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Empowerment of Primary Teachers in Tribal Districts of Odisha: Status and Scenario

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Abstract: *Teacher behaviour could be better motivating if the teachers were prepared and psychologically motivated to adopt such strategies. It has been found that most of the teachers in tribal area primary schools lack their competencies in development of teaching learning materials and activity banks, in planning and organizing activity method and other methods of joyful learning. The teachers have also been observed less competent in diagnosing students' constraints in understanding lesson and undertaking appropriate remedial measures, establishing rapport with the community and utilizing and encouraging community involvement in school management activities. Though the teachers have been given in-service education on joyful learning through activity based classroom transaction method, the teachers on their part have not assimilated this kind of training in short term duration. It is therefore essential to provide academic refreshment on regular interval.*

Keywords: *Teacher's Competencies, Tribal Children, Primary Education*

Introduction

The tribal community of a fifth scheduled state like Orissa by virtue of the Panchayat Extension to Scheduled Areas Act, shortly known as the PESA Act, 1996, is supposed to have participatory involvement in all development activities including primary education. Quality aspect of the primary education indicates the quality teaching learning activities and a participatory school management involving the teachers and the community. Since the literacy rate and education level of the tribal community is found low, the degree of community participation in school management is assumed to low. Therefore, the role of teachers working in tribal area schools remains important in managing the school involving the tribal community as well as enhancing the quality of teaching learning activities in school. But, it has been observed that working in tribal schools and that are in interior tribal pockets of hillsides not to the liking and interest of the teachers particularly the non-tribal teachers (Bhargava, 1989, Biswal, 1991, Pal, 1995). Further, most of the teachers working in tribal area in Orissa are non-tribal (Ekka, 1990, Panda, 1992, DPEP Report 1995, Sahoo & Das, 2006, Das, 2009, 2014). The state of Orissa having acute problems in education of tribes

needs to be studied in relation to teachers' empowerment and schooling process at primary stage.

Objectives and Methodology

1. To study the teachers' participation in relation to teaching learning activities and management of tribal area schools.
2. To study the constraints as faced by the tribal area teachers and education functionaries.
3. To develop the future scenario of teachers' empowerment in tribal area schools.
4. Eighteen primary schools have been selected for this study. The purposive sampling procedure was adopted in selecting the schools from three tribal districts such as Rayagada, Gajapati and Kalahandi. Along with 18 primary schools available teachers (34) and education functionaries (42) consisted the sample for the present study. The study was conducted in three phases of field visit in order to observe the changing developments in teachers' participation in teaching-learning activities and school management.

Besides the field study experience, teachers' competence observation scale as well as separate interview schedules for teachers and education functionaries were used for collection of data. The data were analyzed both quantitatively and qualitatively. The future scenario of teachers' empowerment in tribal area schools was developed in a state level workshop.

Analysis and Interpretation

The analysis and interpretation of data have been done objective wise

Teacher's Participation with reference to teachers' competencies

The teaching behavior in the study has been evaluated with reference to teachers' competencies. Teachers' competencies have been observed for 18 days at each school in three different phases of study. The observation was not restricted to classrooms only. Classroom was a part of observation. Teachers' activities have also been observed outside the classroom and teachers' relation with community of the school village.

Table 1: Teachers' Competencies Component Wise in the Context of Nature of School
(N = 22)

Source of Variation	Context	Lowest	Below Average	Average	Above Average	Highest	Sample Observations =67	Observed χ^2 value of 3x5 contingency Table at df=8
<i>Preparation for Classroom Activities</i>								
1. Prepared Activity based lesson Plan	NPS	07 (58.33)	00 (00)	03 (25.00)	02 (16.66)	00 (00)	12 (100)	9.60
	OPS	15 (65.21)	01 (4.34)	02 (8.69)	05 (21.73)	00 (00)	23 (100)	
	RS	27 (84.37)	01 (3.12)	03 (9.37)	01 (3.12)	00 (00)	32 (100)	
2. Organized and selected capsule content with logical	NPS	01 (8.33)	00 (00)	06 (50.00)	05 (41.66)	00 (00)	12 (100)	2.84
	OPS	01	04	11	07	00	23	

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continuity		(4.34)	(17.39)	(47.82)	(30.43)	(00)	(100)	
	RS	01 (3.12)	04 (12.5)	15 (46.87)	12 (37.5)	00 (00)	32 (100)	
3. Assigned home work	NPS	05 (41.66)	04 (33.33)	03 (25.00)	00 (00)	00 (00)	12 (100)	7.48
	OPS	08 (34.78)	06 (26.08)	09 (39.13)	00 (00)	00 (00)	23 (100)	
	RS	11 (34.37)	05 (15.62)	11 (34.37)	05 (15.62)	00 (00)	32 (100)	
Development and Utilization of TLM								
4. Utilized local resources in development of teaching learning material (TLM)	NPS	11 (91.66)	00 (00)	01 (8.33)	00 (00)	00 (00)	12 (100)	5.14
	OPS	18 (78.26)	03 (13.04)	01 (4.34)	01 (4.34)	00 (00)	23 (100)	
	RS	23 (71.87)	05 (15.62)	04 (12.5)	00 (00)	00 (00)	32 (100)	
5. TLM selected were suited to the students and nature of content	NPS	10 (83.33)	01 (8.33)	01 (8.33)	00 (00)	00 (00)	12 (100)	10.37
	OPS	14 (60.86)	04 (17.39)	03 (13.04)	02 (8.69)	00 (00)	23 (100)	
	RS	22 (68.75)	06 (18.75)	04 (12.5)	00 (00)	00 (00)	32 (100)	
6. TLM utilized were adequate and necessary for attaining learning objectives	NPS	10 (83.33)	01 (8.33)	01 (8.33)	00 (00)	00 (00)	12 (100)	11.34
	OPS	14 (60.86)	06 (26.08)	00 (00)	03 (13.04)	00 (00)	23 (100)	
	RS	24 (75.00)	04 (12.5)	04 (12.5)	00 (00)	00 (00)	32 (100)	
Motivation of Pupils								
7. Developed positive attitude and motivated students to participate in learning activities	NPS	02 (16.66)	01 (8.33)	08 (66.66)	01 (8.33)	00 (00)	12 (100)	8.01
	OPS	01 (4.34)	04 (17.39)	13 (56.52)	05 (21.73)	00 (00)	23 (100)	
	RS	00 (00)	03 (9.37)	20 (62.5)	09 (28.12)	00 (00)	32 (100)	
8. Used positive reinforcement and sustained students' interest attention and participation	NPS	02 (16.66)	00 (00)	08 (66.66)	02 (16.66)	00 (00)	12 (100)	9.58
	OPS	00 (00)	06 (26.08)	12 (52.17)	05 (21.73)	00 (00)	23 (100)	
	RS	01 (3.12)	04 (12.5)	19 (59.37)	08 (25.00)	00 (00)	32 (100)	
9. Directions/Guidance were given to eliminate students' non-attending behaviour	NPS	01 (8.33)	09 (75.00)	02 (16.66)	00 (00)	00 (00)	12 (100)	15.93*
	OPS	06 (26.08)	07 (30.43)	10 (43.47)	00 (00)	00 (00)	23 (100)	
	RS	01 (3.12)	13 (40.62)	14 (43.75)	04 (12.5)	00 (00)	32 (100)	
Communication in Classroom Management								
10. Managed activity based classroom transaction (ABCT)	NPS	06 (50.00)	01 (8.33)	03 (25.00)	02 (16.66)	00 (00)	12 (100)	5.32
	OPS	15 (65.21)	01 (4.34)	04 (17.39)	03 (13.04)	00 (00)	23 (100)	
	RS	25	03	02	02	00	32	

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		(78.21)	(9.37)	(6.25)	(6.25)	(00)	(100)	
11. Linked text book language with students' understanding	NPS	05 (41.66)	00 (00)	04 (33.33)	03 (25.00)	00 (00)	12 (100)	9.44
	OPS	01 (4.34)	05 (21.73)	10 (43.47)	07 (30.43)	00 (00)	23 (100)	
	RS	06 (18.75)	06 (18.75)	12 (37.5)	08 (25.00)	00 (00)	32 (100)	
12. Cited examples from local life situation	NPS	06 (50.00)	05 (41.66)	01 (8.33)	00 (00)	00 (00)	12 (100)	11.66
	OPS	03 (13.04)	09 (39.13)	10 (43.47)	01 (4.34)	00 (00)	23 (100)	
	RS	11 (34.37)	12 (37.5)	06 (18.75)	03 (9.37)	00 (00)	32 (100)	
13. Encouraged students' participation and response to teacher	NPS	01 (8.33)	04 (33.33)	05 (41.66)	02 (16.66)	00 (00)	12 (100)	9.27
	OPS	00 (00)	04 (17.39)	13 (56.52)	06 (26.08)	00 (00)	23 (100)	
	RS	00 (00)	04 (12.5)	15 (46.87)	13 (40.62)	00 (00)	32 (100)	
<i>Evaluation of Learning Outcomes and Remediation</i>								
14. Applied appropriate procedure of evaluation in classroom	NPS	01 (8.33)	04 (33.33)	07 (58.33)	00 (00)	00 (00)	12 (100)	9.67
	OPS	03 (13.04)	02 (8.69)	17 (73.91)	01 (4.34)	00 (00)	23 (100)	
	RS	01 (3.12)	04 (12.5)	21 (65.62)	06 (18.75)	00 (00)	32 (100)	
15. Conducted continuous and comprehensive evaluation	NPS	01 (8.33)	03 (25.00)	08 (66.66)	00 (00)	00 (00)	12 (100)	14.16
	OPS	03 (13.04)	09 (39.13)	07 (30.43)	04 (17.39)	00 (00)	23 (100)	
	RS	03 (9.37)	08 (25.00)	19 (59.37)	02 (6.25)	00 (00)	32 (100)	
16. Diagnosed students' constraints in understanding lesson and adopted appropriate remedial measures	NPS	01 (8.33)	05 (41.66)	05 (41.66)	01 (8.33)	00 (00)	12 (100)	1.98
	OPS	01 (4.34)	14 (60.86)	06 (26.08)	02 (8.69)	00 (00)	23 (100)	
	RS	01 (3.12)	16 (50.00)	11 (34.37)	04 (12.5)	00 (00)	32 (100)	
<i>Organization of Co-curricular Activities</i>								
17. Involved students in cultural activities and celebration in and outside the school	NPS	02 (16.66)	02 (16.66)	05 (41.66)	03 (25.00)	00 (00)	12 (100)	10.02
	OPS	01 (4.34)	04 (17.39)	13 (56.52)	05 (21.73)	00 (00)	23 (100)	
	RS	00 (00)	06 (18.75)	13 (40.62)	10 (31.25)	03 (9.37)	32 (100)	
18. Implemented innovative games with and without games material	NPS	03 (25.00)	04 (33.33)	04 (33.33)	01 (8.33)	00 (00)	12 (100)	2.88
	OPS	07 (30.43)	10 (43.37)	06 (26.08)	00 (00)	00 (00)	23 (100)	
	RS	12 (37.5)	11 (34.37)	08 (25.00)	01 (3.12)	00 (00)	32 (100)	
19. Organized local tradition based	NPS	09 (75.00)	02 (16.66)	01 (8.33)	00 (00)	00 (00)	12 (100)	5.65

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orchestra song and dance program in school	OPS	15 (65.21)	05 (21.73)	02 (8.69)	01 (4.34)	00 (00)	23 (100)	
	RS	20 (62.5)	02 (6.25)	06 (18.75)	04 (12.5)	00 (00)	32 (100)	
Community Participation								
20. Showed receptive attitude to the community members who visited the school	NPS	02 (16.66)	03 (25.00)	04 (33.33)	03 (25.00)	00 (00)	12 (100)	11.21
	OPS	00 (00)	06 (26.08)	14 (60.86)	03 (13.04)	00 (00)	23 (100)	
	RS	01 (3.12)	03 (9.37)	22 (68.75)	05 (15.62)	01 (3.12)	32 (100)	
21. Established rapport with the community members	NPS	02 (16.66)	03 (25.00)	03 (25.00)	04 (33.33)	00 (00)	12 (100)	5.32
	OPS	01 (4.34)	08 (34.78)	05 (21.73)	09 (39.13)	00 (00)	23 (100)	
	RS	02 (6.25)	08 (25.00)	14 (43.75)	08 (25.00)	00 (00)	32 (100)	
22. Encouraged and utilized community involvement in school functions, management, planning and academic activities	NPS	02 (16.66)	02 (16.66)	04 (33.33)	04 (33.33)	00 (00)	12 (100)	5.97
	OPS	01 (4.34)	03 (13.04)	14 (60.86)	05 (21.73)	00 (00)	23 (100)	
	RS	07 (21.87)	02 (6.25)	17 (21.87)	06 (53.12)	00 (00)	32 (100)	
Institutional Planning and Management								
23. Managed school work by leading the team of colleagues	NPS	02 (16.66)	01 (8.33)	06 (50.00)	03 (25.00)	00 (00)	12 (100)	11.17
	OPS	01 (4.34)	01 (4.34)	16 (69.56)	05 (21.73)	00 (00)	23 (100)	
	RS	01 (3.12)	00 (00)	15 (46.87)	13 (40.62)	03 (9.37)	32 (100)	
24. Developed and maintained the school budget with available funds	NPS	01 (8.33)	01 (8.33)	06 (50.00)	04 (33.33)	00 (00)	12 (100)	8.74
	OPS	00 (00)	01 (4.34)	15 (65.21)	07 (30.43)	00 (00)	23 (100)	
	RS	00 (00)	02 (6.25)	18 (56.25)	09 (28.12)	03 (9.37)	32 (100)	
25. Maintained and utilized records, documents, infrastructural and physical resource support	NPS	00 (00)	00 (00)	03 (25.00)	07 (58.33)	02 (16.66)	12 (100)	15.05
	OPS	00 (00)	01 (4.34)	10 (43.47)	12 (52.17)	00 (00)	23 (100)	
	RS	00 (00)	04 (12.5)	07 (21.87)	10 (31.25)	11 (34.37)	32 (100)	

NPS - New Primary School

OPS - Old Primary School

RS - Residential *Sevashram* Primary School

*Significant at 0.05 level

**Significant at 0.01 level

Note: Numbers in the Parentheses indicate percentage

It is evident that the only competency like 'directions/guidance were given to eliminate students' non-attending behaviour' has been found significant at 0.05 level. It indicates that

there is significant difference among the teachers working in residential *sevashram* primary schools; old primary schools and new primary schools in relation to the competency 'directions/guidance were given to eliminate students' non-attending behaviour'. In other words it can be delineated that the teachers working in residential *sevashram* primary schools have performed better in the above competency as compared to their counterpart teachers working in new primary and old primary schools respectively.

Furthermore, teachers working in residential *sevashram* primary schools are found better competent on the competencies like 'conducting continuous and comprehensive evaluation', 'diagnosing students' constraints and providing remedial teaching', 'assigning homework', 'motivating students to participate in learning activities', 'using positive reinforcement and sustaining students' participation', 'citing examples from local life situation' and 'encouraging students' response to teachers' as compared to their counterpart teachers working in new and old primary schools.

The teachers working in new primary schools have shown better in the competencies like 'organizing and selecting capsule content with logical continuity', 'implementing innovative game with and without games material' and 'managing activity based classroom transaction' in comparison to their counterpart teachers working in old and residential *sevashram* primary schools. The teachers working in old primary schools are found better in the competencies such as 'utilizing local resources in development of TLMs', 'selecting appropriate TLMs suiting to the students and nature of content', 'using adequate TLMs', 'linking test book language with students' understanding' and 'establishing rapport with the community' in comparison to their counterpart teachers working in new and residential *sevashram* primary schools.

Training needs identified

The training needs have been identified with reference to nature of school.

The following competencies have been witnessed as the weakest competencies among the teachers working in new primary schools: 'assigned homework', 'directions/guidance were given to eliminate students non-attending behaviour', 'linked text book language with students' understanding' and 'cited examples from local life situations'.

The following competencies have been evident as weakest competencies among the teachers working in old primary schools: assigned home work, 'directions/guidance were given to eliminate students' non-attending behaviour' and 'diagnosed students constraints in understanding lesson and undertaken appropriate remedial measure'.

The following competencies have been observed as the weakest competencies among the teachers working in residential *sevashram* primary schools: 'linked textbook language with students understanding' and 'cited examples from local life situations'.

A bunch of other competencies which have been found as the weaker competencies among the teachers working across the nature of schools are as follows: 'prepared activity based lesson plan', 'utilized local resources in development of teaching learning material', 'TLM selected were suited to the students and nature of content', 'TLM utilized were adequate and necessary for attaining learning objectives', 'managed activity based classroom transaction', 'implemented innovative games with and without games material', 'organized local tradition based orchestra song and dance programme in school' and 'encouraged and utilized community involvement in school functions, management, planning and academic activities'.

Teachers' reaction towards in-service training and school level practices

Teaching learning activities perceived by teachers have been categorized as the following:

- The TLM grant is helpful in the developments of TLMs.
- In-service teacher training is essential for teachers' improvement.
- ABCT takes more time for preparation and needs a lot of innovative ideas.
- The flexibility of implementation of ABCT is less possible due to lack of separate classrooms, lack of spacious school campus and low attendance of children in tribal schools.
- In-service teacher training was imparted late to the teachers of residential *sevashram* primary schools.
- TLM grant is utilized in developing charts flash cards, pictorials, purchasing maps etc.
- In-service training helps in learning new teaching methods: ABCT, Multi-grade Teaching, Development of TLMs and Activity Banks.
- Home environment of tribal children doesn't facilitate their education.
- Bilingual primer helps in understanding the difficulties of content.
- There are language problems with non-tribal teachers working in tribal schools.
- In-service training lack subject based activity transaction skills.
- ABCT helps a lot in improving students' understanding better than traditional approach.
- The overall view is that the teachers are seen active than before DPEP operation.
- Many teachers utilize the local resources like seeds, stones, soils etc. in preparing the low cost TLMs.
- The teacher programme lack competent resource persons and discipline.
- Teachers are not using ABCT regularly.
- Most teachers are not making and following timetable.
- There is lack of structural activities in school functioning.

Perceptions of teachers in relation to community ownership of school management in tribal belt revealed:

- The tribal parents remain busy in their livelihood activities.
- It is inconvenient in case of non-residential teachers to wait till the evening or the arrival of the community members from the field in view of VEC meeting or any other consultations.
- Many teachers have experienced ill treatment by tribal youths in case of teachers' denial to give minimum charged money to the youths for wine, feast or celebration of some festivals.
- Often the VEC members charge wage for attending the meeting or training.
- A few parents help in various activities of the school on teacher's request.

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- In many tribal villages, the tribal community has made arrangement of master ghar/master vasa (teacher's house) to motivate the teachers to stay in the village.
- Most of the teachers (around 80 per cent) perceive that the parents prefer hostel facilities for their children and especially for girls.
- A substantial number of teachers (60 per cent) perceive that they have been given respect through submissive answer by tribal parents when the teachers ask about the education of their children.
- A few teachers (20%) have established rapport with the tribal members and motivated them to participate in school management.

Constraints as Faced and Perceived by the Teachers and Education Functionaries

The teachers and education functionaries perceived a number of constraints on the way of their normal functioning in the tribal belt, which have been categorized as the following:

- Lack of all weather roads, transport and communication facilities.
- Lack of residential facilities.
- Lack of electricity.
- Lack of market facility
- Fear of malaria prone climate
- Lack of health facilities
- Lack of knowledge of tribal language and culture
- Existing prejudices among teachers about the tribal community.
- Lack of interest and attitude to do job in interior tribal belt
- Less possibility of early transfer
- Lack of better educational environment for their children
- Lack of special incentives for serving the tribal belt.
- Poorly paid remuneration to SSS/ Para teachers. They are being treated as second category teachers which fans the embers of discontentment and lack of will and attitude to work. The situation was found detrimental to quality teaching learning activities.
- Lack of entertainment environment
- Less opportunity for their socio economic upliftment.

Future Scenario of Teacher's Empowerment in Tribal Area Schools

A state scenario was developed through an exercise of state level erudite experts in the field of tribal education in a workshop held at Regional Institute of Education, Bhubaneswar, Orissa. Small group discussions among the experts lead towards emergence of the following scenario of teachers' empowerment in tribal area primary schools.

Most (60 per cent) of the tribal children have been observed positively motivated towards primary schooling. However, the irregularity of teachers, lack of adequate classroom activities, lack of plays and game activities in school and parental engagement in various household activities have often weakened their motivation towards school. In many schools

the above said negative factors have been overcome by the organization of activity based teaching learning environment in school campus. This method involves many interesting activities, plays, games and action songs, which absolutely make learning participatory, learners' friendly and joyful. The complete adoption of activity-based method will motivate the children towards school. It may take time on the part of all the teachers to be motivated in adopting such methods in their day-to-day classroom practices. But the challenge before teachers remains surging round the innovations of joyful learning activities and involvement of learners in participatory learning techniques. Within a decade, adequate in-service training exposure to all the teachers will ensure appropriate use of such teaching methods effectively to motivate all the children towards school.

More than 60 per cent teachers have been observed less competent in the competencies like 'preparing activity based lesson plan', 'managing activity based classroom transaction', 'utilizing local resources in development of TLMs', 'utilization of TLM necessary for attaining learning objectives', 'implementing innovative games with and without games material', 'establishing rapport with the community members' and 'encouraging and utilizing community involvement in school functions, management, planning and academic activities'. However, most of the teachers have been observed at average level with 'positive attitude to the community members who visited the school', 'developing and maintaining school budget with available funds', 'maintaining and utilizing school records', 'linking textbook language with students understanding', 'diagnosing students constraints' and 'assigning homework'. The intervention like in-service training package on subject specific teacher competencies will enhance teacher competencies. The resource hubs like CRCs, BRCs and DIETs will take a leading role in empowering tribal area teachers. It will not be exaggeration to say that within a decade and half all the primary teachers will be acquainted with ICT related teacher competencies to manage EDUSAT supported lesson delivery programmes at school level.

Major Findings

- Teachers working in residential Sevashram primary schools are found more competent on the competencies like 'direction/guidance were given to eliminate students' non-attending behaviour 'conducting continuous and comprehensive evaluation', 'diagnosing students' constraints and providing remedial teaching' as compared to their counterpart teachers working in new and old primary schools respectively.
- The major training needs of the teachers are identified on the competencies like 'preparing and managing activity based classroom transaction', utilization of local resources in development of teaching learning materials, 'conducting continuous and comprehensive evaluation', 'diagnosing students' constraints and providing remedial teaching', establishing rapport with the community' and 'involving community members in the process of school management.
- In-service training as perceived by the teachers helps in acquiring competencies on ABCT, multi-grade teaching, and development of TLMs and activity banks.
- The major problems as perceived by teachers and education functionaries are : lack of innovative ideas and time for preparing ABCT, Project based TLMs and activity banks ; implementation of ABCT is less possible due to lack of separated classrooms, least knowledge of tribal language and culture among non-tribal teachers and lack of teachers' time, lack of will and competencies for initiating community involvement in school management.

- The intervention like in-service training package on subject specific teachers' competencies will enhance teachers' competencies. The resource hubs like CRCs, BRCs and DIETs will take a leading role in empowering tribal area teachers. It will be not exaggeration to say that within a decade and half all the primary teachers will be acquainted with ICT related teachers' competencies to manage EDUSAT supported lesson delivery programmes at school level.

Discussion and Conclusion

Teacher behaviour could be better motivating if the teachers were prepared and psychologically motivated to adopt such strategies. It has been found that most of the teachers in tribal area primary schools lack their competencies in development of TLMs and activity banks, in planning and organizing ABCT method and other methods of joyful learning. The teachers have also been observed less competent in diagnosing students' constraints in understanding lesson and undertaking appropriate remedial measures, establishing rapport with the community and utilizing and encouraging community involvement in school management activities. Though the teachers have been given in-service education on joyful learning through activity based classroom transaction method, the teachers on their part have not assimilated this kind of training in short term duration. It is therefore essential to provide refreshment on regular interval. In this connection Govinda (1999) pointed out that the key to bringing improvement in school education lies not in global measures but in on the spot tackling of existing problems at school level. He recognized 'the headmaster as the king pin who has to determine the internal efficiency and effective functioning of the school. The major constraints in teaching learning activities as found in present study are: most of the teachers do not use local tribal language in classroom; dearth in citing examples from local life situations and constant use of textbook method make the classrooms boring. In poorly accessible schools most of the times the teacher remains busy in record making leaving children to resort on self activities and play. This finding is found in consonance with the findings of a study in a DPEP tribal district carried out by Sule (2002). Therefore, the major thrust must be on improving school organization activities. The teachers serving in tribal area schools must be empowered with an advanced strategy to bring the quality culture in primary education.

Implications of the Study

The study has many seminal implications:

Teaching learning activities are in a dismal state. Textbook method still dominates the teaching learning process. Most of the teachers have been observed less competent in preparing and managing ABCT, utilizing local resources in preparing low cost TLMs, utilization of TLMs in attaining learning objectives and organizing co-curricular activities, establishing rapport with the community and utilizing community members in school management. Besides these, there is need for immediate interventions in enrichment of teachers' knowledge in tribal language and culture, improving curriculum with local life examples, introduction of bilingual at the initial classes in view of enhancing the quality of children's understanding, the classroom performances and learning achievement. The implications for different target groups are as follows:

- The policy makers/programme implementers should enrich the on-going in-service teacher education programme in terms of increasing time duration and quality of training. They should re-look the curricular limitations of the present curriculum. Provision must be made for introduction of bilingual curriculum at initial classes.

- The education functionaries/monitoring personnel must see the teachers are adequately trained in various academic and management activities especially in the context of tribal area. They must see all teachers are involved in development of activity banks, local resource based TLMs and their adequate use in their activity-based classroom transactions. The educational administrators at wider level that means related to a zone/district of school must see the work-shops, trainings programmes for the teachers are being arranged from time to time. The cluster and block level monitoring personnel should provide onsite academic and management support to the teachers of the school under their jurisdictions.
- The headmasters of primary school must provide all possible facilities to the teachers so that they may be able to attend the teachers training programmes and be competent enough to organize the academic and management activities at school level. He must provide continuous feedback to the teachers in development of TLMs and organization of activity-based classroom transactions, co-curricular activities, community relation and management activities at school level.
- The teachers must accept their changing role in the context of a paradigm shift in teaching learning activities. They should act as a guide/initiator of learning experiences; a developer a facilitator/provider of teaching learning materials or the activity centred teaching learning process rather than going monotonous. The teacher should make every teaching learning activity interesting and joyful. They must increase the teaching-learning time and utilization time of the facilities and TLMs. In view of increasing the school participation of children the teachers must enhance their competencies in relation to community involvement in school management and parental cooperation in teaching learning activities. As a part of practice the teacher may involve the parents in development of low cost and local resource based TLMs. The teacher may practice local language as the medium of instruction in view of enhancing learners' understanding. The teacher may give home assignment to children for increasing the learning time. The teacher may organize various co-curricular activities for the children.
- The children must be encouraged and involved in participative and activity based learning. They may take part with their teachers in collecting the local resources, in developing TLMs, in preserving TLMs, in open and fearless interaction with teacher, showing interest and taking part in plantation gardening, cleaning the school campus and other co-curricular activities. Making these practices consolidated, the teachers and parents must help the children as the initiator or facilitator.
- The curriculum designers must take the care to include various concepts, local specific ideas and information in curriculum meant for tribal children so that they can be of best use in improving teaching learning activities. Special emphasis must be given on the development of bilingual primers and bilingual textbooks at initial levels for the tribal children.
- The textbook writers, while writing the textbooks, should incorporate large number of appropriate examples from local life situations in order to comprehend the concept. The examples be positive or negative. The textbook writer should follow the activity-based model while writing the textbooks for the children of primary classes, as it is evident that the children are strongly motivated towards activity based teaching learning. So the textbook writers must have the training in using these techniques with reference to attainment of learning objectives.

- The SIEMATs and DIETs should see proper training arrangement for the education functionaries/resource persons related to curriculum designing, textbook writing, school monitoring and supervision, academic and management support, in-service training of teachers and training to community leaders, VEC/PTA/MTA members. These institutions may organize workshops, seminars and orientation programmes for the resource persons. The resource persons should take interest in continuous participation and modification of their training strategies coping to the needs from the fields.

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