



TEACHING LEARNING PRACTICES IN DIFFERENT TYPES OF ELEMENTARY SCHOOLS IN ODISHA WITH VARYING MANAGEMENT STRUCTURE: SOME CASE ANALYSIS

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ABSTRACT

This present study was undertaken to study the Teaching Learning Practices in Different types of Elementary schools in Odisha: A Case Study. This is a case study and the research setting for this study at four schools. These are Odisha Adarsha Vidyalaya, Jawahar Navodaya Vidyalaya, Chandi Prasad U. P. School and Saraswati Shishu Vidya Mandir, Barang, Cuttack. Objective of this study was to study the educational facilities with reference to infrastructural facilities, teaching-learning materials, teaching-learning practices, curricular activities and co-curricular activities organised in the school. 4 Headmasters, 610 students and 40 teachers were the key informants of the study. The data were collected through a self developed questionnaire for teachers, observation schedule for classroom transactions and availability of infrastructural facilities, focus group discussion for students and a semi structured interview schedule for Headmasters. The major findings of the study reveal that the campuses of four schools are in a disciplined, peaceful area. There are various kinds of teaching learning resources available for the student. Teaching by demonstration method is more effective and fruitful. It gives importance to students' progress rather than students' results. This present study also reveal that JNV and OAV provide higher quality of teaching learning practices than Saraswati Shishu Vidya Mandir and Chandi Prasad U. P. School.

Key Words-Teaching Learning Practices, Elementary School, Management Structure, Case Study

Background of the Study

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress and the adults who provide for the care and education of young children bear a great responsibility for their health, development and learning. The best schools facilitate not just academic but all round development in every sphere of life. School is the place where the foundation stone of a child's future is laid, so it is important that school pays proper attention to all the aspects of development in the early stages of growth. Academics and co-curricular activities are equally important for a child's overall growth and development. Cultural activities must therefore be emphasised at school and all the children should be encouraged to participate in musical and artistic pursuits. Learning these art forms has multifaceted benefits for the children as they become more disciplined and at the same

time learn the essentials of teamwork and healthy competition. Knowledge and proficiency in Cultural activities such as music, dancing and arts are essential for the all-round development of a child (Cambridge, 2017). Students must be made aware of their environment and also taught to be concerned about various issues that plague society.

Teaching and Learning Practices:

Teaching learning aims at the transmission of knowledge, imparting skills and information of attitudes, values and behaviour. Educationists have been trying to analyse the learning process in terms of requirements of the individual and society. Teaching is the process of attending to people's needs, experiences and feelings and intervening so that the eye learn particular things and go beyond the given. Teaching is one of the instruments of education and is a special function is to impart education and skill. The main function of teaching is to make learning effective and meaningful. The learning process would get completed as a result of teaching. So teaching and learning are closely related to each other. Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. The teaching learning therefore becomes a process by which changes in behavioural patterns are produced through experience. The teaching learning is brought about through teaching. The teaching process is the arrangement of the environment within which the students can interact and study how to learn.

REVIEW OF RELATED LITERATURE

Studies Related to Jawahar Navodaya Vidyalaya:

Brijesh and Kumar(2012)have conducted a study on professional experience of physical education teachers in Navodaya Vidyalaya, Bhopal Region. The Objective of the Study was -To identify the various problems of physical education teachers working in Navodaya Vidyalayas, Bhopal Region. Methodology of the study was Descriptive Survey Design. Sampling Technique was Simple Random Sampling. Tools were Questionnaire and Percentage Calculation was taken as the technique. Findings of the study say that 25% teachers stated that they would never choose physical education as a profession again. All physical education teachers stated that they were helped by other teachers during the intramural session.

Singh and Kumar (2012) have conducted a study on job satisfaction and stress among teachers of different faculties of Jawahar Navodaya vidyalayas of India. The Objective of the study was to analyse the job satisfaction and job stress among different faculties of Jawahar Navodaya Vidyalayas of India. Methodology of the study was Descriptive Survey Design; Sampling Technique was Simple Random Sampling. Tools were Standardised Questionnaire for Job Satisfaction and Standardised Questionnaire for Job Analysis. Techniques were Mean and Standard Deviation. Findings of the study revealed that there is low degree of job satisfaction and very much job stress among teachers of different faculties of Jawahar Navodaya Vidyalayas of India.

Goswami(2015)has conducted a study on Teachers role in Jawahar Navodaya Vidyalayas :A Case Study. The Objective of the Study was To find the activities conducted by the teachers in Jawahar Navodaya Vidyalayas. To study the academic excellence and all round development of learners personality. Methodology of the study was Case Study Design. Tools were Questionnaire and Interview Schedule. Techniques were Thick Description. Findings of the study were Teachers' role in Jawahar Navodaya Vidyalayas clearly established that due to the distinct nature of these vidyalayas and their objectives the role played by its teachers is quite unique.

Studies Related to Government Elementary School:

Majhi and Mallick (2019) has investigated a study on Infrastructural Development and Enrolment in Elementary Education in Odisha. Objectives of the Study was To study the role of infrastructure plays in promoting the enrolment in primary schools in the state of Odisha. Methodology of the study was Descriptive Survey Design. Sampling Technique was Simple Random Sampling. Tools were Questionnaire and Interview Schedule. Techniques were Percentage Calculation. Findings of the study were that the physical infrastructure does play a significant role in promoting enrolment in primary education level. The Classroom related to factors that positively influence the enrolment but not significantly. High dropout is still a problem to be taken care of to enhance the quality of education in rural areas.

Senapati (2021) conducted a study on Appraisal of Continuous and Comprehensive Evaluation Process in Elementary Schools of Odisha. The Objective of the Study was To study the existing evaluation practices adopted by the elementary schools of odisha state with regards to- Provision of continuous evaluation in scholastic areas. Types of tools and techniques used. To find out the level of teachers' awareness on CCE and explore the problems faced by them while implementing CCE in schools. Find Out perception of students about implementation of CCE. Methodology of the study was the Descriptive Survey Method. Sampling Technique was Simple Random Sampling. Tools were Questionnaire and Interview Schedule. The Technique was Percentage Calculation. Findings of the study was that all teachers conduct written tests in scholastic areas whereas about 83% of teachers conduct observation and maintain portfolio records in scholastic areas.

Nayak and Palita(2021)conducted a study on Problems and Issues of Primary Education in Odisha. The Objective of the Study was To identify the problems and issues of primary education in Government and Private Primary School in terms of physical infrastructure i. e. number of permanent buildings, number of classrooms, playground, water facilities, toilet facilities and students educational performance. Methodology of the study was mixed Design. Sampling Technique was Purposive Sampling. Tools were Questionnaire, Interview Schedule and Focus Group Discussion. Techniques were SPSS and Thick Description. Findings of the study was Government schools have large spacious, permanent and according to standard school buildings. Teachers are also highly qualified and trained. The school provides all infrastructural facilities including building, hall, furniture, library, toilet facilities etc. Private schools do not have large spacious and permanent buildings, classrooms and trained teachers.

Studies Related to Teaching Learning practices:

Pradhan (2015) has conducted a study on Low Learning Achievement of Children in Elementary Schools of Tribal and Rural Pockets of Odisha. The Objective of the Study was to study the learning achievement of the learners in elementary schools of odisha. To study the views of teachers with regard to the factors accountable of low learning achievements of the learners at elementary stage. To find out the suggestive remedies from the teachers to improve the learning achievements of the learners of elementary schools. Methodology of the study was Descriptive Survey Design. Sampling Technique was Simple Random Sampling. Tools were Questionnaire and Interview Schedule. Technique was Percentage Calculation. Findings of the study were Teachers are serious about completing their course ignoring the needs, interest, mental ability and Standard of their learners. Notebooks of the students are not evaluated regularly. Students of tribal and rural pockets of Odisha are not regular in school. The suggestive remedies are infrastructural facilities of schools should be dropped as per Right to Education Act. Adequate number of teachers should be appointed in schools.

Garba and Byabazaire et.al. (2016) has conducted a study on Teaching Learning Approaches: The Trend of Development in Malaysian Schools Within The Context of Asia Pacific. The Objective of the Study was to study the availability of Internet connectivity in educational institutions. To study the use of computers by teachers for teaching. Methodology of the study was Case study Design. Tools were Questionnaire, Interview Schedule and Observation Schedule. Techniques were Thick Description. Researcher have found that ICT infrastructure and internet connectivity in educational institutions provides learners and teachers the opportunity of adopting 21st century teaching-learning methods that promotes the development of 21st century skills. Findings showed a unique unexpected changing pattern in the use of computers and the Internet among school teachers.

Maspho and Mahlo (2017) has conducted a study on Basic Facilities and Academic Achievement: A Comparative Study on Boarding and Non-boarding Schools. The Objective of the Study was To find out the availability of basic facilities in boarding and non-boarding schools. To study the academic achievement of the students of boarding and non-boarding school. Methodology of the study was Descriptive Survey Design. Sampling Technique was Simple Random Sampling. Tools were Questionnaire and Academic Report. The Technique Was a t-test. Findings of the study showed a significant difference in basic facilities between boarding and non-boarding schools with the former having more basic facilities. It also revealed a significant difference between low and high achieving scholars in basic facilities with high achievement scholars being in boarding school. The study revealed that the basic facilities have a positive correlation with academic achievement.

Rationale of the Study:

The researcher came across various studies from different types of schools regarding their facilities, classroom transactions etc. Studies conducted from both boarding and non boarding schools and also public, private schools as well. And found that the majority number of teachers is adopting suitable teaching learning strategies. Regarding infrastructural facilities, ICT infrastructure and internet connectivity in educational institutions provides better opportunity for learning (Garba, Byabazaire& Busthame,2015) and Maphoso(2017) found that there is a significant difference in basic facilities between boarding and non-boarding schools and also there is a positive correlation with academic achievement. Pardesh and Deshmukh (2012) revealed that there was very limited number of students of Jawahar Navodaya vidyalayas qualified in the entrance test for admission in the professional courses. Odisha Government has taken many steps to provide quality education. It is important to know the progress of the schools and all its facilities. Hence, the researcher wanted to study the Teaching Learning Practices in different Types of schools in Odisha. Schools like JNVs are taking quality students by conducting entrance examinations and Adarsh school is following the same procedure. It is another reason to see the quality of education and facilities in these kinds of schools.

Objectives of the study:

1. To find out the infrastructural facilities available in different types of elementary schools in Odisha with varying management structure.
2. To find out the availability and use of teaching-learning resources in different types of elementary schools in Odisha with varying management structure.
3. To study the teaching-learning practices in different types of elementary schools in Odisha with varying management structure.
4. To study the Co-curricular activities undertaken by different types of elementary schools in Odisha with varying management structure.
5. To investigate the modalities of assessment and evaluation in different types of elementary schools in Odisha with varying management structure.

Research Questions:

1. How adequate infrastructural facilities are available in different types of elementary schools in Odisha with reference to their management type?
2. How adequate are the teaching - learning resources used by different types of elementary schools in Odisha with varying management structure?
3. What are the teaching - learning practices undertaken by different types of elementary schools in Odisha with varying management structure?
4. What are the Co-curricular activities undertaken by different types of elementary schools of Odisha with varying management structure?
5. What are the practices followed for assessment and evaluation by different types of elementary schools in Odisha with varying management structure?

METHODOLOGY OF THE STUDY**Design of the study**

The present study is a qualitative study. Qualitative research is an approach which studies in a natural setting with in-depth observation. Case study was adopted as a design of the study in this present research. According to Best and Khan(2019), Case study is a way of organising social data for the purpose of viewing social reality. The unit may be a person, a family, a social group, a social institution or a community. The purpose is to understand the life cycle or an important part of the life cycle of the unit. For this reason, the researcher has taken case study as the design of the present study. As the researcher wants to go in depth in those particular institutions, case study is the appropriate one.

Case Size and Key Informants

The research setting for this case study on four schools are Odisha Adarsha Vidyalaya, Jawahar Navodaya Vidyalaya, Chandi Prasad U. P. School and SaraswatiShishu Vidya Mandir, Barang, Cuttack .These study consist of 6th to 8th classes of elementary level. There are a total of 4 headmasters, 40 teachers, and 610 students selected through the help of purposive sampling technique.

Tools of Data Collection and Data Analysis

The data were collected through visiting the site physically with the help of self developed tools. Data were collected by administering the questionnaire on the teachers, it consists of 25 items and observation schedule for classroom transactions and Availability of Infrastructural Facilities, it consists of 20 items, Focus Group Discussion for Students, it consists of 11 items and a Semi Structured Interview Schedule was conducted for the headmasters, it consists of 14 items. The data collected from teachers through questionnaires, from Headmasters through a semi structured interview schedule, data regarding classroom transactions and availability of infrastructural facilities was collected through observation schedules and from students by conducting focus group discussion. The investigator analysed the data with a thick description. The researcher also used a simple percentage to analyse the data.

RESULTS AND DISCUSSION

The present study revealed the quality of teaching learning practices in different types of elementary schools in Odisha. This study was conducted on four elementary schools where forty teachers, four headmasters and six hundred ten students were available to respond. So, major findings of the study were discussed on the basis of the objectives of the study:

1. To find out the infrastructural facilities available in different types of elementary schools in Odisha with varying management structure.

Infrastructural Facilities Available in Different Types of Elementary Schools in Odisha With Varying Management Structure.	<p>I. The campuses of four schools are in a disciplined, peaceful area . JNV has a total Twenty number of classrooms, OAV has a total fourteen number of classrooms, SaraswatiShishu Vidya Mandir has twelve classrooms, Chandi Prasad U. P. School has a total of five classrooms. So Chandi Prasad U. P School has a lack of classrooms as per the classes.</p>
	<p>II. JNV has library facilities for the students with more books. OAV also provides library facilities to the students. SaraswatiShishu Vidya Mandir also provides library facilities to the students but Chandi Prasad U. P. School do not have an extra room for library purposes and teachers are keeping their books in an almira.</p>
	<p>III. JNV has a total of five toilets, OAV has four toilets, SaraswatiShishu Vidya Mandir has a total of four toilets, Chandi Prasad U. P. School has a total of four toilets. Toilets are neat and clean with proper water connection. But the toilet facility of Chandi Prasad U. P. School is unhygienic and lacks water connection facilities.</p>

2. To find out the availability and use of teaching-learning resources in different types of elementary schools in Odisha with varying management structure.

Availability and Use of Teaching-Learning Resources in Different Types Of Elementary Schools in Odisha With Varying Management Structure.

I. There are various kinds of teaching learning resources available for the student. JNV has black boards in all classrooms, Chalks, maps, charts, globes etc. Besides these materials they have ICT resources, which are Smart board, Audio-visual aids, Computer, Printer, Project, or Scanner, Xerox machines, Interactive white board and Tape recorder.

II. OAV has black boards in all classrooms, Chalks, maps, charts, globe etc. Besides these materials they have ICT resources also. Which are Smart board, audiovisual aids, Computer, Scanner, Xerox machines etc.

III. SaraswatiShishu Vidya Mandir has black boards in all classrooms, Chalks, maps, charts, globe etc. Besides these materials they have ICT resources also. Which are Computer, Xerox machines.

IV. In ChandiPrasad U. P. School has black boards in all classrooms, Chalks, maps, charts, globe etc. There doesn't have any ICT facilities for the students.

V. These are not sufficient to use in classroom activities. The lack of a subject teacher stands as a barrier to providing quality education.

3. To study the teaching-learning practices in different types of elementary schools in Odisha with varying management structure.

Teaching-Learning Practices in Different Types Of Elementary Schools in Odisha With Varying Management Structure

Research Through Innovation

Teachers of JNV stated that 100% teachers have used the lecture method and demonstration method to deliver the content along with 43% teachers stated that they used the play way method, 8% teachers stated that they used an experimental method and 22% teachers said that they used story telling method to deliver the content. Rest of the teachers used demonstration and lecture methods.

Teachers of OAV stated that 100% teachers have used the lecture method along with 59% teachers stated that they used the demonstration method, 17% teachers stated that they used the play way method and 9% teachers said that they used story telling method to deliver the content. Rest of the teachers used lecture methods.

Teachers of SaraswatiShishu Vidya Mandir stated that 100% teachers have used the lecture method along with 40% teachers stated that they used the demonstration method, 30% teachers stated that they used the play way method and 20% teachers said that they used story telling method to deliver the content. Rest of the teachers used lecture methods.

Teachers of Chandi Prasad U. P. School stated that 100% teachers have used the lecture method along with 25% teachers stated that they used the play way method and 25% of teachers said that they used storytelling methods to deliver the content. Rest of the teachers used lecture methods.

All the teachers of four schools stated that the play way and demonstration method is very helpful for transaction of content knowledge. 90% students stated that they enjoyed learning through demonstration and play way methods. Headmasters of these four schools stated that they assess teaching methods, monitor student's achievement, encourage parent's involvement and build a friendly relationship among the teachers and students and also assess teachers and always cooperate with all staff members and also conduct management meetings once per three months for the betterment of the institution.

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Research Through Innovation

4. To study the Co-curricular activities undertaken by different types of elementary schools in Odisha with varying management structure.

	
<p>Co-Curricular Activities of Saraswati Shishu Vidya Mandira.</p>	<p>Co-Curricular Activities of Saraswati Odisha Adarsha Vidyalaya.</p>
	
<p>Co-Curricular Activities of Jawahar Navodaya vidyalaya.</p>	<p>Co-Curricular Activities of Chandi Prasad U.P.School.</p>

I. These four schools provide various kinds of co-curricular activities like Yoga, Sports, Drawing competition, debate etc. They had cultural programmes (Song, dance, drama), sports activities etc. Students have attended block and district level programmes. Celebration of national days, important days including saraswati puja and ganesh puja were observed in these four schools. JNV, OAV and Saraswati Shishu Vidya Mandir provide training for science projects to participate in science exhibitions given to the students.

II. OAV has no PET teacher in the school, Part time instructors from government schools were appointed to train for physical activities. JNV has a PET teacher but Saraswati Shishu Vidya Mandir and Chandi Prasad U. P. Schools do not have PET teachers or any instructor.

III. JNV has the facilities of Scout and NCC programmes but besides JNV those three schools do not provide any facilities regarding Scouts and NCC. Students stated that they enjoyed participating in different co-curricular activities.

IV. Students voluntarily participate in sports and cultural activities like Drawing, Music, Dance, Drama, Running Cricket and Football. Headmasters of these four schools stated that the strength of their school is they loved their students like their own children. They arrange a guardian meeting once every three months to discuss their children. They all are very friendly to their students. They provide equal attention to every child and practises yoga mostly to develop students' physical and mental aspects and also provide different kinds of curricular activities to all the students.

5. To investigate the modalities of assessment and evaluation in different types of elementary schools in Odisha with varying management structure.

Assessment And Evaluation in Different Types Of Elementary Schools in Odisha With Varying Management Structure

I. Teachers of four schools said that they have used annual tests and practised daily question answers and arranging half yearly examination tools to measure the performance of the students.

II. Teachers have said that they have used question answer methods, group discussion and group activities to assess the students in the classroom.

III. JNV, OAV and Saraswati Shishu Vidya Mandir provide assignments and conduct unit tests for the progress of students. Chandi Prasad U. P. School does not provide any facilities regarding unit tests and assessments.

CONCLUSION

The students are disciplined and the classrooms are inclusive in nature. Teaching by demonstration method is more effective and fruitful. It gives importance to students' progress rather than students' results. Schools understand that each individual lives with an evolutionary purpose and unique potential and they provide education according to the interest and potential of the students. The findings of the present study revealed that JNV and OAV provide higher quality of teaching learning practices than Saraswati Shishu Vidya Mandir and Chandi Prasad U. P. School. JNV provides excellent teaching learning practices than Saraswati Shishu Vidya Mandir, Odisha Adarsha vidyalaya and Chandi Prasad U. P. School. But there are quality students, they have talents. They just need training. If the infrastructural facilities are provided adequate numbers then quality can be possible. Sufficient number of teachers is required for the students so that more quality education can be provided. Also these schools require other non-teaching staff .To bring quality in schools, the stakeholders have an important role. The quality of an institution depends upon the attitude of stakeholders towards the school. Sufficient number of staff and other facilities are the booster but utilisation in the proper way is most important. There must be a balance between the flexibility and rigidity of higher authorities during their inspection. In this way the golden dream of education can be fulfilled.

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