



## **A Study on Impact of Strategic Intervention on the Attendance, Performance of the Tribal Girls of Hatadihi Block in Keonjhar District of Odisha**

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### **Abstract:**

*The study deals with the impact of various types of intervention programmes in relation to change and develop the attendance as well as performance of tribal girls. In order to reduce dropout rate to increase the present attendance and performance of the tribal girls' suitable activities are designed to extend intervention to the selected sample. It was a single pre-test, post-test design with 35 numbers of students of upper primary school. The effectiveness of the strategic intervention plan was examined and it was found that the activities exerted positive impact of the learner so far as attendance and performance of tribal girls which was taken in to consideration. Thus the researchers reached the conclusion that suitable strategic intervention can help the learner to increase their not only attendance but also performance of the tribal girls in a qualitative and positive manner.*

**Key Words:** strategic intervention, attendance, performance of tribal girls, SANJUKTA, hatadihi block, KGVS schools, Bridge course

### **Introduction**

India is a multi-racial country. Different parts have different cultural traits and levels of development. It is not un-

common to find that there are certain tribes, which are not yet touched even by the fringe of civilization. Aborigines are examples of this. The word tribe is taken to denote a primary aggregate of people living under primitive or barbarous condition under a headmen or chief. Tribe is a group of families living as a community under one or more chiefs, united by language and customs. There are 427 tribes among the ST dwelling all over India. In India the percentage of tribal population of total population according to census is about 8.6 % of the total population in India (Census of India 2011), or 104,281,034 million people in absolute number and it was 6.17 % in the year 1961.

Among the schedule tribes the most important are the Santals of Odisha as well as in the Keonjhar district. The total population of Keonjhar district is 1561990, among them 685361 are general, 181488 are scheduled caste, 695141 are scheduled Tribes or Tribal people. Among the Tribals 346475 or 49.84% are women. The tribal women accounts for 22.18% of the total population of Keonjhar district. The total population of Hatadihi Block is 147996, among them 25833 are Tribal. Among tribal 13159 are tribal males and 12674 or 49.06% are the Tribal women. Summing up, this study brings community awareness towards education of SC/ST girl children and other minor communities which is one of the big Achievements under SSA – not only do the children get enrolled in schooling but also continue and complete schooling system and ensure quality education.

Now education of the girl child is the call of the hour and women empowerment is the main thrust to bridge the gender disparity. (Among women, tribal women are one of them) Despite a major in literacy rates during the 1990s, the number of children who are not in school remains high and a gender disparity in education persists. There, more girls than boys fail to complete elementary education. From this perspective, the tribal women percentage is very negative. There is improvement in enrollment and attendance rate of the boys and girls but the crux of the problem in those girls is that they lag behind the boys. Hence there is a need to take constructive steps for uplifting the girls in general, tribal girls in particular, in the social sphere through the special weapon of education.

## **Review of related literature**

There are many questions raised at different forums, such as: i) what are the constraints on girl's enrolment in primary/upper-primary/secondary Education; ii) are education and training opportunities for girls in all available programs widely publicized? ii) is primary/upper-primary education offered adequately to tribal girls in rural communities, to increase retention and develop performance of tribal girls? In addition, iv) are there sufficient facilities at primary/secondary training institutions to allow girls to enroll? Deschenes, Tyack, & Cuban (2001, 5) state "Educators need to focus on better adapting the school to the child as the most feasible way to remedy the mismatch in public education and to prevent much of the labelling and stratification in the standards movement that has worked to the detriment of students in previous eras." Numerous research and professional reports suggest comprehensive strategies to improve student learning. Alienation from school, too often reinforced by teachers and administrators, is the most important threat to keeping at-risk students in school. (Gay 2000)

Strategies and processes from the school improvement literature are pertinent for reducing the number of dropouts. Schools that serve students well are those that provide for both the social and academic needs of all students. These schools are characterized by congruence between students' needs and school characteristics, marked by mutually respectful faculty and student interactions both inside and outside the classroom, and staffed by teachers who are "warm demanders" and who persist in ensuring students that they learn. These high performing schools reflect personal attention and support for students in concert with high expectations for academic standards. (Edmonds 1979; Lezotte 1991)

The early research on effective schools compiled characteristics of schools that were dealing with poor and minority children. These "correlates" of effective schools include clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, safe and orderly environment, and home-school relations. (Darling-Hammond,

Ancess, and Ort 2002) More students have access to challenging college preparatory courses, graduate and go on to college. In a study of a set of Coalition Campus Schools Project in New York, small schools that were created to replace two large comprehensive high school noted outcomes of better attendance, lower incident rates, better performance on reading and writing assessments, higher graduation rates, and higher college-going rates. (Quint et al. 2005, ES-4) The academic outcomes included “increased rates of student attendance and graduation, reduced student dropout rates, and improved student performance on the Kansas state tests of reading and mathematics.” District and school leadership and the external technical assistance were critical to successful implementation. The evaluators note that it is “not yet clear whether the expansion sites will replicate the robust findings for Kansas City” (ES-6). McKinley (2005) identified instructional and management strategies that successful teachers use with African American students that appear to close achievement gaps on standardized assessments. The strategies used in her research were drawn from literature reviews, and empirical, quasi-experimental, and survey studies in K-12 settings. Her framework is based on five areas that constitute an equity pedagogy: “(1) effective instruction that is culturally responsive, (2) positive interpersonal relationships that draw on the social constructivist aspects of teaching, (3) cultural congruence with students’ backgrounds, (4) positive attitudes and beliefs that nurture student motivation, and (5) social activism that addresses racism, disparate expectations, conditions, and opportunities to learn” (3). Gay (2002) suggests learning opportunities that work well with students of colour and are consistent with culturally responsive teaching. Although she does not explicitly address dropouts in this discussion, she notes that certain instructional practices are likely to increase the relevance of school for at-risk students. Her suggestions include:

- “Getting students personally involved in their own learning
- Using varied formats, multiple perspectives, and novelty in teaching
- Responding to multiple learning styles
- Modelling in teaching and learning etc.”

## **Rationale of the study**

Man without education like a beast. It is high time to study the empowerment of a girl child, who will become the future citizen and women of Bharat Mata. Empowerment depends upon education and for this we have to give high priority to the girl child education. Tribal literacy rate is 27% less than the overall female literacy rate and widening over decade. Tribal children drop-out rate is at primary 31% and at elementary level 49%. Now SSA, a New launched Programme by govt., aims to bridge all social category gaps at elementary level at all the districts, including keonjhar. The bridging of the gap for the tribal adolescent girls need to be monitored closely and separately to ensure 100% retention a better performance and Zero percent drop out of the 6 -14 age group. All types of support have been provided through proper educated group of adolescent girls. Several attempts have been taken at the initial stage to bring the children to the camp in remote tribal pocket. The studies so far conducted focus on different problems of tribal girls rather than with a particular reference to attendance and performance of tribal girls. Research studies so far conducted hardly focused upon these areas of education among tribal girls in special reference to the hatadihi block of keonjhar district in Odisha. The studies so far conducted here focus on different problems of tribal women, with particular reference to the development of education. So the current study addressed the following objectives.

## **Objectives**

The objectives of the study are:-

1. To study the status of tribal girls education in Hadadihi Block of Keonjhar district in respect of scholastic and co-scholastic area.
2. To promote Basic education to the tribal girls through bridge course.

3. To study the impact of the intervention strategies on attendance and performance of the tribal girls.
4. To study the impact of the intervention strategies on tribal girls in special reference to the co-scholastic area.

### **Hypothesis:**

- There exists no significance difference between the pre-test, mid-test and post-test mean scores as an effect of the strategic intervention programmes on tribal girls attendance and performance level.

### **Methodology of the Study:**

**Sample of the Study:** Keeping in view the nature of the population and variety of cliental group, the study was conducted on one Block of Keonjhar district, Hatadihi, with taking 35 ST girls within the age group 09-14 from different villages of the block. Samples were selected on the basis of random sampling.

**Design of the Study:** It was a single group pre-test and post-test design and the strategy was based on Test-Teach-Retest.

### **Tools Used:**

1. Pre- and Post-achievement tests, work sheets and observation schedule were used during the experiment as well as questionnaires to the students during pre-test with 20 items.
2. Continuous and Comprehensive evaluation tools have been designed and used to study the fruitfulness of the camp in relation to scholastic and Co-scholastic achievement of the tribal girls for mainstreaming after completion of their course successfully.

### **Procedure of Experiment:**

First a Pre-Test was conducted on the selected sample. The performance in terms of mean score was recorded. Then intervention was extended to them over a period of three month using the SANJUKTA bridge course module and other related

activities. The intervention process included explanation by the investigator, practice work by the pupils and correction of the self-learning exercises. During the course or after a unit, a mid-term test was conducted also and the mean score recorded. At the end of the intervention, a Post-Test was conducted on the learners.

The achievement scores were computed using statistical techniques. Then the results of the Pre-Test were compared with the Mid-Test and Post-Test results.

### **Statistical Techniques Used:**

For the present study, simple statistical techniques were used i.e. Mean, SD and T-ratio applied to prove the effectiveness of the study.

### **Analysis and interpretation**

The pre-test was administered to each ST girl of the camp, face to face, before entering into the camp which comprises 20 numbers of questions. It is used as a self-reporting technique to record the responses of the girls. The main aim is to collect the background information about the school children (ST girl), difficulties faced by them, exceptional behavior if any, special attitude of their personal and social qualities. Then instruction was provided to them with active participation with the subject teacher. Then test was conducted after one-unit covered in each subject. The achievement in each subject is presented in the following table.

**Table 1: Achievement Contour of the ST girls in 1<sup>st</sup> unit test of scholastic area**

| SL. NO. | Subject  | N      | Mean  | Mean Percentage |
|---------|----------|--------|-------|-----------------|
| 1       | Language | 386/35 | 11.02 | 50.41           |
| 2       | Math     | 485/35 | 13.88 | 58.46           |
| 3       | EVS      | 352/35 | 10.05 | 45.12           |

The above data reveal that the children who were not even able to speak and were afraid to come to the front have appeared for the test and performed to a satisfactory extent.

There is significant improvement in the performance of each ST girls' child. It is because the strategic intervention has a great positive impact on the learning level of the ST girls' students. It means if teaching will be given with proper material and proper plan they will also be motivated to learn within the school and ultimately dropout rate will decrease.

**Table 2 Mean and Mean percentage of Midterm test in Scholastic Area**

| SL. NO. | Subject  | N      | Mean  | Mean Percentage |
|---------|----------|--------|-------|-----------------|
| 1       | Language | 592/35 | 16.91 | 56.13           |
| 2       | Math     | 597/35 | 17.06 | 60.14           |
| 3       | EVS      | 514/35 | 14.69 | 52.33           |

After the completion of 03 months camp with SANJUKTA Bridge course Module, midterm test was conducted. The subjects were considered in 19 items. It is interpreted from the above table, that there is no doubt a significant effect in systematic testing followed by remedial teaching and by use of audio-video-material. Above result clearly tells that remedial teaching and use of TLE, TLM in teaching learning process for any class and students have positive impact on their achievement levels.

**Table-3 Mean and Mean Percentage of Final term test in Scholastic Areas.**

| SL. NO. | Subject  | N       | Mean  | Mean Percentage |
|---------|----------|---------|-------|-----------------|
| 1       | Language | 1314/35 | 37.54 | 59.12           |
| 2       | Math     | 1348/35 | 38.51 | 61.14           |
| 3       | EVS      | 1155/35 | 33.00 | 56.10           |

It can be explained here that the achievements of the adolescent ST girls are significant. Though 96.86% of girls are non-starters, they have achieved a lot during these 03 months. This reflects the efficiency of a special treatment camp under controlled circumstances and special type of treatments. Here it was clear that subject difficulty is not a matter - it may be English or Mathematics - achievement depends upon proper planned teaching as well as commitment of teachers towards their profession.

**Table: 4 Mean and mean percentage Difference of various test in scholastic areas.**

| SL. NO. | Test       | Mean  | Mean% | Difference in mean %of pre-test to mid and post test. |
|---------|------------|-------|-------|---|
| 1       | Pre- Test  | 11.65 | 51.33 | -   |
| 2       | Mid- Test  | 16.22 | 56.20 | 4.87  |
| 3       | Post –Test | 36.35 | 58.79 | 7.46  |

It is noticed from the above table that the mean achievement of the ST girls in different subjects is quite satisfactory. So the hypothesis i.e. there exists no significance difference between the pre-test, mid test and post-test mean scores as an effect of the strategic intervention programmes on tribal girls attendance and performance level is rejected and now we can infer that systematic strategic intervention programmes in the controlled joyful environment have positive effects on the achievement level of tribal ST girls.

Besides we are aware that in schools major emphasis of instruction is on scholastic areas, mainly on cognitive aspects of learning, but complete development will happen when co-scholastic area will be emphasized equally. In this study an attempt was taken by the researcher to make the learning environment joyful, by arranging different types of co-curricular activities. The achievement of these ST girls is presented below in a tabular form.

**Tabel-5: Achievement status of Co-scholastic areas in the mid and final Test.**

| Area               | Girls Secured A Grade% in mid & Final test |       | Girls secured B Grade% in mid & final test |       | Girls Secured C grade% in mid & final test |       |
|--------------------|--|-------|--|-------|--|-------|
|                    |  |       |  |       |  |       |
| ART&Craft          | 22.00                                      | 34.00 | 50.14                                      | 65.00 | 41.00                                      | 20.00 |
| General Knowledge  | 20.00                                      | 24.00 | 42.00                                      | 62.20 | 28.66                                      |       |
| Music dance        | 62.66                                      | 84.13 | 15.15                                      | 15.15 | 6.50                                       |       |
| Personality Status | 55.60                                      | 90.00 | 29.14                                      | 8.66  | 28.60                                      |       |
| Vocational Status  | 53.33                                      | 69.60 | 50.14                                      | 33.33 | 50.00                                      |       |
| Health Status      | 85.00                                      | 96.14 | 15.15                                      |       |  |       |

The above Co-scholastic achievement status reveals that the ST girls have achieved an extraordinary success in these key areas of personality development in three months. If all

schools were committed to provide this type of conducive environment to the tribals then not only will it develop their achievement level but also this will lead towards our national development and women empowerment in the present era.

## **Findings and implications**

Awareness of the parents, motivation and counseling are the various strategies that made the success passable. Enhancement of Tribal girls' achievement in relation to scholastic and co-scholastic areas is quite significant. Tribal girls' active participation in all sorts of activities is noteworthy. Maximum use of materials made the entire course lively and interesting. Continuous and Comprehensive evaluation of the subjects (Unit wise, monthly) has been followed to assess the achievement level of the subjects. Supplementary teaching materials in shape of ICT and remedial teaching provided during the course are highly attractive and participatory in nature as well as developing their achievement level.

Education in informal setting has proved the most challenging in the present context of a special camp. As per the performance report, 26 out of 35 tribal girls achieved the competency level of class v and have got mainstreamed in nearby KGBV schools of Keonjhr for further study. At the same time, the other 9 girls were also admitted in the formal schools as per the encouragement of BRC & CRC and instruction of DI in schools. The intensive mobilization of the community Education of dropout Tribal girls in an experimental situation, regular monitoring, regular use of DL Materials and ICT, Provision of vocational education, life skill and pre, mid and post test etc. are some of the ingredients used for saving wastage and stagnation of the Tribal women Society and promoting personality building of these ST girls. It can strengthen the monitoring system at elementary level and promote educational capacity building of tribal girls. All the out of school children could be mainstreamed through AIE Center by adopting these innovative strategies. Along with the above, the following strategies below describe strategies that can be taken to provide proper education and justice to tribal women in the schools:

- Making the classroom more child-centred and gender-sensitive- teacher should come down into the level of learner (tribal girls).
- Recruiting and training teachers who are sensitive to gender and child rights, and paying them a regular, living wage. Both female and male teachers should receive training in gender awareness in the classroom.
- Eliminating gender bias from textbooks and learning materials-ensure the book should be free from gender bias.
- Usually children (ST girls) are often excluded from school because of family responsibilities or the homework that is more often allocated to girls than boys. School flexibility of their schooling and teach learning process is needed and should be provided.
- Teaching in the local language: When the language of instruction (Odia & English) is different from the children's mother tongue (tribal languages like-Santali etc.), it is often more disabling for girls, so language teacher should be recruited.

## **Conclusion**

The initiative seeks particularly to bridge social, regional and gender gaps by targeting children of socially vulnerable and economically marginal groups – girls, scheduled caste and scheduled tribe children and children belonging to minority groups – with the active participation of the community in the management of schools. It has provision for the distribution of free textbooks to all girls and children belonging to the scheduled caste and scheduled tribes up to grade 8. It provides for interventions in early childhood care and education, indirectly helping to ease the burden of sibling care on girls. The strategies advocated and implemented by the Sarva Shiksha Abhiyan are embedded in community ownership of school-based interventions through the effective decentralization and involvement of various institutions. But the programme is not implemented in the grassroots level in special reference to the tribal areas, so that the aim fixed prior is not fulfilled by the programme. So here all the school level

committees (PTA, MTA & VEC etc.) should actively participate and then the aim may be fulfilled and tribals may properly empower themselves through this programme in particular, the educational system as a whole.

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