaik & Barik (2012) conducted a study on role of ashram school in tribal education and found that education among tribal is given highest priority for the simple reason that it is key to socioeconomic development of the tribal. Education enables them to perform their role to be useful citizen in democracy. Development of the state lies with the development of the backward people who are socio-economically disadvantaged and educationally backward in relation to total population. Education is the cornerstone of development. How much education is successful is evident from the literacy rate. The tribal disparity in literacy rate steadily increased from 1961 to 1991 and a marginal decrease was found out in 2001. The pace of improvement in the literacy rate has been very slow as compared to the relatively faster pace of improvement in the literacy rate of general caste. The above disparities need to be bridged. Over the years, various strategies and educational institutions have been increased in tribal areas to strengthen the educational lease of the tribal. Supplemental, remedial classes and special coaching classes for poor students, involvement of subject expert's technical guidance should be promoted in these schools. Pothal & Panda (2017) conducted a study on status and determinants of literacy and education among tribes in Odisha and found that there exist

significant regional, gender and social class disparities in the literacy rates of the state. Among the different social groups, the literacy rate is the lowest among the tribal (Scheduled Tribes) and the highest among the general castes. Indian society is divided based on class, caste, gender, and religion.These factors are related to children's access to education and their participation in the learning process. This is evident in the disparities in educational access and attainment between different social and economic groups. Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved (UNESCO, 2009) and which can reduce various problems related to inequality which accentuates exclusion (Govinda and Bandyopadhyay, 2010) but what sort of education is provided to ST girls in Odisha is the main concern of the present research especially to primitive tribal group girls.A lot of research studies have been conducted in the field of tribal education in Odisha. But very few studies have been conducted in the field of teaching-learning process for PTG girls in Odisha. Thus, the study assumes significance.

III. OBJECTIVES OF THE STUDY
1.   To study teaching-learning process in EC
2.   To study teaching-learning process in EC in relation to teacher behaviour in classrooms
3.   To study teaching-learning process in EC in relation to tribal student behaviour in classrooms
4.   To study student development activities in EC
5.   To study infrastructure facilities in the classroom and school in relation to teaching-learning process
6.   To study distribution of teaching-learning materials EC in the school

IV. RESEARCH QUESTIONS
1.   What is the teaching-learning process in EC?
2.   What is the teaching-learning process in EC schools in relation to teacher behaviour in classrooms?
3.   What is the teaching-learning process in in EC schools in relation to tribal student behaviour in classrooms?
4.   What are the students developing activities undertaken for tribal children in EC?
5.   What are the infrastructure facilities available in the classroom and school in relation to teaching-learning process?
6.   What is the percentage of distribution of teaching-learning materials (text books) in in EC?

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 one EC. The investigator has applied purposive sampling technique to conduct the study. Forty-two teachers (5 teachers from EC),1 Special Officer in charge of EC and 50 students (V-IX) of the schools out of 260 students of the school have been selected purposively for the present study. Ten students from each class (V-IX) have been selected incidentally.
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 EC. Questionnaire for teachers has 27 statements. Observation schedule for observing students' behavior, teachers' behavior and student developmental activities in classroom and school has been developed. Observation schedule has 10 statements. Focus Group Discussion(FGD) points with students was developed for collecting data regarding student development activities in EC. 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 16 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 EC, Sunabeda, Nuapada district of Odisha.
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 Educational Complexes of EC, Sunabeda, Nuapada district of Odisha.

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 EC

Parameter	Teaching-Learning Process in EC Sunabeda, Nuapda
Seating arrangement and use of classroom space	Yes
Adequacy of lesson plan/note	No
Sharing learning objectives with pupils.	No
Splitting lessons into a series of episodes	No
Choosing from a range of strategies and techniques to motivate pupils	No
Developing tools for learning, such as inductive thinking or enquiry skills	No
Beginnings and ends of learning sequences are given priority	No
Developing effective strategies for successful explanation	Yes
Supporting pupils in planning and articulating their own successful explanations	Yes
Developing instructional sequence for guided learning	Yes
Teaching through activity-based methods	No
Regular correction of students' homework	No
Home assignments given	Yes
Project assignments	Yes
Use of e-content in SMART classes	No
Courses completed as per schedule	Yes
Time table structured and displayed	Yes
Academic calendar prepared and displayed	No
SDP prepared	Yes
The classroom is the focus and the primary site for improving teaching and learning	Yes
School and team development are identified through whole school review	No
Personal needs of students are identified through performance management	Yes
Building of expertise across the school	No
Enabling individuals to both contribute and lead for the success of whole school initiatives	No
Team priorities places individual development in the context of whole-school improvement	No
Teachers have regular opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching)	No
Creating time for staff to learn together	No

Table No-1: Teaching-Learning Process

Figure 1

The school has seating arrangement. Classroom space is used for ST girl students in EC. Lesson plan/notes are not adequate. Teachers do not share learning objectives with pupils. Teachers do not split lessons into a series of episodes. Teachers do not choose from a range of strategies and techniques to motivate pupils. Teachers do not develop tools for learning, such as inductive thinking or enquiry skills. Beginnings and ends of learning sequences are not given priority. Teachers do not develop effective strategies for successful explanation. Teachers support pupils in planning and articulating their own successful explanations. Teachers develop instructional sequence for guided learning. Teachers do not teach through activity-based methods. Regular correction of students' homework is not done. Home assignments are given. Project assignments are given. There is no use of e-content in SMART classes. Courses are completed as per schedule. Time table is structured and displayed. Academic calendar is not prepared and displayed. School development plan is prepared. The classroom is the focus and the primary site for improving

teaching and learning. School and team development are not identified through whole school review. Personal needs of students are identified through performance management. Building of expertise across the school is not done. The school does not enable individuals to both contribute and lead for the success of whole school initiatives. Team priorities are not placed over individual development in the context of whole-school improvement. Teachers have no opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching). The school does not create time for staff to learn together.

6.2: Analysis of Objective 2: -

The following table no 2 and figure no 2 presents teaching-learning process in EC in relation to teacher behaviour in classrooms as follows: as evident from table no 2.

Table No-2: Teaching-Learning Process in relation to Teacher Behaviour in Classrooms	
Parameter	EC Sunabeda, Nuapda
Topic presentation focused and organized	Average
Demonstrates during teaching	Poor
Using blackboard appropriately	Yes
Using TLMs while teaching	Poor
Initiating group learning	Poor
Encouraging students to ask questions	Manageable

Figure 2
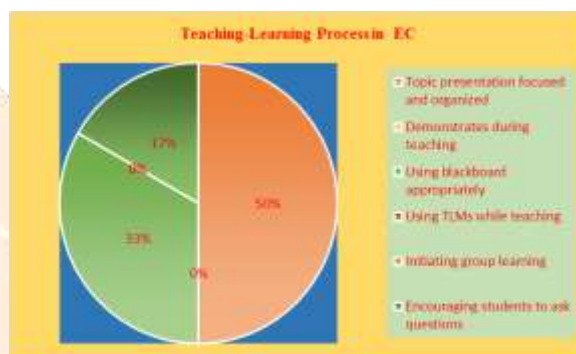
It is evident from the above table that topic presentation is focused and organized in EC. Teachers do not demonstrate during teaching. Teachers use blackboard appropriately. Use of teaching-learning materials by teachers is poor in EC. Teachers do not initiate group learning. However, teachers encourage students to ask questions in classroom. Taking student outcomes as criteria of effectiveness, it was found out that teachers who use more advanced types of behaviour were more effective than those demonstrating the relatively easy types. This association is found for achievement in different subjects and for both cognitive and affective outcomes. teachers can create a learning environment in their classroom. Teachers who, provide constructive feedback to student answers and this dimension of the questioning factor also contributes to the establishment of the classroom as an active learning environment (Kyriakides, Creemers & Antoniou,2009).

6.3: Analysis of Objective 3:

It is evident from the below table no 3 that students actively listen and participate in teaching-learning process. Seventy six percent students do not ask questions and express ideas in classroom. Forty six percent students do not use teaching-learning materials. Seventy three percent students respond and answer in classroom. The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. For teachers conducting a classroom and shaping the minds of the young students, teachers who communicate effectively with their students should give appropriate and helpful feedback to their students. Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year. According to the Jones (1981), student disruptions will occur frequently in classes that are poorly organized and managed where students are not provided with appropriate and interesting instructional tasks.

Table No-3: Teaching-Learning Process in relation to Student Behaviour in Classrooms	
Parameter	EC
Students actively listen and participate	Average (51%)
Ask questions and express ideas	No (76%)
Students' use of TLMs	No (46%)
Students respond and answer	Manageable (73%)

6.4: Analysis of Objective 4: -

It is evident from the below table no 4 and figure no 3 that remedial coaching is partially done in EC. There is no counselling of behavioural problems for ST girl students in educational complex. There is also no provision of career counselling and coaching for professional courses for the future of PTG girl students in school. The school is situated in a very remote village Naxalite affected area.

There is no communication to the village. The girls are not aware about their career. This issue needs to addressed by the policy implementers, teachers and educationists of India. About 80% of the employers have felt that the SC, ST students are equally capable as others (Krishnan,2007). Thus, if ST girls particularly PTG girls are given proper career counselling, they will be successful in their career and they will act as social change agents in tribal areas. To make aware SC, ST and OBC students about career opportunities, the percentage of teachers as the source of information is higher than parents (Krishnan,2007). Thus, teachers play a major role to build the future of PTG girls in tribal areas. Teachers even do not identify and develop student talents in EC Sunabeda. However, self-defense training is given to PTG girl students in EC. Life skill training is partly done in the study area. Coaching for sports and games competitions is given in school. There are no trainings for musical and artistic talents, vocational and work education, as social change agents in the school.

| Table No-4: Student Development Activities	
Activities	EC Sunabeda, Nuapda
Remedial coaching as per student need	Partially
Counselling for behavioural problems	No
Career counselling	Inadequate
Identifying and developing student talents	No
Coaching for professional courses	No
Self-defense training	Yes
life skills training	Partly done
Coaching for sports and games competitions	Average
Training for musical and artistic talents	No
Training on vocational and work education	No
Training students as social change agents	No

Figure 3

6.5: Analysis of Objective 5: -

It is evident from the below table no 5 and figure no 4 indicate infrastructure facilities in the classroom and school in relation to teaching-learning process is average in nature.

Table No-5: Infrastructure Facilities in the Classroom and School in relation to Teaching-Learning Process	
Parameter	Infrastructure Facilities in the Classroom and School
Building white washed	Manageable
Cleanliness of campus	Manageable
Cleanliness of classrooms	Average
Dustbins in classroom	No
Campus beautification	Manageable
Information board	No
Wall magazine	Not updated
Wall activities	Poor
TLM corner in classrooms	No
Games and sports equipments	Inadequate

Figure 4
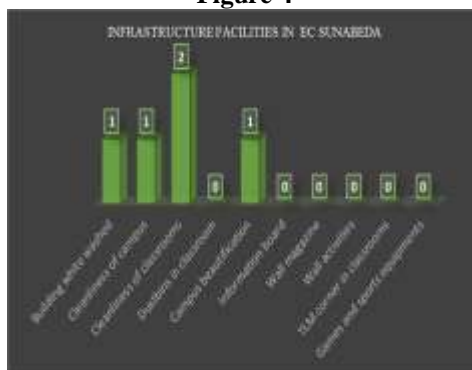
Hanushek (1995) found that the results of 34 studies with production functions in developing countries that analyzed the relationship between school facilities and learning mostly found a positive effect. Vélez, Schiefelbein, and Valenzuela (1993) also indicate positive results between infrastructure quality and learning, based on a review of close to 70 models of functions of production carried out during 20 years in Latin America. But in EC, Sunabeda infrastructure facilities in the classroom and school is average in nature.

6.6: Analysis of Objective 6: -

It is evident from the below table no 6 and figure no 5 that hundred percent textbooks are distributed in EC school from class I to class IX. Enrollment has increased due to free textbook distribution in school in Chhattisgarh (Mamatha, 2010). Thus, enrollment will be increased if 100% books will be distributed every year.

School	Name of the School	I	II	III	IV	V	VI	VII	VIII	IX
Table No 6: Distribution of Teaching-Learning Materials (Distribution of Text Books) in the School										
Class-wise percentage of textbook distribution by school type										
EC Sunabeda, Nuapda		100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Figure 5

VII. MAIN FINDINGS

Teaching-Learning Process in Educational Complex Nuapada: - The teaching-learning process in EC, Sunabeda, Nuapada is manageable and needs a lot of improvement for providing education to ST girls. Education Complex , Sunabeda, Nuapada has seating arrangement for students. Classroom space is used for ST girl students in EC. Lesson plan/notes are not adequate. Teachers do not share learning objectives with pupils. Teachers do not split lessons into a series of episodes. Teachers do not choose from a range of strategies and techniques to motivate pupils. Teachers do not develop tools for learning, such as inductive thinking or enquiry skills. Beginnings and ends of learning sequences are not given priority. Teachers do not develop effective strategies for successful explanation. Teachers support pupils in planning and articulating their own successful explanations. Teachers develop instructional sequence for guided learning. Teachers do not teach through activity-based methods. Regular correction of students' homework is not done. Home assignments are given. Project assignments are given. There is no use of e-content in SMART classes. Courses are completed as per schedule. Time table is structured and displayed. Academic calendar is not prepared and displayed. School development plan is prepared. The classroom is the focus and the primary site for improving teaching and learning. School and team development are not identified through whole school review. Personal needs of students are identified through performance management. Building of expertise across the school is not done. The school does not enable individuals to both contribute and lead for the success of whole school initiatives. Team priorities are not placed over individual development in the context of whole-school improvement. Teachers have no opportunities for collaborative working (e.g. joint planning, team teaching, observation and feedback, coaching). The school does not create time for staff to learn together. topic presentation is focused and organized in EC. Teachers do not demonstrate during teaching. Teachers use blackboard appropriately. Use of teaching-learning materials by teachers is poor in EC. Teachers do not initiate group learning. However, teachers encourage students to ask questions in classroom. that students actively listen and participate in teaching-learning process.

Seventy six percent students do not ask questions and express ideas in classroom. Forty six percent students do not use teaching-learning materials. Seventy three percent students respond and answer in classroom. remedial coaching is partially done in EC. There is no counselling of behavioural problems for ST girl students in educational complex. There is also no provision of career counselling and coaching for professional courses for the future of PTG girl students in school. The school is situated in a very remote village Naxalite affected area. There is no communication to the village. The girls are not aware about their career. This issue needs to addressed by the policy implementers, teachers and educationists of India. Infrastructure facilities in the classroom and school in relation to teaching-learning process is average in nature. Hundred percent textbooks are distributed in EC school from class I to class IX.

VIII. CONCLUSION

Education is a basic human right that should be exercised fully in all nations, but for many girls in India, particularly in tribal areas, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex, India remains a patriarchal society. Male inheritance and property ownership, early marriage, dowry, honor crimes, lack girls' education, witch hunting, violence against women, and trafficking are all serious issues in the country(Singh,2012). There are schools, but most girls do not attend, often because of religious reasons or cultural pressures. Those girls who attend teachers do not give attention to their education adequately. This is because they are contractual in nature. They are not paid adequate salary to meet their daily needs. Thus, to reduce drop out and to promote 100% enrollment of PTG girls, regular teaching staff need to be employed.

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