ORISSA STATE POLICY
ON
PRIMARY EDUCATION
AS
HUMAN RESOURCE DEVELOPMENT
1997

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SCHOOL & MASS EDUCATION DEPARTMENT
GOVERNMENT OF ORISSA

Surya Mishra
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FOREWARD

Government of India formulated the National Policy on Education for the first time in 1968. This was revised in 1986 and further modified slightly in 1992. The WORLD DECLARATION ON EDUCATION FOR ALL (March-1990) which represented "a worldwide consensus on our expanded vision of basic education" gave the much needed support to India and other countries to launch massive programmes with the financial support of International Agencies. As a sequel to this, Orissa is now launching the District Primary Education Programmes in eight districts with the financial support of the World Bank. Education is now a global endeavour.

All such programmes need to be contextual and related to the position of the State in respect of various aspects of primary education. Orissa, with 22% of tribal population, 56% of people below the poverty line, 57% of habitations with a population of less than 300 and a female literacy rate of 35 needs to have a primary education system centred in socio-economic change and productivity. Such a system could be fruitfully geared towards the accelerated development of the State.

This necessitates a Primary Education Policy for the State within the national framework which may indicate the priorities and the direction of growth.

In view of the above, the Government of Orissa in the Department of School and Mass Education constituted a Committee with the following members for formulating a State Policy on Primary Education vide Notification No.30738/S&ME dated 23.9.96.

1. Prof. B. Das, — Chairman
   Former Vice-Chancellor,
   Utkal University, Vani Vihar,
   Bhubaneswar
2. Prof. S.C.Dash, — Member
   Former Director, SCERT,
   Bhubaneswar
3. Prof. P.C.Rout, — Member
   Former Director,
   Elementary Education,
   Bhubaneswar
4. Dr. Debakanta Mishra, — Member
   President,
   Board of Secondary Education,
   Cuttack
   Orissa
5. Prof. K. K. Das, — Member-convenor
   Director, TE & SCERT,
   Bhubaneswar

The Committee co-opted the following members :

1. Dr. S. L. Jena,
   Director, SIEMT, Orissa
2. Dr. N. P. Das,
   Project Officer, EFA Cell, Orissa

Dr. Debakanta Mishra, consequent upon his appointment as Additional Secretary to Government, was not available for the work.

In order to deal with the subject of a Primary Education Policy for Orissa, the Committee decided to adopt an analytical and inductive approach to it keeping in view the history of primary education in the country and the state during the past fifty years. It would have been an error to adopt a deductive approach and produce a state version of the National Policy on Education with special reference to primary education using the available data on the subject.

The Committee, therefore, after studying the terms of reference, decided to resort to a system analysis technique to detect the constants and variables in the system find out why in spite of all the different policies and plans, the system had not worked satisfactorily and the goal of universal primary education had not been reached. It came to the tentative conclusion that the commissions and committees had approached the subject from the view point of quantitative and linear expansion and structural changes like 11 +2 +3 or 11 +2 +2 or 10 +2 +3 were arithmetical exercises that did not examine the semantics of the word, universal, that is to say whether the word referred to the seller or the buyer, the producer of the system or its users. As such the system catered to the needs of the upper segments of the society or the super structure and not the base that comprises nearly 75% of the population. The linear and quantitative expansion, therefore, has not evoked the response of the masses who have different perspectives on primary education.

The system was found to be crisis-ridden from top to bottom revealing internal and external inefficiencies of such large magnitude as to make the system or model almost dysfunctional. The crisis was compounded by the explosions in numbers, knowledge and expectations. Notwithstanding these features and forces, all our plan efforts for education have revolved round that very model which can be seen from a comarison of the Sargent report with the 1968 policy and the 1986 policy. The model has remained practically constant and the other variables have been superficial in character.

In diagnosing the ills which have beset the model the Committee felt that there must be some crucial factor responsible for its dysfunction. In course of the exercise, the Committee realized that the teaching-learning model had been designed according to the ideas and concepts of the ruling elite who themselves were products of that very model and hence were unable to perceive its short-comings and lacked the courage to alter it.

The Committee, therefore, felt that there was a need for a change in the very concept of education or primary education in a developing country. It had to change over from a consumption function to a production function, it had to become a powerful instrument of socio-economic change and productivity.

This function of education as an investment in human capital has not only been highlighted by economists of education like Harbison, Myers and Robinson but also generally accepted

CHAPTER - 1

Primary Education as Human Resource Development in Orissa : A New Concept

It was H.G.Wells who in the early part of this century had said that "human history increasingly becomes a race between education and catastrophe". and today towards the end of that century when we think of the future course of that history in the Mac Luhanian global village brought about by the revolutions in transport and communication and the information society of the super high way of the skies, that global village being inseparable from 'Buck Minister Fullers' 'space ship earth', we have to pause and contemplate that human history seriously as it has been interpreted by a Toynbee, a Fukyama, Foucault or a Hobsbawm. Has that history come to an end ? Or has it become a series of ruptures (Drucker) and discontinuities ? Does that history as it is moving into the twenty first century resemble an aeroplane put on autopilot which is hurtling towards an unknown destination (Brzenzski) in an age of uncertainty(Hobsbawm) unknown whether it would land in the Utopia of the technological civilization as visualised by the Hudson Institute or crashland in the wasteland of the Club of Rome ? Would the vision of Toffler as presented in "Future Shock" and "Power Shift" or P.Kennedy in " Preparing for the Twentyfirst Century" be realized or that of Z.Brzenzski in "Out of Control"?

These questions have an important bearing on the role education has played in the shaping of human history or human destiny from the dawn of civilization and the role it is expected to play in the future and pondering them Philip Coombs has found that education all over the world has been facing multiple crises brought about by explosions in knowledge, numbers, expectations,and a yawning question of relevance leading to a new scepticism among the youth who raise other questions like social justice in a world that exhibits the great paradox of being more and more sundered apart on the mental plane by newly emerging questions like a new world order and a new economic order while becoming smaller and smaller on the physical plane.

There are no easy and satisfactory answers to these questions because, unlike in the medeival age or till the end of the Age of Enlightenment when an idea of order prevailed through the dominance of religious faith or the supremacy of reason respectively, there is no integrative concept available today from either source. Modern man or post-modern man, unlike his predecessors, lacks in certitudes of any kind and feels decentred and isolated. He can no more believe in either an external order or an internal order, in a supernatural order or in a natural order. And as new paradigms in the realm of knowledge are exposed by science and technology there ensues a psychological crisis in the form of alienation and anomie. Man is no longer the measure of all things (Protageras) but the brat of philosophy, (Levi-Strauss) or ' a useless passion' (Sartre) at best.

It is this feeling of incertitude and bewilderment that was chiefly attributed to the present system or model of education in the 1960s when students in the prominent western universities

in the School and Mass Education Department & Sri R.C. Behera, IAS Director, Elementary Education.

The Orissa Primary Education Policy presented here is the outcome of the above elaborate exercise and aims at restructuring the primary education system of the state to make it an effective means of Human Resource Development.

The Committee has prepared two documents viz. a policy document in which the new concepts have been explicated and clarified to justify the need for regarding primary education as a preparation for Human Resource Development or as investment in the present for the formation of future human capital. The other document contains all the major recommendations collected from the policy document. It has all the relevant materials needed for formulating the policy and these can be put in a framework or official format after government decide which items are to be accepted and which rejected.

The Committee expresses its grateful thanks to the Government of Orissa, and particularly to Sri Jaydev Jena, Minister School & Mass Education and Sri M.M.Mohanty, I.A.S., Commissioner-cum-Secretary, School & Mass Education Department for their advice and cooperation.

The entire exercise as presented in the documents can be done in three convenient phases of a long term plan between 2012 and 2020 A.D.

The Committee records its deep appreciation of the help rendered to it by the staff of TE & SCERT and particularly Sri Balunkeswar Mishra who has done the typing work so neatly.

15.2.97
Prof. B. Das
Chairman

15/2/97
Prof.S.C.Dash
Member

15/2/97
Prof.P.C.Rout
Member

15/2/97
Dr.N.P.Das
Co-opted Member

15/2/97
Dr.S.L.Jena
Co-opted Member

15.2.97
Prof.K.K.Das
Member-Secretary

staged a revolt against it. They felt that this system which had been introduced at a particular point in history had outlived its relevance for their lives which had been shaped by the catastrophies of two world wars and a nuclear holocaust that had exposed the awesome power in the heart of such an infinitesmal object as an atom. Such power was also being revealed in the heart of another equally tiny object, the micro-chip, poised to take on the human mind and then human civilization itself as artificial intelligence in the form of super rabots would take over and control modern civilization which prominently exhibited phenomena like desacralization, deracination, depersonalization and dehumanization leading to the creation of a race of anxiety ridden (Laing), other-directed (Riesman), one dimensional (Marcuse) creatures whose future destiny was unknown. Born and brought up in urban concrete ghettoes, educated in a system that starved them aesthetically and emotionally and developed their outer-life at the cost of their inner life, they felt that they were absurd characters (Goodman) with homeless minds (Berger), participating in an absurd drama that was being performed in an absurd universe (Sartre). Hence there arose protests against compulsory miseducation (Goodman) in favour of a deschooling society (Illich), or in favour of a celebration of the awareness of the actualisation of the self in place of self-aggrandisement (Fromm), the dominant trait of modern man. It was a protest against the prevalent philosophy of utilitarianism and materialism and a quest for the idealism and spiritualism of the past.

At the heart of this protest was the recognition of the origin of the western educational system in the Greco-Roman and Judaeo-Christian civilizations and its dependence on an ethic that conceived of man as capable of shaping his own destiny by means of reason, hard work, unrestricted competition and self promotion. The education system of the 60s was a continuation of that model or system meant for the aristocracy and the rising genteel middle class. It believed in general liberal education, in knowledge for its own sake which resulted in intellectual development and refined conduct. It was a model constructed in a time-bound, sequential frame that advanced from stage to stage to the highest levels, bound by barriers of age, space, time and insulated from plebian contacts and manual work. This elitist model could not possibly cater to the multiple needs of the postsecond world society or the needs of the mass man in a mass civilization (Gasset). The protest aimed at the replacement of a closed, inflexible, linear model by an open, flexible, non-linear model in which moral and spiritual values would be at the core and promote demassification (Toffler).

It is the word destiny that was very thoughtfully and almost prophetically used by the Kothari Commission (1964) when it said that "the destiny of India was being shaped in its classrooms." That word has two principal connotations, one being mataphysical or ontological, the other physical or mundane. At the metaphysical level it is responsible for the formation of a weltenschauung or world-view that transcends the natural order and in different ways and different times has related man to it in the contemplation of the triad, truth,

goodness and beauty or our own satyam, sivam, sundaram in the awareness of the potential divinity of man. That world-view has undergone considerable change today as the Newtonian paradigm jostles with the Einstienian or as a mechanistic view of the universe yields place to an unknown or unknowable one with consequential changes in the idea of man's relationship to it (Kuhn).

A stable world-view helps in developing a philosophy of life which in its turn helps man in resolving the doubts, distractions and fears that are created in him by the zeitgeist or spirit of the age. Without a philosophy of life to underpin it, education flounders in the dark as is the case in India today in contrast to other countries like the U.S.A. (pragmatism) U.K. (empiricism), Germany (idealism),France (naturalism), China (communism).

On the mudane plane 'destiny' is associated with the human condition as it is affected by the forces of history, politics, economics, sociology, science and technology. In each of these branches of knowledge new concepts are being created incessantly throwing by the wayside the concepts of yesterday and modifying the zeitgeist. As knowledge becomes more and more minutely specialized there ensue problems of humane communication. In the absence of a well-articulated weltenschauung which could be used as a point of reference to elucidate and evaluate the zeitgeist, knowledge becomes a source of confusion and estrangement of man from man.

The students' revolt was the expression of the anger of the youth who felt that the prevalent educational system resembled an assembly line in a giant factory. They entered the system at one end and came out at the other without knowing who they were and where they would end in the rat race, called modern civilization which identified them as mere statistical numbers not as human beings with something more than an animal's destiny. Hence the momentous question, education for what ? To become or to be (Faure) ? To have or to be ? (Fromm) or to have being through becoming ? (Ramamurthi) Is man a congeries of processes or collocation of atoms (Russell) as discovered in the laboratories or a reality, a unique being ? Failing to find satisfactory answers to their vital questions, they came to be known as the angry generation and proclaimed a generation gap and a gender gap. The former included the latter but in respect of the search for new life-giving values, the latter sought a new identity of the second sex (Beauvoir) in a male dominated society which objectified women and regarded them as mere bodies.

The campus revolution was a severe indictment of the western idea of progress as material progress only. It is this model of education that is now in vogue in our country and aptly described as the 'pedagogy of the oppressed' by Paolo Freire.

The Kothari Commission, therefore, used the word 'destiny' in the context of a country with a hoary civilization and a rich

cultural heritage embedded in the matrix of spiritual-not ecological or scientific - humanism, or universalism, and intellectual and moral aristocracy, a country that freed from the bondages of colonialism was trying to carve out a bright future for itself.

If that future was to be shaped meaningfully and sincerely the starting point would be a change of the educational system to develop the potentialities of the complete man, his physical, mental, emotional, moral, spiritual and aesthetic powers through desirable skills, attitudes and values to enhance the quality of his life. The implied connotation of 'destiny' would be clear if the distinction between some basic western and Indian concepts are kept in view viz.(a) idea of history, history as diachrony and synchrony, the western mind favours the former, the Indian mind the latter, as can be noticed from the massive audience response to the telecasts of the "Ramayan" and the "Mahabharat" in which history is mythology. (b) philosophy of time, time as flow or linear time vrs. time as duree or eternity (c) the rites of passage as secular social ev ents vrs. those rites as sacred religious rituals (d) the concept of language, language as a system of signifiers and language as a system of full signifieds (e) the concept of man-man the unknown or the divine potentiality vrs. man the known. These concepts are pivotal in the educational ideas of Gandhi, Tagore, Aurobindo, Vivekananda and Krishnamurti but seem to have been forgotten except by the Ramamurthi Committee but not implemented.

Hence at the time of independence there was an urgent necessity for the formulation of an alternative model of education by changing the existing model that was meant for a limited clientele, a model that has aroused worldwide protest today not only from students but from philosophers of education like Charles J.Frankel and M.Hersburg and Mortimer Adler as being outworn because the philosophy of life on which it had been built had changed that is to say the philosophy of a leisure class constituted by cultured gentlemen as Cardinal Newman or Mr. Arnold had visualised them.

Since that was not done the destiny that has been shaped in the classrooms in India can be summed up by a reference to V.S.Naipaul's "India : A Million Mutinies Now" alongwith T.N.Seshan's "The Degenaration of India" or India's 135th place in the Human Development Index.

It is unfortunate that Indian education in post independence era should, as a system, exhibt the signs of entropy and anarchy in spite of the impressive quantitative expansion down the line. That expansion, however, has not succeded in preventing anarchy at all levels with the result that the system has lost credibility. In exhibits internal inefficiency as witnessed by scenes of strike, violence, litigation, malpractice corruption, chronic absenteeism of teachers, that is a pervasive lack of order. The external inefficiency is evident from the mounting unemployment faced by the products of the system or their incapacity to do anything useful and productive with the knowledge they have acquired. Education as a system has become by and large dysfunctional leading to enormous wastage of the scarce resources of a poor country.

During the past half a century a large number of commissions and committees, beginning with the Sargent Committee and ending for the time being with the Committee of thirteen education ministers of States, have studied the problems of education in our country and offered their recommendations to reform it. But a close scrutiny of these reports will reveal that all the reforms have been, largely speaking, of the surface, cosmetic exercises as it were, to give a new look to the same outworn model. The arithematical change viz. 11 +2 +2, 11 +1 +3, 10 +2 +3 testify to it.

It is not that the outworn model has failed totally and should be jettisoned because many of our achievements in the post-independence era - whether in the form of green, white and blue revolutions, or in our ability to manufacture nuclear weapons and nuclear power stations and missiles or sending satellites into space, in the production of the 3rd largest scientific and technical manpower are due to that system. These records are undoubtedly impressive but they are confined to a small part of the 4 to 5 per cent students who reach the higher education level and beyond The rest are left out to swell the ranks of the unemployed and unemployable youth.

This closed, linear model has not been able to cater to the needs of the masses in a country that exhibits wide differences in its geographical, ethnic, religious, linguistic, and cultural features. Each one of these features, as N.Hans has rightly pointed out, is of vital importance in shaping the educational system of a country.

(a) The child who lives in the deserts of Rajasthan or on the heights of Ladakh or the hill terrain of Koraput is conditioned by geographical factors that a child in the coastal districts of Orissa has not to encounter. His psychomotor development is of a different kind and hence his outlook on life.

(b) Equally significant is the ethnic factor. The tribal child lives in an organic, integrated community which possesses a unified vision of life and in which the sacred complex is still a reality. Ill-conceived modernization tends to psychological disorientation in such a society as anthropological and sociological research studies all over the world have revealed.

(c) If religion is a natural experience for the tribal child, in the spreading desacralized modern society from which God has disappeared or is regarded with scepticism, ethical values cannot be inculcated ex-nihilo. In our country which has accepted secularism as a credo, the origin and development of the connotation of that word needs serious reexamination. For a people whose rites of passage are all religious, the word usually smacks of irreligiousness and worldliness. As we move into the post modern society of the spectacle (Lyotard), religion in the sense of religiousity and spirituality is either put on the back burner or is transformed into communalism and fanaticism whereas in our pluralistic country all religions have accepted the spiritual and humanistic value of man's life.

(d) The linguistic controversies over the mother-tongue, the regional language, the national language and foreign languages, have seriously affected the educands' capacity to acquire a good communication skill and that deficiency is largely responsible for the fall in the standards of education as a whole.

(e) Lastly, as the cultural milieu with its cult of consumerism and hedonism makes its inroads into our life and a counter-cultural hegemony is built up the roots of the indigenous culture wither. The impact of this cultural invasion on the minds of the educands, specially the middle class, can be seen from Mariod Mirandas' cartoon of the Yuppie Indian of the 1990s who when he reaches the 21st century would have lost his Indian identity altogether.

These factors governing the meaning of education, therefore, make it a complex word or a deep structure. Visualizing the relevance of the prevalent linear model to the new clintele of the 6-14 age group in our country, who had been guaranteed universal primary education within 10 years from the date of the introduction of our Constitution under article 45, the Kothari Commission very wisely and aptly recommended that education must be suitable for the 'life', 'needs' and 'aspirations' of the people. Ideally it would mean that education must meet the needs of each child who has a unique personality. In advanced countries that aim is kept in view, if not always actualized. In our country the minimum that could have been done was to remember the broad demographical division on socio-economic criteria, that is, tribal, rural and urban classes and adjust the system to serve their ends. The aim should have been to impart such education as could be applied in living one's life at an improved level.

The three key words used by the Kothari Commission are also deep structures. The semantic field of 'life' covers the entire range of meaning from pre-natal to post-mortal conditions, from 'life' here on earth to 'life' hereafter. Its complex ramifications include religions, cultural, political, economic and social dimensions, from the 'life' of the primitive man or the naked ape (Morris) to the 'life' of the superman and the saint (Shaw, Aurobindo).

If these connotations of 'life' are kept in view the 'needs' of people are likely to vary widely, from the minimum needs for sheer physical survival of the 'wretched of the earth' (Fanon) to those of the affluent class (Galbraith). This interpretation of 'needs' would remind us of the earlier reference to the distinction between having and being, to the expanding 'needs' of an acquisitive and consumerist culture calling for the development of the powers of discrimination between the pleasant and the good as explicated in our philosophy.

That power of discrimination is related to the entire question of 'aspirations' which explode in the technotronic and consumerist culture but then the important question for education is : How are aspirations related to the question of equity ? Any educand can aspire after the moon but he/she

must have the capacity to fly in a rocket in a state of weightlessness. High aspirations are not to be mistaken for the delusions of a hedonistic culture.

That wise recommendation of the Kothari Commission seems to have been forgotten and education at all levels has been shaped by a uniform, top-to-bottom model and vertical planning that was in vogue in the colonial times thereby establishing the truth of Gunar Myrdal's observation that soft countries are afraid of or unwilling to change. A prominent example of this fear is the fetishization of the Kothari Commission's recommendation to introduce work experience in the curriculum. As it was not related to actual life experiences it was ridiculed as 'some useful periods wasted'.

That the old model of primary education or mass education has not worked is proved by the historical evidence of the rates of enrolment, retention and drop-out and any in-depth study would reveal that the sections of the society where this problem seems to be intractable is constituted of the poor and deprived classes for whom the model is a luxury and not a necessity. It does not demonstrate to them concretely the benefit that would accrue to them from the completion of the cycle of primary education or mass education. Those who complete it somehow and cannot move up in the ladder to the secondary or tertiary level become alienated from society and cannot utilize or apply their knowledge which is purely verbal and intellectual, not skill oriented to any life situation for any gainful occupation other than seeking a low grade job in the towns and cities, the prespects for which would become scarce as modern managerial techniques are introduced in offices, factories and other work places for survival in an increasingly competitive world after the introduction of liberalisation or market economy. The Fifth Pay Commission's recommendation to phase out Class IV employees is a clear pointer in this direction.

Keeping this question in view if we get back to that word 'destiny' and analyse it in socio-economic terms in respect of our country or our state and want to know what destiny ought to orient the masses we have to remember the natural wealth of the state and the use that can be made of it by the children who have entered school in 1996 and who would be 24 years old in 2020 for which year the developmental projections have been made by the Union Science & Technology Ministry.

Generally speaking, in an independent country primary education is an inalienable right of every child. This education develops his/her latent faculties, introduces him/her into the world of wonder and mystery around him/her, to a life of joy and happiness for which he/she is described as a flower in the kindergarten system of Froebel. This image of the child and childhood however, hardly exists for the masses of children in our country or our state. In Orissa for example, children living below the poverty line (nearly 56%) hardly know the joys of childhood amidst conditions that are largely nasty, brutish and short. For the well-to-do or affluent class children childhood is becoming an illusion as they go into the schools with a heavy load of books strapped to their backs,

coupled with an exhausting burden of tasks for home.

In preparing a policy for primary education, therefore, it is the masses who have to be kept in focus because their children would not go beyond the primary cycle in the foreseeable future. In Orissa for every hundred children entering class I only about 16% complete the secondary stage and about 47% the primary stage. Keeping in view the rate of growth in retention during the past decade, by 2000 A.D., if the projected reforms work and if the economic growth rises from the present 2% to 5%, the secondary cycle may be completed by 35% of the children at best.

The majority of our children, therefore, are expected to complete their education with the primary cycle and settle down in the rural areas. It is projected that by 2000 A.D. urbanisation would spread to about 40 per cent of the geographical area in India. In Orissa that percentage may not exceed 21%. It means that nearly 79% of the state will remain rural with improvements brought about by the spread of science and technology as agriculture has been declared an industry by the State government. The repercussions of this decision are far ranging implying a transition from gemeinschaft to gesellschaft (Toennies) and unless intelligently faced may develop conditions that Peter Laslett deplores in "The World We Have Lost". The condition of the semi-urban or urban children has been discussed earlier with reference to the students' revolt of the 60s.

Keeping this scenario in view if the 'destiny' of the children who are now in school and who are outside the school, that is another 12 lakhs, is to be explicated, the main question would be : what are the children going to do with the quantum of knowledge they would receive from the existing formal system ? That is with their knowledge of the 3Rs laced with bits of information about society, environment etc. In other words the policies have till now been concerned with the three main questions of education : What to teach ? How to teach ? When to teach ? but not with what for ? That vital question remains unasked and unanswered. Even the first three questions have not been analysed in depth since the 'what' or content as has been pointed out earlier, has not been related to the life, needs and aspirations of the educands. 'How' is not only classroom pedagogy. It has wide implications at the macro level.

Any formal system of liberal education aims at :

(a) Personal enlightenment

(b) The transimission of the cultural heritage of the country.

(c) Advancement of knowledge and

(d) Physical fitness.

Each one of the above components needs considerable amount of analysis and thinking from the angle of relevance.

Personal enlightenment has a connotation of gross individualism and does not quite harmonize with the connotation of enlightenment which is associated with moral and spiritual values, with the concept of 'Tamaso Mam Yotirgamya'.

The concept of cultural heritage in a technotronic civilization is baffling in nature. As virtual reality is poised to decimate the meaning and truth in the arts or as the technological imperative subverts the categorical imperative and aesthetic taste gets distorted by standardization and mass production techniques or as the folk arts are pushed out by modern arts, culture faces a predicament of immeasurable dimensions specially with the new generation (Clifford). The inroads of the electronic media into the remotest areas of our country or state can hardly be prevented. But an effort can be made to discriminate between genuine and counter culture and educate the children to appreciate the native culture to prevent the attrition of their aesthetic life which is inseparable from their emotional life. This life of empathy hardly gets any attention in the existing system.

In the context of our developing society formal education, therefore, becomes increasingly irrelevant as it is cut off from the process of social and economic change, that is from society in its manifold aspects.

It is quite feasible, for simple, to use a village pond as a model and derive from it instructional materials for arithmetic, geometry, chemistry, botany, zoology, pisci-culture, health and hygiene, aesthetics, developing in the child an attachment to the pond that plays an important role in rural life.

Children who are taught in isolation from society and its complex operations are unable to comprehend how their life and living are interrelated and so when they grow up they cannot utilize their knowledge for any meaningful occupation or job.

From this point of view if education is to become a powerful instrument for social and economic change and productivity which is absolutely necessary in a developing society, the existing concept of education for its own sake needs to be replaced by the concept of Human Resource Development.

Today HRD has become such a familiar concept that in every branch of activity that features the acquisition and deployment of knowledge in any form the HRD aspect is highlighted.

When we examine the use of this name it reveals a wide semantic field the relevance of which cannot be over emphasised in the modern technotronic civilization under the aegis of the information society for which education is no longer confined to the classroom only but is received from a wide variety of sources, that is informal, formal and nonformal and from a large number of agencies and organisations either directly or indirectly. The primary school child today it is believed, gets about 40 per cent of extra information from the print and electronic media, the amount varying with the degree of accessibility.

The name comprises three words each of which has wide connotations and their relevance to education has to be perceived in the context of the learning society (Hutchins) in the place of the traditional teaching society an idea of which can be

formed from Bill Gates's "The Road Ahead". As a result, learning has become an all time activity crossing the frontiers of age, time and space. As information pours in from all directions and sources, it becomes increasingly difficult for the ordinary mass man to decode and identify the correct signals and think for himself about their significance and relevance in order to chalk out for himself the desirable or preferred path for living a sane life. Alvin, Toffler, therefore, rightly points out that in the twenty first century knowledge will be the source of power, not wealth or money. This new concept of power has large scale implications for our country and our practice of democracy as well as for our survival in the emerging political and economic order in the global village.

Earlier in this chapter the implications of 'human' have been analysed and explained in the context of the spread of dehumanisation. Education is expected to resist it.

That leaves the word 'resource' for consideration. Associated with 'human' it is used to distinguish it from natural resources in the wake of the theories of the economics of education propounded in the 50s and 60s by authors like Harbison, Myers and Robinson to show that there is a significant difference between an educated and uneducated worker's productivity capacity. Thereafter the concept has been worked out more and more assiduously as the concept of the formation of worthy human capital or present investment in education for future resources in the shape of grown up human beings capable of meeting the challenges and problems of the 21st century viz. population, energy, ecology, communication and ever dwindling natural resources as discussed by Kennedy.

There is, therefore, a need for education for a holistic development of society (Capra) to aim at the complete development of human beings. It can be achieved by modifying the existing closed bipolar model into an open tri-polar model in which there will be a continuous interaction between man, society and education, between the students ,teachers, parents, guardians and citizens to introduce the concept of community centred education and education centred community. The concept has been illustrated with reference to developing countries by M.Alam and P.Coombs in "Education for Rural Development", and "Education for Rural Areas (Commonwealth Secretariat). It can be used for urban areas as well with certain modification as in the case of community colleges in the U.S.A.

This would mean that learning and teaching would revolve round the actual processes of living in the society and not in isolation from it as at present. By horizontal planning education can be linked with social and economic change and productivity based on the demands of the consumers of education and not the producers or decision makers at the top who are themselves products and beneficiaries of the existing closed system. The alternative model has to be structured from the bottom to the top. It would be a grid linking adult and primary and early childhood education each sector reinforcing the needs of the other. The school then would be a growth centre and a service centre.

This innovative-renovative model would need corresponding changes in all the three sub-systems namely, academic, administrative and financial which have been spelt out in other chapters.

It is, therefore, recommended that immediate steps be taken to develop the concretize by 2002 A.D. :

(a) An alternative model of education that would be based on the concept of Human Resource Development. It would be community centred, a bottom-up model in place of the current top-down model to respond to the life, needs and aspirations of the people in their varying dimensions for a preferred future or a better destiny. There wishes may be ascertained in depth by an educational census by 2000 A.D. so as to generate a strong social demand for primary education and mass education.

(b) That would be actually a modification of the existing closed, static, linear model that has only one aim that is to impart general, liberal education.

(c) That would be open, age free, time and space free imparting education without frontiers.

(d) That would serve the requirements of a learning society instead of a teaching society.

(e) That would combine informal, formal and nonformal teaching and learning.

(f) That would aim at area-specific teaching-learning programmes by horizontal instead of vertical planning.

(g) That would link learning with living in classes I-V and make learning for living by acquiring an appropriate productive skill in classes VI to VIII as well as in the programmes of mass education. Primary education they would be a complete cycle with passage to the secondary and tertiary cycles for those who would desire it.

(h) That would enhance the quality of life through appropriate inputs from all the agencies-engaged in developmental programmes by convergence, interfacing and networking to make education a means to freedom from the political, economic, social and other earthly bondages. It would be a true realization of "Sa vidya ya vimuktaye".

This alternative model of primary education together with mass or adult education would strive to evolve new vistas in terms of national, international human development goals while subscribing to the relationship between individuality and universality, between the student and the community.

(i) That would develop skills, attitudes and values in relation to the emerging technotronic civilization to discover and validate the truth that we are all bound together by a common humanity.

All the sub-systems would be renovated and modified to achieve the above mentioned goals by 2012 A.D. with capacity for continuous innovation and renovation to make it dynamic, resilient and relevant so that the continuum of primary education

and mass education can be an instrument for the achievement of a holistic vision of life in Orissa by 2020 A.D.

Education is not a panacea for all the ills of society and discontents of civilization but it can help in building up an awareness for a better future which is being denied to the masses by the prevalent climate of moral degeneration. The fast changing patterns of living, working and recreation would need a model of education that would prepare the children of today and the adults of tomorrow to live in a world vastly different from that of our times. It would have to help the present generation of illiterate adults to be conscious of their place in society and would groom them for a better deal in life.

Gunar Myrdal had remarked aptly that an attitudinal change must precede any institutional change. If primary education is not to be dubbed as "the God that failed", and if Orissa is to be free from the group of the nine problematic states identified at the Delhi conference, and if the 1992 policy is to succeed, an experiment can be made in our state with the suggested alternative model in three selected blocks - urban, rural and tribal - in the state in 1997-98. If the experiment is successful, it can be replicated or modified further in the light of the experience gathered so that by 2020 the new schools would be free from all restraints, and become community centres that would be a reference point for the growth and development of the community for usherring in a better destiny for the people of our state.

CHAPTER - 2

DEVELOPMENTAL NEEDS OF THE COMMUNITY AND EDUCATION

2.1 The story of Orissa is the story of poverty in the midst of plenty of natural resources, land, forest, minerals and water. One of the main causes of this poverty and backwardness is the lack of a relevant education system related to the economic resources of the state.

2.2 This calls for a sensitive system of Human Resource development or in other words, a modification of the existing system of education to make it suitable for the common man who would face life with the quantum of primary education in the 21st century.

Considering the geographical factors and the present level of urbanisation, Orissa can be regarded as a rural state. The urban population in the state constitutes 13.43 per cent of the population only. The main thrust of primary and mass education, therefore, has to be on the rural and poor people and their children.

2.3 The ambitious plan of establishing big industries some with the collaboration of multi-nationals, and the decision to give agriculture the status of industry would need a huge trained manpower right from the level of the village to the

state level to cope with the emerging challenges of the changing socio-economic and cultural scenario.

2.4 If, by 2007, the look of the average village will change, if the work of the common man will change, it is but natural to expect that the 'look' of the school should also change and so also the task of education. The school should attract the parents, guardians, teachers and learners so that teaching and learning become a collective endeavour for a better future for all.

2.5 School as a Growth Centre & Service Centre

The school born out of the concept of a leisure class needs to be replaced by a new type of school working for the development of human resources in the context of our emerging needs both material, moral and spiritual. It has to be a growth centre and a service centre for the community's welfare. Knowledge is to generate power in the future both economic and political (Toffler).

2.6 Education For Work Through Work :

While working for a good grounding in literacy and numeracy the school, by the end of the upper primary stage, has to develop in the learner an aptitude for TECHNIRACY - the skill and the confidence to become an agent of productive work and social change. Work must be progressive and varied in nature and related to the activities in which the community is or should be involved.

2.7 The Committee, in its anxiety to know the mind of the (a) common man and (b) young men and women in the age group of 18-25 who have completed their middle school education and are engaged in work in the villages, regarding the usefulness of the existing curriculum conducted a state level sample survey. The findings are as follows :

(i) The lowest number of respondents in the general group in the sample of tribal (N-557) and also the non-tribal population (N-798) accept 'service' as the real goal of education out of the given alternatives numbering 34.

(ii) Both the groups give the highest score to the goal of 'good behaviour'.

(iii) In the selected group of tribal young men and women 72% (highest score) feel that it would have been better had they studied agriculture and allied subjects or a productive occupation in the school. Sixty percent each was in favour of dairy/poultry and dress-making.

(iv) In the selected group of young men and women from non-tribal community 64% (highest score) say that it would have been better had they studied agriculture. Forty four per cent are in favour of dress-making and 40 percent in favour of dairy/poultry or other skill subjects or enterprenurial skills, e.g. cottage industry. The number of responses seem small as they were required to select only 5 out of 30 given alternatives and all the alternatives were skill-subjects.

(v) Both the groups say that subjects studied by them in the UP/high school other than Oriya and Arithematic are of very low utility in the context of their present life-needs.

The above findings emphatically descard our present liberal education curriculum, and indicate their preference for studying work related and utilitarian subjects as a preparation for life, in other words, they feel that education should have nurtured and developed the 'Human Resource' in them.

CHAPTER - 3

THE COMMUNITY SCHOOL : CONVERGENCE OF DEVELOPMENT DEPARTMENTS

The future scenarios of the social, cultural, economic and even political sectors obtaining in the first quarter of the coming century will depend on the contributions of our children now in the primary schools, to the task of change and development. This makes it imperative for our education to-day in general and primary education in particular to be forward-looking and future oriented specially in the face of rapid changes in the world of science and technology. To cope with the rapid changes in every sphere of life present day education has to be reshaped and redesigned.

All round development of a country is largely dependant on the economic development of its people and so, education has to ensure socio-economic growth. With this assumption an examination of the socio-economic growth of Orissa would reveal that education has failed miserably in the state to contribute to the social, economic and even cultural progress of the people. Orissa is unique socioeconomically in-as-much as one meets with the whole range of Rostovian growth stages from the primitive traditional society to a society characterised by mass consumption. Education has failed because primary education has failed to bestow adequate attention on the weaker section of the society, which is the hard core of the student population.

About 75% of our population in the country and about 85% of the people in Orissa live in the rural areas. Education, to be an instrument of a preferred and holistic change must, therefore, aim at the development of our rural economy which is essentially an agrarian one.

Till now the model which has been in operation has functioned in isolation from the society because of its hierarchical structure usually going up in a linear way to the secondary and tertiary level. Because of its irrelevant curriculum it is divorced from the real needs and aspirations of the people. Instead of promoting skills and practical knowledge for increasing productivity which could raise their standard of living, the present form of education has remained alien and abstract by and large. It has led to painful deculturisation of the vast majority of our people particularly in the rural sector. Children leaving the system midway are unable to use their knowledge for any purpose whatsoever.

In other words, the system aims heavily at the acquisition of literacy and numeracy which is usually conceived of in relation to a pattern of life which exists at the higher levels of our society. All the changes that had been introduced for the universalization of primary education in the country have not been related to the utility aspect of education which is of utmost importance for the children belonging to the deprived and weaker sections of our society. It is for this reason that the masses have not evinced much interest in the system except as a curiosity in the early or beginning years. That curiosity abates as the child interacts with the family exhibiting attitudes which are a sort of disincentive to the parents and guardians.

In order to break this stalemate, several experiments have been conducted in different developing countries and it has been found that primary education attracted the attention of both the children and their parents where the school with its curriculum was actively involved in the process of economic development and social change as for example in Tanzania which was a result of the Nyrere plan. In Orissa 75% of the people depend upon agriculture and 85% live in tribal and rural areas where the economic growth is extremely slow and where social customs are extremely constricting. There the people depend mostly upon agriculture, animal husbandry, forest, and fishery. So it is necessary for education there, to impart plausible information on better land, water, and forest management and to impart training for development of managerial skill and physical ability. It should aim at generating confidence in the people to rely upon and adopt scientific methods and appropriate technology in agriculture for increased production. It should also develop a new outlook in them for the forest. They must learn to look upon forest as a life sustaining resource and not as a timber store for commercial economy. This policy on primary education, therefore, contemplates remodelling of the whole gamut of education particularly for the rural population with a view to convincing them that primary education is going to ensure them a preferred future. It will address itself to dealing with local specific problems of life inculcating in their children a sense of self confidence to stand on their feet on equal terms as their counterparts from other extreme ends of the society so that the necessary motivation for sending the child to the school is generated in them.

The alternative model envisaged in this policy is not a radical change since Gandhi and Jayaprakash had envisaged this kind of a model making the community centred school the hub of societal growth. This model with certain modifications appropriate to the surrounding and living, will also be applicable to the urban areas. In view of our unsatisfactory experience with the implementation of the 5 plans for education as well as the difficulty in implementing the Education For All (EFA) programme, it is essential that a fresh look be given to the model by introducing it in a few areas to examine its relevance and applicability.

The new school envisaged will be a nodal centre for the dissemination of education - formal, nonformal and informal

in order to build a new structure that will be a bridge between education and life and living. It will be a centre of teaching-learning activities for students, teachers, adult learners and other members of the community as well, thus looking upon education as a continual and lifelong process. A climate of understanding and mutualism will have to be created to attract all members of the community to participate in the activities of the new school by infusing into their minds through practical demonstration and efforts of the now educated elites and philanthropists that the activities pursued by the school are in the best interest of the common man & that they would upgrade his skills ensuring improvement in his standard of income and living. This would help in breaking up of the insularity of the present day schools from the total development effort of the state in relation to the neighbourhood community or in other words the school may grow out of community needs and may respond to them.

Education is considered as the most important factor for development of humankind. Besides learning language and numbers and other subjects of general education, the child also learns pre-vocational & vocational skills, imbibes the qualities like rationality, reasonableness, altruism, catholicity of mind and acquires the ability for taking initiative and decision making on the basis of a power of sound judgement of the real life situation, from education. For an adolescent education inspires him or her to exercise and practise self discipline, compassion, dedication and develop moral courage and conviction to meet the challenges of life. The existing concept that life of work commences after education is complete, has to be, therefore, eschewed in order that the children develop a confidence for utilizing their knowledge and skill in their working life. Similarly for an adult it ensures upgradation of skills and receptivity to changes in the surroundings influencing their life and time. The new primary school, as envisaged, has therefore, to play a very dynamic and critical role in the life of the entire community. It must cater to the specific needs of the child, the adolescent and the adults, helping them in their acquisition of knowledge and skill which they can ultimately apply to modify their lives for an all round improvement. The school, while emphasizing development of skill and inculcation of values not imposed from outside but developing from real-life situations in respect of the child, will form a centre of reference, enrichment and guidance for the adults in the furtherance of their own occupational needs which, is likely to induce them to send their children to the school for even a better future when they grow into adulthood which will be in the 21st century.

The community centre in the school will be a whole time institution to cater to the needs of the community in matters pertaining to socio-economic development and thereby convince the parents and guardians about the benefits of the new model by concrete and practical demonstrations regarding the value of education for a preferred future. The school will be a reference centre and a guidance centre and help in the interfacing & networking of all the governmental and nongovernmental agencies engaged in developmental activities so that in a short time the community becomes convinced about the usefulness of

education for achieving a better standard of life. Such a school will initiate the young learners (11-14) to become integrated with the society instead of being alienated from it as at present.

The community-centred school will be a centre of life-making activities, creating an awareness among the adults of their duties and responsibilities at the grassroot level as citizens for which the Panchayat system is a preparation. In that way other political, social, economic and cultural issues will form an integral part of the life of the community centre. In course of the performance of these activities the concept of an organic community centred in its cultural ambience would also be encouraged. All cultural activities - dance, drama, music, folk arts, fine arts which are part & parcel of the community's life would be encouraged for continuity and efflorescence for which the Panchayat would be the source of finance and encouragement. This will make education aesthetically oriented.

The school would be a perennial source of awareness or conscientization for growth and change into responsible adulthood in a free and democratic country. Without it the entire purpose of empowerment of the people will be defeated and democracy will be weakened.

The structure and function of such a community-centred school as well as its approach to its clientele, the child, the adolescent, the adult and other members of the community vis-a-vis their approach to the school as visualised are depicted below. An overall picture of such a school is given in Figure-1.

Teacher(s)

If education is considered to be the single most effective means to ensure more harmonious development of humankind, teachers constitute, perhaps, the single most important input in the system. Although the role of the teachers is very crucial for the success of the system, teachers' job is not easy and they cannot do miracle particularly when we expect the teacher to succeed where we as the family or the community fail or evade our responsibility. Nevertheless, teacher or more appropriately the 'Guru' being the learner's guide, counsellor and role model can make a difference if the system is properly planned & sincerely operated.

The teacher in this new model, therefore, is to be adequately equipped to become an 'all purpose man' for the community. For the purpose the whole process of teacher education is proposed in this policy to be changed drastically. The basic qualification of a primary school teacher may be raised to the level of a trained graduate (elementary) immediately in order to enable the teacher to handle the influx of exogenous information originating from the rapidly growing scientific and technological innovations in the expanding information society, unprecedented socio-economic aspirations and cultural awakening. The ideal model would ultimately be the acquisition of the two highest (post graduate) qualifications, one in the subject and the other in teaching when subject teachers could be appointed in schools. Apart from a sound academic background, aptitude for the teaching profession and a child-friendly personality would

be the touch-stone for selection of a teacher. This question has been discussed in the chapter on Teacher Education.

In the envisaged community centred school the teacher would be an all purpose man who will often be called upon to educate, guide and lead the adult members of the community in applying their knowledge and skill and updating them to modify their life for the better. so he/she would reside in the school compound and may have to be oriented in all developmental programmes and activities. Whenever anybody, confronted with any problem related to the health, agriculture, cottage or village industry, livestock or any related problem comes to the teachers in the community school for a solution, teachers must rise to the occasion and provide some workable solution.

Various developmental schemes and programmes of the Government are operationalised in the state. Seldom people in the remotest areas know about such programmes. It will, therefore, be necessary for the teacher(s) in the community school to liaise with such developmental agencies and members of the community. Teacher of the school must ensure integration of all sorts of activities - academic, social, economic, cultural, developmental and the like in the school. Teachers must strive to make the school vibrate with the aspirations of the community and make the community reverberate with the dreams of the school. It will be a two-way communication for making the new school a centre for growth and service, inputs for growth being collected and stored from the diverse agencies of Government and the media and retrieved for the service and use of the community at all times.

Apart from the regular teachers, members of the community having the expertise and experience in a particular area will also be encouraged to participate in the teaching-learning process of the school as voluntary teachers, for the particular area of their expertise/experience, so that every kind of occupation and profession involved in the economic development of the specific catchment area forms a part of the learning-teaching system to help in the formation of desirable attitudes and values and prevent alienation. Such sharing of resources both human & material, between the school and the community may be so natural and frequent that the barrier between the two will appear non-existent.

Linkages

Various state government departments like Agriculture, Horticulture, Animal Husbandary, Fisheries, Forests, Rural Development, Industry, Village Industries and Khadi Board, Rural Engineering, Panchayati Raj, Women and Child Development, Urban development, Water Resources and Energy, Welfare, Health & Family Welfare, Electronic & Print media etc. are engaged in developmental activities through instructions directly or through their extension wings. But the educational inputs are not measured in terms of their contribution to human resource development and socio-economic change and growth. There are also on-going developmental programmes, like ICDS, TRYSEM, DWCRA, JRY, PMRY, etc. It is high time that a mechanism were

developed to coordinate and converge their activities for their optimal impact on the recipients. This aim can be achieved by centring their activities in a community centred school which could become a Resource Centre and prevent dissipation of time, effort and money. Experiments on this line can be found in "Education for Rural Development" by M.Alam and P.Coombs.

Pupil & School Time

The school envisaged will reflect the aspirations of the community and so all the categories of members of the community will be its clientele. The children in the age group of 5 to 14 will be the 'whole time' (formal) pupils whereas 'drop-outs' and 'left-outs' of the school system can use the new school for their education as 'part time' (nonformal) pupils. Still there will be a third category comprising the adults who can use the school for higher level & professional inputs as 'own time' (adult) pupils. thus the school will be a centre for life-long and continuing education. They can come to the school at their convenience. Besides the children in the age group of 3-5 can also attend the school as pre-primary(Anganwadi) centre. Thus the school may formally function in suitable hours for different purposes by different groups and it may function as an information and advice centre outside school hours.

The new schools will have academic sessions from April through March unlike the present system of sessions from June through May, to coincide with the work schedule of an agrarian society and climatic demands of the region. However, the first entrants who will be completing 5 years of age by 1st April every year, will start coming to the schools from the day of SHRIPANCHAMI in January-February. From the day of their entry into the school till 1st April when regular teaching-learning begins, these children will be encouraged to participate in various joyful activities like play, story telling, drama, music etc. for forming their school-coming habit. At the time of admission surnames may be dropped so that in two to three generations caste would die a natural death.

Every school will have a mother-teacher or Guru Maa to take care of the pre-school children during January to April.

The new schools will have increased working days, limiting their holidays to the present governmental holidays and they can be varied to suit local conditions, e.g., festivals in different communities. The concept of holidays as these are in the schools at present will have to be changed drastically in-as-much as the school will remain engaged in teaching, learning and practice of the pedagogical concepts and skills as out of school activities round the year in addition to the in-school activities. The purpose of increasing the number of working days will be to allow the child to continue with its habit of attending the institution and to gain almost an additional year of teaching learning situation to be adjusted for compensatory education to raise the level of achievement and provide practical exposure of the child to real-life situations to increase his/her experience by the time he/she completes five years of schooling. Besides, the increased working days would help the community in making optimal use of the school and

the services of a teacher for increasing the productivity oriented skills. Most importantly it will change the prevalent habit of the child to grow up to be a member of the so-called leisure class or to dropout when unable to cope with the pressure.

Some Suggested Activities

(i) Brigades

Aim of the community school will be to enable the children to live by acquainting them with living occupations as obtained in the community and also to prepare them to live for the life of the community. Greater participation of the children can profitably be ensured by forming Brigades related to a particular vocation if the group of children have an aptitude and also a need for the concerned vocation. Besides the whole time pupils, part-time and own-time pupils can also be included in these Brigades. A 'Farm Brigade' can be encouraged to develop proficiency in the different areas of agriculture like floriculture, horticulture, sericulture, bee-keeping, pisciculture, dairy including goatery, piggery, poultry, duckery, mushroom cultivation and other types of functional literacy suitable for the locality.

Like the Farm Brigade, a Textile Brigade, a Construction Brigade, a social or environment Brigade can also be organised especially in the urban areas. While the Textile Brigade can learn about spinning, weaving, dyeing, carpet making, mat making etc. the Construction Brigade can acquire proficiency in earthwork (pottery & terracota),brick work (building), carpentry (wood work) stone work etc.,the Social Brigade can look into social forestry, plantation, sanitational work etc. A Mechanic Brigade to cover installation and repairs of different machines including a sewing machine, a bicycle, hand pump, motors, radio, T.V., electrical and other appliance can be constituted with children of classes VI-VIII & adults.

If a new and profitable occupation is not practised by anybody in the community around the school, a Brigade can motivate the people to adopt such an occupation. For example, floriculture as an occupation is not in vogue in our villages. The Brigade concerned can take up floriculture on an experimental basis to demonstrate it to various members in the community. Many similar new occupations can be thought of, taking local conditions into consideration.

(ii) Support Service

Representatives & field workers of the concerned developmental agencies of the government as a duty to build up the community school as the minimal data bank and to organise community development activities - will visit the school and will transact their services in the respective areas from the school, through talks, group discussion, audio-visual aids & ads, and can participate in practical demonstration in the locality. They can leave related materials and literature and guidelines with the teacher in the school for future reference so that the school grows into a service centre for the community. Such representatives during their visits, apart from supervising and monitoring the progress in their areas of knowledge can also impart teaching to the whole time (formal) & part-time (nonformal) learners on topics related to their areas.

(iii) Health Activities

The teacher may learn homeopathic and other indigenous systems of treatment during training for various common ailments and may render service to the children and different members of the community as and when necessary. The teachers can also acquire knowledge about first aid and provide first aid service in emergency situations. They can also organise health and family welfare services where professionals of the concerned government department can impart health and family welfare education to all categories of members of the community. Such professionals can also be called upon to teach the children in the appropriate areas of health care, nutrition, hygienic practices and environmental sanitation. They can leave all related literature and information for future use of the community at the school. Local doctors can organise health camps to check the health status of the children and adults as well.

(iv) Community Education

Teachers can organise community assembly every evening where both radio and television and other video-audio programmes related to agriculture, health programmes and such other programmes can be listened to and viewed. Such listening and viewing can be enriched by follow up discussions and guided implementation. Besides, Yoga and Karate lessons can be imparted at the new community schools for physical fitness.

(v) Occupational Instructions

Children pursuing whole time and part time education can be led in a group to such facilities available in the catchment area where the village artisans, craftsmen and other relevant occupationists can demonstrate and explain their work for the benefit of the children. Care will be taken to ensure children's participation in such activities during upper primary education.

Non-formal & Mass (Adult) Education

Actually the part-time and own-time learners in the new school will be the learners now pursuing non-formal and mass (adult) education. Part-time learners may be the school dropouts in the age group of 9 to 14. A flexible and problem centred, work-based curriculum can be adopted for the part time learners keeping the basic theme of improving their skill for economic productivity in life. While preparing curricula and test items care must be taken to ensure relevance of these curricula and tests to the needs and life situations of individual learners without losing sight of the objectives of national development. These children, can however, opt for going up in the modern educational ladder especially in the vocational stream. To enable the part time learners in this regard, comprehensive evaluation of their learning and skill can be introduced at appropriate stage.

The part time learners can also form Brigades alongwith or independent of the whole time learners. However, no comprehensive curriculum or tests need be developed for the own-time adult learners. Their education will primarily aim at solving their immediate problems providing them with latest technology

to improve their skills and to build up an awareness appropriate to their life-situation in them.

Evaluation

Present system of examination has often worked as a disincentive for the child and demotivational force for some parents particularly the deprived ones. Besides, the present system does not gauge the competencies of a child, rather it evaluates the ability of a child to harness the 'chance factor' inherent in the system. Recognizing this, the new school system will usher in a real comprehensive system of evaluation of the competencies of the child and that will be continual. Incidental learning from sources outside the school would form a part of the system and a mechanism would be developed to evaluate it. It will apply to all types of learners.

Even the work education related to various occupation in the community and imparted both inside and outside the school will also be academically evaluated for which new tools have to be developed. For evaluation of participation in occupational work experiences and life-situation activities, voluntary teachers from amongst the members of the community can also be associated.

These techniques of evaluation will be acquired by the teachers through pre-service and in-service training and teachers' handbooks.

CHAPTER - 4
UNIVERSALISATION OF PRIMARY EDUCATION

4.1. Introduction

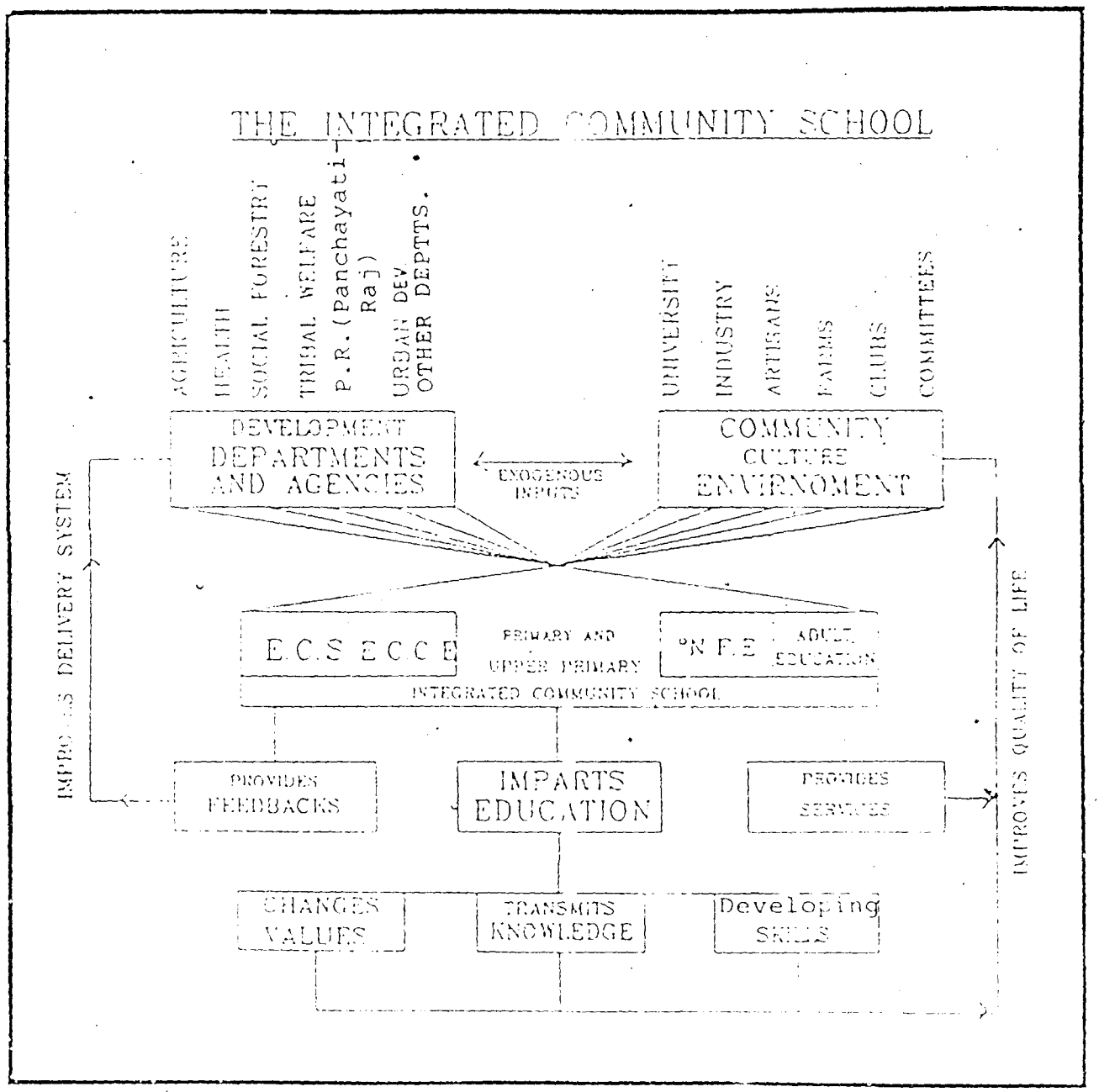
Universalisation of primary education implies the following :

- Universalisation of provision of educational facilities.
- Universalisation of enrolment.
- Universalisation of retention.
- Universalisation of achievement.

Of the above, the first three come under the concept of access. Provision of schooling facilities within a distance of 1 km. is a necessary but not sufficient condition for ensuring access. However, according to the 6th Educational Survey (date of reference 30.9.1994) there are 12,855 habitations constituting 17.57% of the total number (73,150) having no access to a primary school within 1 km. They are in the following population slabs.

Population	No. of habitations
Below 100	6030
100 - 299	5618
(Total below 300)	(11,648)
300 - 499	859
500 - 999	309
1000 & above	39
Total	12,855

Fig - 1


THE INTEGRATED COMMUNITY SCHOOL
AGRICULTURE
HEALTH
SOCIAL FORESTRY
TRIBAL WELFARE
P.R. (Panchayati Raj)
URBAN DEV
OTHER DEPTTS.
UNIVERSITY
INDUSTRY
ARTISANS
FARMS
CLUBS
COMMITTEES
DEVELOPMENT DEPARTMENTS AND AGENCIES
EXOGENOUS INPUTS
COMMUNITY CULTURE ENVIRONMENT
E.C.S ECCE
PRIMARY AND UPPER PRIMARY
N.F.E
ADULT EDUCATION
INTEGRATED COMMUNITY SCHOOL
PROVIDES FEEDBACKS
IMPARTS EDUCATION
PROVIDES SERVICES
CHANGES VALUES
TRANSMITS KNOWLEDGE
Developing SKILLS
IMPROVES DELIVERY SYSTEM
IMPROVES QUALITY OF LIFE

In addition to the distance factor there are a very large number of conditions which make access to education possible. Some of them are :

- Adequacy of institutional facilities like classrooms, playground, library, work-space as per unit-norm
- Healthy social climate and attractive teacher pupil relation.
- A curriculum based on felt-needs of the community
- Child-centred methods of learning and teaching and making school life a joyful experience.
- Suitability of school timing.
- A reasonable teacher-pupil ratio so as to individualise instruction and child-management whenever necessary.
- Availability of food, dress, books and other materials as per the need of the child.
- A balanced mix of wholetime, part-time and own-time education to suit each child.
- Not burdening the child with a heavy curricular load, and presenting a balanced programme of study, play and work for promoting growth in cognitive, affective and psychomotor domains.
- Healthy school community relations and a holistic approach to the total programme of community education and community development so that the insularity of the school is done away with.

On the whole an institution within easy reach with attractive emotional, social and academic climate and enough holding power so as to ensure the completion of the primary education cycle is what we need in the context of access.

4.2 Providing Schooling facilities - formal and nonformal channels

As indicated above according to the 6th Educational Survey, out of 73,150 habitations as many as 12,855 do not have schooling facilities within 1 km. The immediate need is to cover them under formal schools.

The NFE channel was originally planned for the 9-14 age group. But experience shows that it is suitable for the 11-14 age group. This means that educational facilities at the UP (Middle) stage may be provided by opening NFE centres wherever necessary.

A good grounding in the basic skill subjects requires at least 5 years of formal schooling.

A major economic constraint in opening or maintaining formal schools of reasonable size every where is due to the large number of small sized habitations. Various educational surveys have shown that nearly 25 percent of the habitations in the state has a population of less than 100 each and according to the 6th survey 41,996 habitations with a population of less

and each accounted for 57.41% of the total number. A population of 300, either in a single habitation or in a cluster of habitations served by a school, may be regarded as a cut-off point for the establishment of a formal primary school. Such a habitation/cluster may send 40-50 children to the five classes of a primary school which may justify the appointment of two teachers, one teaching nearly 25 children in three classes and the other nearly 20 children in two classes. The low teacher-pupil ratio in such cases can be defended due to the fact that a teacher handles multiple grades. However, one or more part-time teachers from the community may help the teachers in their work.

In hard core tribal areas, however, and in a few bilingual pockets, the two regular teachers may be supported by a Shiksha Karmi who knows the language of the people. The regular teachers may also be required to master the basic elements of tribal language with the help of language hand-books presenting a 30-day course of essential details.

In a normal situation a habitation/cluster of habitations with a population of 1,200 to 1,500 would require a 5-grade 5-teacher primary school as the roll strength would be around 200 i.e. 40 per teacher. In addition, such a school may need the full time or part time service of a Shiksha Karmi.

4.3 Voluntary Schools

Habitations/clusters with a population of less than 300 but not less than 150 (as suggested in the POA-1992) may be served by opening voluntary schools under the management of government or NGOs. But when their population crosses the limit of 300 they may be given formal primary schools managed by NGOs or the government.

4.4 School Mapping and Operation Black Board

As we are approaching a final position with regard to establishment of schools, a school mapping exercise may be immediately undertaken for locating the new schools at suitable places. School mapping will include the adequacy of classrooms, play ground, toilet, work-space, library etc. in schools so that the Operation Black Board scheme can be given proper direction. School mapping should also examine the adequacy of staff, T - P ratio, the distance of the school from the centre-school or cluster-resource centre and other issues which are vital to the issue of access. school mapping may take into consideration the educational needs of habitations with reference to the existing pattern of education and the needs of special/ gender groups.

4.5 Non-formal Education for Class VI and above

Non-formal education has come to stay in the primary education system as an alternative channel to formal schooling. Even though it is a child of necessity, to claim that it is comparable in quality to the formal system is certainly tall-talk. In the formal system a child spends five hours a day for five years. Other conditions remaining the same a child ordinarily would need 8 to 12 years for attaining the same academic standard

if he spends 2 to 3 hours a day. Of course, if a school dropout with good background or a non-starter at the advanced age of 11 or 12 is taken s/he may attain comparable standards in two or three years. But a child of 5+ or 6+ can never attain comparable levels.

In view of the above, education in the first five grades should be imparted in a formal school or in a voluntary school which should compare well with a formal primary school. After attaining the MLL for class V a child may be permitted to join the non-formal stream if he or she so desires. However during the 9th plan period NFE facilities may be made available to the '9+' age group.

The question of opening voluntary schools with grades I-V and voluntary schools with grades I-III and attached NFE centres at different places may be examined at the school mapping stage. In case the number of students who desire to continue their education in the formal stream is substantially reduced they may be put in hostels. In a few cases the students may prefer to complete primary education through the formal stream only. But they would like to move at their own pace and may complete the primary education cycle in 6 to 7 years. There is no reason to discourage them.

4.6 Private Initiative to Open Schools

If the people of any village decide to open schools and collect fees for the purpose or at least provide accommodation, teacher and other facilitates there should not be any objection to it as long as people prefer this school to the state-run schools and the school decides to function under the guidance and supervision of government. Such a school can also function as a community centre and motivate the villagers for taking up developmental activities.

4.7 School Timing to Suit Local Conditions

If a formal school is allowed to run during hours convenient to the parents and children but sticks to the academic standards of a regular primary school it may provide much better service than an NFE centre managed by an instructor in a poor setting. Shift system may also be adopted where necessary. If the community wants it, the school may have one shift for boys and other for girls or one for adult women.

4.8 Habitations/Clusters within the population slab less than 150 and peripatetic teachers

In the process of school mapping most of the small sized habitations can be tagged to near by schools. As a cluster of houses with a population of 25 or more is regarded as a habitation, the number of children may range from 5 to 30. The left-out-habitations of this type can be covered by peripatetic teachers or by putting them in hostels attached to near-by schools. The number of students in a hostel may not be less than 20, so that hostel life can provide opportunities for good community living. Another alternative would be to appoint a retired teacher/official or a person with under-matric qualification to take care of a small number of students specially girls.

The proposed schools where hostels are to be located and the habitations to be attached to them may be decided at the school mapping stage.

Peripatetic teachers may also be appointed to take care of small groups of girls in case they find it difficult or unsafe to attend school at a distance.

4.9 Special problems of Orissa

In view of the very large number of small sized habitations specially in hilly and forest areas, voluntary schools, peripatetic teachers and locally available persons and central hostels are the possible answers to the problem of universalization of access. The NFE centre may now come to the picture after grade-III, and after grade-V with effect from 2002 A.D.

4.10 Access to primary education - Policy frame

- Formal education is necessary for classes I-V.
- NFE can be regarded as an alternative channel only for the UP stage or for the age group of 11-14.
- Regular 5 grade primary schools may be established in all habitations/clusters with a population of 300 or more with 2 teachers to be supported by a Shiksha Karmi and locally available part time workers.
- Voluntary schools may be established for habitations/clusters in the population slab 150-299. Such schools may be converted to regular primary schools when the population crosses the limit of 300.
- Habitations/clusters with population up to 149 and isolated houses may be served by appointing peripatetic teachers, locally available persons or by attaching them to centrally located hostels.
- A habitation/cluster of habitations with a population of at least 1200 deserves a 5-grade 5-teacher primary school.
- A Shiksha Karmi, with the daily wage of semi-skilled worker, may be appointed either on whole-time or part-time basis to support the regular teachers when some of them are on leave or in case some of them do not know the language of the local people.
- A school mapping exercise may be urgently conducted to locate places for establishing new schools and for providing necessary facilities to institutions.
- The needs of urban slums and people moving from place to place in search of work may be given special consideration.

4.11 Access to the UP stage : The National Policy

The National Policy - 1986/92 provides for enrolling and retaining all the children up to 14 years of age and for substantial improvement in the quality of education.

4.12 Upper Primary - The Terminal Stage

In the context of Education For All, the UP stage emerges as the terminal stage for nearly 60 percent of our population. It is no longer the foot-hill which has to be somehow crossed in our upward march to the peak - the University. It is the stage which has to provide the essential knowledge, attitude and skill to the ordinary man to become an agent of socio-economic change and productivity in a fast-changing society. Literacy and numeracy are the focal points at the primary stage, but while strengthening these basic skills, the U.P. stage must promote techniracy in a big way so that the school-leaver will enter the world of work with competence and confidence.

4.13 The Ill-organised Stage

In Orissa the U.P. stage is ill-organised. In our perception of need it has a low rank. Traditionally the Middle school existed as a stepping stone to the high school, and in many cases was structurally a part of it. It never had a pride of place in our system. But during the last thirty years it is progressively moving towards the centre.

The U.P. stage is ill-organised because, for all practical purposes, it consists of grades VI and VII, but for some theoretical purposes class VIII is included in it. Class VIII traditionally existed as a part of the high school, but its curriculum in some subjects formed part of the high school curriculum where as in other cases it was planned independently. Recently, in a few cases, classes VI and VII have been attached to some primary schools, and the integrated unit is called upgraded Middle School.

4.14 Coverage - Grossly Inadequate

In 1995-96 the number of primary schools in Orissa stood at 42,104 as against the estimated requirement of 45,000. But in case of the U.P. stage the number stood at 11,716 which is nearly 50 percent of the estimated requirement of 22,000. In the same year enrolment figures for classes I-V stood at 40.47 i.e. 8.09 lakh per class on the average. But in classes VI to VIII the total enrolment stood at 11.34 lakh which puts the per-class average at 3.78 lakh.

4.15 The Urgent Need

In view of the above the reorganisation and expansion of the U.P. stage with the adoption of the 5 +3 class structure deserves to occupy the first place in our list of priorities.

4.16 Policy frame for Universalising Access to UP Stage

- The U.P. school may be a 3-grade unit (VI, VII, VIII)
- It may be an independent school. However, if the situation demands it may form part of an integrated primary school(I-VIII)
- Class VIII only must not exist as a part of the high school
- It may have an integrated curriculum for the three classes
- The U.P.(Middle) common examination may be conducted at the end of class - VIII

- The curriculum may emphasise techniracy and functionality of education in general
- The number of formal middle schools may be raised to 22,000 by 2007 so that the ratio of primary and UP schools can be 2:1 as suggested in the POA-1992
- A large number of U.P. level NFE centres may be opened to cover girls and working children in rural areas, urban slums, and weaker sections in general.
- All new U.P. (Middle) schools to be opened in the future may be 3 grade structures, and the existing schools may be upgraded in a phased manner during the 9th plan period.
- The establishment of new schools and the expansion and consolidation of the existing ones may be included in the school mapping exercise.
- The existing distance norm of 3 km. is ordinarily accepted.
- The concept of NFE, particularly at the UP stage, may be expanded so as to contribute to human resource development in the broad sense of the term.

4.17 Expanding the Concept and Content of NFE

NFE is visualised as an alternative channel to suit the needs of working children and their parents. Since we allow them to work when they are studying, and since our ultimate objective is to highlight the techniracy component, specially at the U.P. stage, we may take a more positive view towards work-education. In other words, instead of tolerating a 'work-while-you-study' situation we should positively plan and create opportunities for 'work education' which would imply not just 'work-plus-education' but 'education through work and for work'. This will change education 'to human resource development' in the real sense of the term, and speed up economic change in the catchment area by introducing advance knowledge and technology in various types of productive work in which the local community is involved.

This may increase the employability of educated persons and may create conditions for self-employment in the most natural way.

Therefore, NFE has the opportunity to bridge the gap between education and the world of work, and this may be exploited to our advantage.

The instructors who are now selected to operate the NFE system may not be suitable to the expanded concept of NFE. An educated worker in the village may be the ideal person for the purpose. It may not be difficult in many places to find matriculates engaged in agriculture, pisci-culture, poultry, radio and cycle repairing, photography and many other jobs of this type as self-employment measures. These are the persons who can handle the expanded scope of NFE with its emphasis on techniracy and employability by relating mathematics, language study and other theoretical subjects to the work-situation as and when necessary.

This may also force the man at work (the facilitators) to study the theoretical aspect of the job, which will ultimately contribute to the upgrading of standards of work and better productivity.

In case self-employed matriculates are not available for a subject the general qualification may be slightly diluted.

4.18 Education - Whole time (formal), Part time (nonformal) and own time (informal)

The system of education as envisaged here highlights the multiplicity of sources and approaches. The scheme of NFE as envisaged here would make the community a powerful agency for imparting skills. Another important source is the home, the parents and clubs, cultural groups or peer groups. For all practical purposes home is the first school in the life of a child. This is particularly important in the field of skill education and value education. Similarly out-of-school clubs, peer groups can assist the school in organising games and sports and other activities. Education from all such informal sources can be defined in a tangible way so that it can yield to systematic evaluation.

4.19 Linkage between primary education and literacy programmes - the Integrated Concept of Basic education

Primary education is designed to cover the age group 6-14 whereas originally the Adult Education Programme had the 15-35 age group as its target. But since 1988 the literacy programmes are covering the primary age group either partially or wholly. In Kerala the programme targeted the 6-60 group, but in other states it generally aims at covering the 9-45 group. As such the age group 9-14 comes under primary, nonformal and also literacy programmes. The objective in analysing this is not to find fault with our scheme of work. On the contrary this appears to be perfectly in order in view of our anxiety to raise the educational level of the common man.

As a matter of fact whatever basic or minimum education is necessary for the common man is imparted to the young child through the primary and upper primary cycles, and to young men or women who have missed schooling through the TLCs and PLCs. But in a well planned system the total content of the two phases of primary education designed as an end in itself may be the same as that for the two phases of the literacy programme as the aim is to equip the common man with the essential knowledge and skill to perform his duties as a citizen and as a production agent.

It may be probably better, therefore, to conceptually integrate the two programmes under the banner of Basic Elementary Education, and the process of integration may be instrumental in laying the foundation for life-long education.

The library movement, women's education activities and other such programmes managed by the Culture Department, Department

of Rural Development, Panchayati Raj may be merged with the programme of Basic Education to streamline management and avoid duplication of effort and ensure multiple inspection of schools.

The Board envisaged to administer these programmes may be known as the Primary and Mass Education Board.

4.20 The Complementary Role of Open Learning System

The system of NFE is based on the concept of a comprehensive curriculum equivalent or parallel to the formal school studies and aims at preparing students for an examination. But after acquiring literacy by the age of 11 some children may opt to continue their further education only in some job-oriented fields without bothering about the purely academic subjects or aiming at the UP common examination. Such open learning system may have a complementary role in universalising education at the 11-14 age level and may be an accepted model.

4.21 The Problem of Urban Areas

In Orissa the percentage of urban children is steadily rising. The projection shows that in 1995 of the 48.97 lakh children in the primary age group (Age 6-10) the percentage of urban children stood at 17.52. But the projection for the year 2001 shows that this proportion is likely to go up to 20.48 percent. The proportion of children in the age group of 11-13, corresponding to UP stage was 19.7 percent in 1995 and is expected to reach a proportion of 23.28 percent in 2001 A.D.

The problem of access, therefore, presents a relatively more serious situation as the absolute number of children increases due to both the rising population and the rising trend in urbanisation.

The weaker areas in the urban setting are of two types : the villages attached to the newly emerging urban conglomerations and the slums which naturally follow the establishment of townships. The villages in most cases have educational institutions in them, but the demand for schooling rapidly increases due to the conversion of green belts to residential areas for accommodating the people shifting to towns.

The slums, however, are the real headache. They come up without any plan and at places where there are neither civic amenities nor schooling facilities.

Therefore, the problem of access in the attached villages in urban conglomerations can be solved by expanding the facilities in existing schools, whereas the slums need a different approach. In the slum the adults are working members and the children are generally free for formal schooling, and with the abolition of child labour they will be entirely free.

Since it is difficult to open new schools when exactly they are needed it may be served by an extension school attached to the nearby primary school. An extension school may have three-grades or five-grades, and it may be managed by the nearby regular school with the help of Shiksha Karmis or regular teachers

The nearby cluster-resource centre which will assist the Sub-Inspector of schools in school mapping may take note of the needs of emerging slums and may immediately take action in consultation with the Sub-Inspector. However, for drop outs and late-starters NFE is the answer. Some NGOs are working on innovative ideas like "Platform School", School for street children" and the like. As the children are of various backgrounds such innovative action has a place in the total scheme of NFE or voluntary schools. In case the parents of a particular slum are engaged in one type of work the management of such schools/ centres becomes easy.

In cities like Bhubaneswar and Cuttack and may be in many other cities a group of people speaking a language other than Oriya inhabit a slum, and their children automatically become bilingual. The education of such children may follow the bilingual pattern in the first two grades, and teachers speaking the mother tongue of the children may do a good job.

One advantage in the slums is that the mothers often work outside, unlike women in the villages, and being exposed to outside influence they can promote the education of their children if they are properly motivated.

Access to education in the urban areas, as indicated above, needs careful planning as the client groups are not honogeneous in nature. Therefore, group-specific approaches will have to be resorted to for finding a solution to the problem.

4.22 Distance Education & Mass Media

Distance education has tremendous potentiality to solve the problems of quantity, quality and equity in education that our system has been beseiged with in an unorthodox way. It has to be systematised and utilised to upgrade the quality of child, adult and teacher education. The Committee envisages an important role for distance education mode in a wide spectrum of activities in order to universalise primary education in the state.

Distance education mode may be vigorously employed to train the under-qualified and untrained primary school teachers who cannot be withdrawn from the system to upgrade their qualifications.

Inservice training of teachers is an essential component of teacher empowerment programme. Distance education alternative with its multi-media approach interspersed with doses of personal contact programme may be taken recourse to as a viable means to provide continual teacher development.

Distance education mode may be extensively used to provide primary and secondary equivalent education to the motivated dropouts from primary schools and those who have completed five years of primary schooling and are not in a position to pursue secondary education or lifelong education.

Efforts may be made to provide training to village artisans farmers to upgrade and update their incidentally acquired skills for higher productivity. This will enhance their competencies to present such skills to teachers and students of primary schools as envisaged by the Committee.

In view of the resource constraints, it is not possible to invest in heavy capital expenditure. Therefore, distance education alternative may be used to supplement and reinforce classroom teaching-learning process. Radio and TV programmes may be designed imaginatively to effectively strengthen classroom instruction. Planning such programmes for broadcast or telecast may be done in advance in consultation with subject and pedagogical experts in the SCERT and the Advanced Institutes of Teacher Education. They should be able to prepare software along with SIET.

By 2010 or earlier efforts may be made to have a separate D.D.channel for educational programmes. By 2020 access to INTERNET may be provided in all high schools to help primary mass education

4.23 Much more important would be the role of INTERNET in the future since the Union Government has decided to provide all secondary schools with this facility starting with 200 schools in 1996. Primary education can immensely profit from it through school complexes.

4.24 To ensure better planning and utilisation a state level Monitoring Committee may be formed with the following members.

(i)	Director,TE & SCERT	Chairman
(ii)	Director,Doordarshan	Member
(iii)	Director,AIR,Cuttack	Member
(iv)	Director, DPEP	Member
(v)	Director, SIEMT	Member
(vi)	Director,SRC	Member
(vii)	Director, SIET	Member Convenor

The Committee may meet quarterly and examine various aspects including the following :

- Curriculum for TV/Radio programmes for school children with emphasis on enrichment of classwork, demonstration of skill-related activities, organisation of joyful activities related to educational objectives.
- Planning the use of Radio/TV for teaching Hindi mostly as a spoken language by utilising the services of Oriya knowing Hindi teachers whose mother tongue is Hindi.
- Complementary and reinforcing school work by presenting themes on India's common cultural heritage, equality of sexes, protection of environment; removal of social barriers, small family norm, inculcation of scientific temper and the like.
- Planning audience research, feedback analysis and ensuring improvement in production and presentation.

Dated 5-8-97

- Ensuring coordination and avoiding duplication.
- Giving support to the teaching of skill-related subjects.
- Ensuring community participation in the achievement of educational objectives and school improvement programmes
- Disseminating success stories in techniracy education, school improvement programmes and themes related to universalisation.
- Contributing to the open school system and life-long education.
- Strengthening the teacher-training programme

4.25 The timing of telecast/broadcast may be adjusted to present a one-hour teachers programme on weekly basis on saturday aternoon to coicide with the CRC meetings.

4.26. The greatest weakness of the TA/Radio education programme is its poor utilisation leading to huge wastage of resources. The Committee may do everything possible to prevent this.

4.27 Education through Traditional Mass Media

'When you think of education, for get that there is something like old age and death! This translation of an old saying reflects the dream of the Indian mind to create a society committed to life-long education in an age which never dreamt of the print-media or the electronic-media, and to make the dream come true the much-needed mass-media took the form of various kinds of cultural organisations and folk programmes which combined the ever-growing knowledge with the ever-expanding forms of entertainment. In addition to the wandering monks, the society created certain classes/castes of people who functioned as the moving ambassadors of culture and learning from generation to generation. In Orissa this led to the creation of folk-forms like 'Palla', 'Daskathia' etc. But what is more striking in the Orissan context is the importance of cultural organisations of permanent nature which form part of the life of the tribal people. All these modes may be utilised for creating a demand for education where it is nonexistent and for giving shape to life-long education with desired content.

The above calls for an area-specific and group-specific approach to environment building and value-education for which the mass-media is the best strategy.

A special cell may be created in the SCERT for utilising folk-forms in the scheme of basic education and life-long education. This unit may study the traditional community centres of various tribal groups and explore the possibility of utilising them as education media.

4.28 Targets and calender of activities for ensuring access

	Year	Activities
(i)	Dec. 1997	Completion of school mapping for the primary & UP stages.

(ii)	Dec. 1997	Formulation of Policy regarding attaching central Hostels in Non-tribal areas to centrally located primary schools
(iii)	-do-	Formulation of Policy regarding the networking of schools, and establishment of centre schools (with GP as the unit).
(iv)	-do-	Finalisation of Policy regarding appointment and deployment of Shiksha Karmies.
(v)	-do-	Creation of a folk education cell in SCERT.
(vi)	-do-	All VECs/Women's Committees to be made functional.
(vii)	-do-	Formulation of policy and curriculum regarding 3-grade UP schools.
(viii)	1997 - 2000	Opening of new primary schools and NFE centres on the basis of micro-planning to ensure 100 percent access in the DPEP areas.
(ix)	-do-	Establishing primary schools, hostels voluntary primary schools, extension schools and adequate number of NFE centres, and appointing peripatetic teachers where necessary to ensure 100% access in non-DPEP areas.
(x)	-do-	Schools to prepare lists of all children who would be reaching 5 years of age by April 2000.
(xi)	-do-	Establishing 3000 UP schools as per new plan.
(xii)	-do-	Preparing lists of village artisans etc. and workshops etc. for imparting technicacy education (under micro-plan)
(xiii)	2002	Conversion of all old UP schools to new model.
(xiv)	2002(end of 9th plan)	Covering all (old and new) primary schools under Operation Black Board Scheme.
(xv)	2002	Universalisation of enrolment for the 6-11 age group.
(xvi)	2007	Covering all UP schools (old and new) under OB Scheme.
(xvii)	-do-	Universalisation of enrolment for age group 11-14.

4.29 (i) It is envisaged that the two models of UP school will continue during the 9th Plan Period (1997-2002). However, to ensure academic equivalence students completing class VIII in the old model may be placed on par with UP school leavers in the new plan.

(ii) The question of making primary education compulsory from the point of view of parents may be taken up only when 100 percent of the people are well above the poverty line.

(iii) The target is to ensure 100 percent access by April 2000 and to keep the school system ready so that massive enrolment drives could be taken up to achieve 100 percent enrolment of the 6-11 age group by April 2002 i.e. the end of the 9th plan period.

(iv) The target with regard to the UP stage is to complete the restructuring of the UP school programme with emphasis on the integrated 3-grade structure and the techniracy-based curriculum so that it will acquire a new look by March 2007. The 12,000 existing schools may be converted in a phased manner by 2002.

4.30 **Projected Enrolment (on 100% basis in formal Schools) No. of Teachers,No. of Schools**

		Y E A R				
(a)	Primary Stage	1995	2001	2007	2011	2021
	Child population	48.97 lakh	54.09 lakh	60.00 lakh	64.90 lakh	77.89 lakh
	No. of schools	42,104	45,000	48,000	50,000	55,000
	No. of Teachers	1,10,540	1,42,000	155000	163000	188000
(b)	Upper Primary (Classes VI,VII,& VIII)					
	Child population	31.36 lakh	--	42.00 lakh	45.36 lakh	54.43 lakh
	Enrolment in formal school on 75% basis			31.50 lakh	34.02 lakh	48.82 lakh
	No. of UP schools	11,716	-	22,000	25,000	30,000
	No. of Teachers	38,414	-	100000	115000	135000

Note(a)The number of new schools and teachers may not be proportional to the increase in child-population, as the old schools will absob many new comers, and the T:P ratio will also increase from the existing average of 34 to nearly 40.

(b)The NFE centres to function at the UP stage and their facilitators are not included in the above projection.

(c)It is projected that at the saturation level 75% of children in the age group of 11-14 may attend formal schools and 25% NFE centres and open schools.

(d)The No. of teachers does not include Shiksha Karmies and part-time teachers.

CHAPTER - 5

UNIVERSALISATION OF ENROLMENT, RETENTION & ACHIEVEMENT

5.1 Orissa's Vision (1985-86)

In the approach paper to the New Education Policy prepared by the Government of Orissa by way of participating in the national debate for the formulation of the NPE-1986, the following points, among other things, were highlighted in the area of Elementary Education.

- Ideally, elementary education, particularly for the children in the age group of 6-11, should be imparted through the formal system. Thus, while planning expansion of facilities for elementary education, various combinations of the formal and nonformal systems could be adopted for providing the 8-year cycle of elementary education. Needs of small habitations could also be met by peripatetic teachers or part-time teachers, and economy could be effected by adopting shift° system.

- The elementary school should be developed as the centre for community education. This centre should cater to the educational needs of pre-school children; children in the age group of 6-11 and 11-14, both in the formal and non-formal streams, and the adult illiterates in the age group of 15-35.

- If the social system requires and adequate number of girls are available for establishment of a viable school, exclusive schools for girls, for those particularly in the age group of 11-14 could be considered.

- Residential schools must be opened in tribal areas in adequate numbers.

- The curriculum has to be redesigned to make it relevant to community needs, and meaningful in the context of life and expectations of the people. Apart from acquisition of basic skills, the curriculum for elementary education must aim at a minimum threshold of functional education, inculcation of social values, formation of basic manual skills and inculcation of familiarity with the social, economic, cultural and natural environment.

- Community involvement on a systematic basis may be encouraged for enhancing the social relevance of education and for improving the delivery mechanism and conditions for realisation of targets.

- The model of education envisaged would need the integration of different supervisory systems created for the formal and nonformal schools and for adult education programme. The school complex system should be revived with a view to improving supervision and academic guidance especially because of the introduction of INTERNET.

- The teacher education programme should be considerably strengthened and made much more comprehensive.

5.2 The NPE (1992 revision) and the POA-1992

The policy stand of government of India as reflected in the NPE (1992 revision) contemplats :

(a) Universal access and enrolment

(b) Universal retention of children upto 14 years of age.

(c) A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

5.3 DPEP

The objective of the DPEP is to :

(i) Reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5 percent.

(ii) Reduce overall primary dropout rates for all students to less than 10 percent.

5.4 Analysis of the present Position-Enrolment at primary level

The sixth education survey shows that the enrolment figures for primary stage (class I-V) stood at 40,46,684 on 30.9.94. The projected child population for 1995 in the age group 6-10 stands at 48.97 lakh. This puts the gross enrolment ratio at 82.64 per cent.

The number of girls enrolled stood at 17,84,190 and constituted 44.09% of the total primary level enrolment. In addition to this there are (1996) 21,397 NFE centres which enrol 2,63 lakh boys and 1.89 lakh girls. Adding this to the figures for formal school the total enrolment and the gross enrolment ratio come to 44.99 lakh and 91.87 percent respectively. Making deduction (20%) due to over age and underage cases and due to possible duplication of enrolment in the formal and nonformal schools we may arrive at a net enrolment ratio of 73.5 percent. Therefore, we may be very close to the truth if we say that one child out of every four is still out of school. In other words there are nearly 12 lakh out of school children and this explains why there are more than 9 lakh child labour cases in Orissa.

5.5 Enrolment of Girls

In view of the fact that 17.84 lakh girls are enrolled as against 22.62 lakh boys in the formal schools, we may conclude that the main cause of our deficiency is the girl child and she has to be targeted in our attempt to universalise enrolment. A "situation analysis of women and children in Orissa(1991)" brought out by UNICEF finds our social attitudes responsible for the educational neglect of girls. Their observation is as follows :

> 8.11 social attitudes towards women's education seem still to be rather negative. According to an ORG study in 1989, 13% of respondents in tribal areas reacted sharply to

the proposition that girls should be educated at all, the corresponding figure for non-tribal areas was 3 percent. The major reason cited was that girls would eventually marry and set up their homes. Therefore there is no need of education for them. This view is often expressed even in urban areas.

5.6 Strategy for Universalisation of Enrolment

The strategy for universalisation of enrolment would, therefore, mainly consist of :

(i) Providing access to formal education on 100 percent basis, and combining the formal and the nonformal systems for grades IV and above wherever necessary.

(ii) Creating conditions for the enrolment of girls, particularly in the tribal areas. In addition to these two essential conditions the other desirable but important conditions are :

- Expansion of the ECCE system to cover all children in the backward areas.
- Strengthening the nonformal and informal educational components of the ICDS with a view to reducing the basic differences in linguistic and cultural development in children coming from different homes and ensuring the creation of a reasonably homogeneous learning group.
- Incentives like free-books and instrumental materials, mid-day meals to all children belonging to weaker sections, and at least two pairs of dresses to girl children.
- Commencement of the academic session from April and organising enrolment drives at least two months before the commencement of the academic session and keeping the children engaged in playful activities during the period. If necessary a woman Shiksha Karmi or School mother selected from the locality may be appointed for two months.
- The two-month period may also be utilised for reducing heterogeneity among children in respect of linguistic and cultural differences and also for studying their special difficulties if any.
- Keeping track of all children approaching the age of five by maintaining registers.
- Mobilising parents well before the admission time.
- Distributing free books, dress, etc. on the day of admission.

5.7 Special Programmes for Girls

- Opening more NFE centres for girls in the 'nine plus' age group and reducing the enrolment norm from 25 to 10 where necessary.

- Providing free-dress to girls belonging to weaker sections and free-reading-writing materials.
- Ensuring the supply of standard school uniform.
- Appointing women Shiksha Karmis to ensure regularity of attendance, to maintain cumulative records and to meet parents for exchange of views.
- To give prizes, awards and certificates for special achievement.
- To give more emphasis to subjects/programmes like music, group dancing, house decoration, various forms of folk programmes so that girls' education will have 'a new look', 'a new taste' and some perceived utilitarian value.
- This should apply to the boys of the weaker section as well.
- To make girls' education a visible programme with 'eye-catching' elements so that the community will be forced to change its age-old attitude and participate in the programme with interest and a sense of value.

5.8 Strategies for ST,SC,Disabled Children and Girls

The problem of universalisation of primary education is essentially a problem of enrolling and retaining the ST/SC children and girls till the end of the UP cycle and providing quality education to them. The group that deserves very special consideration is the S.T.children.

The condition of the SCs is better but poverty and entering the world of work, mostly as child-labour, are their main handicaps.

In addition to the above retarding factors a negative social attitude towards girls' education is an important obstacle.

The girls also need some special skill related studies at the UP level.

In view of the above special strategies like the following may be adopted for ensuring equality and equity in the educational field :

(i) A well organised, stimulating Early Childhood Care and Education (ECCE) programme may bring them to the level of other children at the entry point to primary school. This is particularly important for whose who need a longer exposure for bridging the gap in respect of linguistic and cultural development. It would be compensatory education for deprived children.

(ii) To give a good grounding to all children in the basic academic skills education in classes I-V may be provided through the formal channel only. The NFE system which enrols more of ST and SC children and also girls due to problems of access to formal schools and their early entry into the world of work due to economic reasons has proved to be a poor substitute to the formal school and may be discontinued at the primary level.

(iii) In the tribal areas appointment of peripatetic teachers, opening of voluntary schools, appointment of retired persons for small groups of children, particularly girls, establishing central hostels for isolated clusters of houses are envisaged.

(iv) School facilities may be improved under Operation Black Board and specially designed classrooms may be constructed to facilitate multi-class teaching.

(v) The incentive schemes may be operated more realistically and efficiently (a) The mid-day meals in the tribal areas often reduce schooling to a 'eating programme' and may be substituted by distributing dry-food packets on the advice of nutritionists or by giving rice of equal price to be cooked at home (b) New books may be supplied in time every year (c) Two sets of dresses may be given to ST/SC girls and girls coming from other families below the poverty line.

(vi) Curriculum and textbooks may be related to the identified needs of ST/SC children and girls, specially at the UP stage.

(vii) Compensatory education to ST/SC children coming from poor homes would be necessary.

(viii) The micro-planning approach may keep an eye on the individual children who are likely to dropout from school.

(ix) At the UP stage children dropping out of the formal school may be enrolled in the NFE centres or open schools until they reach the age of 14.

(x) Teachers from ST/SC communities and specially women may be appointed in greater number, even by slightly lowering their qualification on performance contract basis and then encouraging them to upgrade their qualification before regular appointment as teachers.

(xi) Achievement surveys may be conducted annually on sample basis and in comprehensive manner in 5 years to ensure that the gap in the achievement of STs, Non-STs, SCs, Non-SCs and boys girls is progressively reduced to reach almost 'zero level' by 2007.

5.9 Education of the partially disabled children

The scheme of integrated education which is now at the experimental stage covering only 139 schools and 2105 children and which suffers due to uncertainty of flow of funds may be implemented more seriously as a regular scheme to cover all the deserving children (age 6-11) of the state by 2002 and all children of the 11-14 age group by 2007.

5.10 Enrolment at the Upper Primary Stage(Classes VI & VIII)

According to the 6th survey the number of children enrolled in class VI-VIII was 11,33,671 on 30.9.94. The projected child

population for the age group 11-13 being 31.36 lakh for the year 1995 the gross enrolment ratio comes to 36.15. The net enrolment ratio after deducting 20% due to overage and underage cases would come to 28.92% which means that less than 3 percent children out of every 10 are attending UP schools. The share of girls in the enrolment is 4,50,237 or 40.67 percent which is much less than the corresponding figure for primary school (44.09 percent).

In addition to the formal schools there are 2,231 NFE centres managed by government, NGOs enroling 13,163 boys and 11,788 girls making a total of 24,951. The total enrolment in the UP stage would, therefore, come to nearly 11,58,622 and the proportion enrolled can be placed at 36.95 per cent which is the gross enrolment ratio. The net value can be reasonably placed at 29.56 percent or so. The children of the age group covered under TLC are not included in this.

5.11 Action Plan

In the context of universalisation of enrolment for the age group of 11 to 14 the following action plan is suggested.

- The UP (Middle) stage in Orissa may consist of classes VI, VII and VIII and Class VIII may structurally form a part of the UP school so as to facilitate universalisation of access and enrolment.

- Special schools may be set up for girls at suitable places.

- There may be nonformal centres in larger numbers to cover groups of 10 children or more.

- Each NFE centre at the UP stage may have two sections one meant for theoretical studies in a class situation and the other devoted to techniracy organised job-wise even for smaller groups. If there are 10 students, two may take up tailoring, two mushroom cultivation, two water-pump repairing, two poultry, one child-rearing and one pisci-culture or other relevant subjects. They may work under locally available experts or VLWs.

- The NFE centres may combine formal, nonformal and informal approaches to cover aspects of the curriculum.

- The open learning approach may take care of further education after class V in a work-subject without much emphasis on pure academic studies.

- TLCs/PLCs may be regarded as alternative channels in respect of the age group 11-14. Primary education, NFE, Open learning system and mass education may be regarded as complementary programmes under the broader scheme of Basic Elementary Education.

5.12 School Without boundary

An important side-effect of the new approach to the NFE and open school systems may be that the entire village community

will be tempted to learn more about more areas of work and our dream of having a 'learning society' and 'life-long education' may be realised.

In such a situation 'school' may lose its traditional meaning and image, and may be synonymous with a comprehensive approach to Human Resource Development in the context of the needs of a changing society. It would become the sum-total of a community's effort to upgrade itself economically and culturally. This effort is without any boundary as human ambition knows no bounds.

5.13 Universalising Retention

The effect of stagnation and dropout makes the classwise arrangement of our enrolment figures a cut-off pyramidal structure. Non-availability of schooling facilities beyond class III and class V is also an important factor, as students are forced to leave school before reaching the terminal stage. However, the situation is changing due to the following reasons

- The incomplete primary schools are being upgraded to the class V level under Operation Black Board and single teacher schools are being provided with additional teachers.

- More and more middle schools are being opened.

5.14 Census of children attending schools

For getting a clear picture of the extent of enrolment, retention and dropout the present method based on formal school statistics may be discarded, and a census of children in the relevant age group may be conducted in 2001, 2011 and 2021 until we are sure that universalisation has taken root in our system. Children under the four schemes of Basic Education, primary, NFE, Open school and literacy/post literacy programmes may be regarded as 'enrolled' in the broader sense.

5.15.1 Disaggregated Target Setting

As all the blocks of the state and all the GPs in a block are not at the same level of development, a realistic approach to universalisation would need disaggregated target setting as a strategy. For this the block may be ordinarily accepted as the unit, but in case of blocks having heterogeneous population structure the GP may be taken as the unit. In all such cases the target dates for achieveing a certain level of growth may vary from block to block or GP to GP in a block. However, for general guidance the targets for the state may be fixed as under.

5.15.2 Targets and Calendar of Activities for the State

(A) Primary Level (Age group 6-11)

Year	Towards Universalisation of enrolment	Towards Universalisation of retention
2000	All advanced blocks & GPs to achieve 100% access in respect of age group 6-9	- Formal schools to retain 80 p.c. in respect of 6-9 age group.

		- Covering all first generation learners under compesatory eduction programme.
2002-end of 9th plan	All children in the 9-11 age group to be covered either under formal or nonformal systems.	- All children in the 6-9 age group to be retained in the formal system. - Strict adherance to non-detention policy.
April 2002	No fresh admission to be made in the NFE centres for the 6-11 age group.	--
2005	100 percent enrolment in formal primary schools	- 100 percent retention in formal schools.

(B) UP (Middle) level - Age group 11-14

Year	Towards Universalisation of Access
2000	a. Micro-planning to be completed (1st round) b. Advanced blocks and GPs identified. c. Blockwise/GP wise strategies and targets to be finalised. d. Formal schools as per 9th plan provision and more of NFE Centres for girls and weaker groups to be established. e. Net-working of UP/Primary/Vol. or extension schools/ NFE centres to be finalised and made operational. f. Policy with regard to 3 grade UP school to be finalised & all new schools to be of this type. g. Total number of formal schools may be raised to 15,000 and all the new 3000 schools to be integrated 3 class structure. h. Open school system to be tried out.
2002	a. Total number of formal schools to be raised to 22,000 b. NFE centres to be opened to cover all habitations not covered under the formal system. c. All old schools to be 3-class structure.
2007	100 per cent access through formal & NFE channels and open schools to be ensured.

5.16 Recommendation for universalising enrolment and retention for the 11-14 groups.

- By 2007 A.D. all children in the age-group of 11-14 may be enrolled in one of the three channels-formal school, NFE centre or open school.

- Literacy programmes may be discontinued for the 9-14 age group with effect from 2007 and NFE and open school systems may absorb 100% of the children dropping out of the formal stream.
- The open school system may be introduced at the UP school level during the 9th plan period.
- The NFE system for the UP stage may be reorganised and strengthened for giving adequate weightage to work-related education.
- For universalising education for the 11-14 age group a large number of NFE centres may be established for girls and in sparsely populated areas and at places with communication difficulty.
- Mass education may cover 15-60 age group at community centres to be attached to all UP schools & centre schools during the 9th/10th plan period.

5.17 Universalisation of achievement

A single provision in the NFE-1986 that can shake the entire system of primary education to its core is the one relating to Minimum Levels of Learning.

5.18 The DPEP guideline

The District Primary Education Programme has highlighted "substantial improvement in quality" as its objective which is stated as follows :

> "The main objective of DPEP is to develop and implement in the districts selected, a replicable, substainable and cost-effective programme so as to raise average achievement levels by at least 25% over measured base-line levels, ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies by all primary school students".

Another indicator of the overall "substantial improvement in quality" as suggested in the above para of the manual is that the differences in learning achievement among gender and social groups is to be reduced to 5 percent. This aspect is important in the context of universalisation of achievement with emphasis on equality and equity.

5.19 MLL/ELL & Universalisation of Achievement

The Minimum Levels of Learning (MLL) or the Essential Levels of Learning(ELL) practically mean the samething, beacuse whatever is 'essential' may also be accepted as the 'minimum' from the point of view of classroom achievement. During the last ten years subjectwise and classwise lists of minimum competencies have been prepared for the primary stage, and to make teaching and evaluation competency-based textbooks are being prepared by designing content related to the competencies to be achieved in a class. In Orissa the syllabus for the primary stage is being revised to accommodate the MLL at the primary stage.

The MLL concept may facilitate the universalisation of achievement. But still there are many questions in the minds of people.

5.20 MLL - The PROS & CONS

The criticism of the MLL is mainly on the following grounds :-

- Since the focus will be on the 'Minimum' there will be a general down-grading of the syllabus and academic standards.
- There may be unusual emphasis on weaker students in the classroom and the average and definitly the above average may feel ignored.
- By doing justice to the mentally weak we may do injustice to those who have the potentiality to take the country to higher levels. In other words, HRD will come to mean Human Resource Destruction.
- In view of the continuous explosion of knowledge, the continuous struggle to provide better facilities in schools and to upgrade the quality of the teacher the concept of the Minimum is irrelevant.
- To take a large unselected group of children above the minimum level may be very difficult and may necessitate huge funds to arrange for compensatory education.
- In spite of all that one says in favour of MLL, in a practical situation, something like '75 percent achievement by 75 percent of students' may be the compromise. Thinking of 100 percent achievement by 100 percent students may be a dream and aiming at such an outcome may result in keeping the standard at a very low level which would defeat the very purpose of education.

The pro-changers have their justification too. Some points in their favour are as follows :

- It is too much to be satisfied with a situation where hardly 50% of the students cross 30% of attainment level.
- If under-achievement is tolerated its cumulative effect causes serious concerns at high levels and causes huge wastage.
- At the primary level where courses in the major skill subjects are sequential, the lack of minimum learning leads to stagnation and ultimately dropout. Therefore the aims of unversalisation will be frustrated.
- In view of the above, children of poorer homes, STs, SCs and other weaker communities will rarely get a chance of going up to higher positions, and also to higher social hierarchical levels.
- Therefore the need for universalisation and a sense of equity almost forces us to accept the MLL/ELL strategy, and universalisation of access, participation and success make it a pre-condition for achieving universalisation of primary education.

5.21 I.Q, ECS and ECCE

It is a known fact that heredity and environment contribute to the sharpness of one's intelligence which is expressed as I.Q or Intelligence Quotient. With a view to counteracting the adverse effect of poor environment on the growth of intelligence adequate measures may be taken for Early Childhood stimulation. This can be done through parental education so that they can stimulate child's growth from birth to the age of three or six.

Universalisation of primary education with emphasis on quality and equity may, therefore, accept ECS as a contributory factor and may necessiate the adoption of a Home Based Model (from conception to 6 years) as suggested by the NPE/POA-1992, of Day Care Centres (from birth to 6 years). In this connection the stand taken by NPE is clear. It says :

> "The National Policy on Children specifically emphasises investment in the development of young child, particularly children from sections of the population in which first generation learners predominate".

Our quest for quality and equity may,therefore, start with a comprehensive and effective programme of ECS followed by the ECCE programme (for the 3-6 age group) which has come to be identified with the ICDS (Integrated Child Development Services). The ICDS programme may raise the level of all children from weaker homes so that the heterogeneity of the learning group at the entry point in class-I is substantially reduced.

5.22 I.Q Vrs. Q.I.

Inspite of the programmes for stimulating the mental development of children there will be individual differences in the capacity for learning (or I.Q). The deficiency in I.Q. can be counter-balanced at least partly by improving the quality of instruction (Q.I.). The retarding effect of poor homes may also be counteracted by Q.I. to a great extent. The instructional strategy may give importance to the following :

- Continuous and comprehensive evaluation of learners' achievement.
- Timely diagnosis of learning weaknesses.
- Taking special care of basic skill-subjects like the 3Rs.
- Compensatory education as per need.

In addition to the above, timely supply of textbooks and learning materials, satisfying basic needs like clothes, food, health care may have to be planned in case of children and specially girls, coming from homes below the poverty line.

Individual attention may be given to all first generation learners. Universalisation of achievement is a very difficult goal set by the country for itself, and the concern of the state may be reflected in budgetary provisions. This calls for special provisions for a state like Orissa where near 56 percent of the people are still below the poverty line.

5.23 Measured Baseline Levels & Standardised tools and Techniques

The DPEP stipulates that the average achievement levels are to be raised by at least 25% over measured baseline levels ensuring achievement of basic literacy and numeracy competencies and that differences in enrolment, dropout and learning achievements among gender and social groups are to be reduced to less than 5 percent.

This emphasis on 'measurement' takes 'universalisation' to a level where the scientific approach to achievement testing and comparison of results forms the basis of judgement. This places new demands on the evaluation system of schools which must now be emancipated from its archaic methods and common sense approaches which vary from place to place and teacher to teacher making examination usually an unreliable base for taking decisions and giving judgement.

The need, therefore, is to establish a Measurment and Evaluation Unit (MEU) which will take up standardisation of tools and test batteries which will make it possible to determine the 'Measured Baseline Levels', and later to see if the achievement level has been raised by 25 percent or not, or if the gender differences and social group differences have actually been reduced to 5 percent.

The Measurement and Evaluation Unit (MEU) may be attached to the SCERT. District level units of MEU may be attached to DIETs and Teacher Training Schools.

5.24 MLL-based Tests

The desirability of MLL-based, Area Specific textbooks is being discussed in the chapter on curriculum. If multiple sets of textbooks are to be used in the state the basis of comparison must be the results of standardised tests (summative tests) based on MLL and free from the details of content.

5.25 Summative & Formative Evaluation

Apart from the summative tests mentioned above which may be used for state level achievement surveys and inter-group comparisons, other types of tests based on specific textbooks or groups may be prepared for formative evaluation to be used with a school, area or social group.

5.26 Repetitive measurement and Parallel Tests

Judgements concerning universalisation of achievement and the attainment of DPEP goals in this regard would require frequent use of the same test in different situations and with different groups. But repetitive use of one test may alter results from administration to administration due to practice-effect. To make the situation relatively error-free and to minimise the 'learning effect' or 'practice effect' on a test several form of the same test may be developed.

5.27 Conclusion

Universalisation of achievement places heavy demands on school administration for creating conditions for taking unequal groups of children to equal levels of learning. Hence a new resilient model is necessary.

The financial implication of the proposition may be quite difficult to be absorbed in the budgetary exercises in a state where nearly half of the population is below the poverty line.

Secondly, universalisation of achievement and its corollary with regard to the equality of social and gender groups need to be tested with reference to objective criteria and with the help of standardised batteries of tests. This gives the establishment of a Measurement and Evaluation Unit (MEU) a special position in the list of priority.

5.28 Calendar of Activities

Sl.No.	Date	Activities
1.	June 1997	Preparation of Teachers Handbook for universalisation of achievement.
2.	July 1997	Completion of Training of DIET/Training Schools staff on universalisation of achievement.
3.	Dec. 1997	Establishment of Measurement & Evaluation Unit (MEU) under DPEP in the TE & SCERT.
4.	March 1998	Training of MEU staff of DIETs/Teacher Training Schools.
5.	June 1998	Construction of Test Batteries.
6.	Sept. 1998	Try-out & finalisation of Test Batteries.
7.	Dec. 1998	Measurement for determining Baseline levels for State, District, Gender and special groups and individual schools in DPEP districts.
8.	Dec. 1999	Measurement for determining Baseline levels for Non-DPEP districts.
9	March 2000	State level report on Measured Baseline level.
10.	Dec. 1999 Dec. 2000 Dec. 2001	Annual testing on sample basis for knowing the extent of upgradation of standards and the reduction in gender/social groups in achievement.
11.	March 2002	Quinquennial report on universalisation of achievement.

CHAPTER - 6

CURRICULUM AND EVALUATION

6.1 The Need for a change

Nature has endowed Orissa with the richest gifts of land, water resources, forests and minerals. Yet it is poor. It is at the bottom in the development index occupying the 17th position among the 18 major states of India. 55.61 percent of its population are below the poverty line as against 12.70 percent in Punjab and 15.46 percent in Himachal Pradesh while the national average is 39.34. Per capita net state domestic product at constant prices in Orissa is Rs.1578/- as against Rs.4055/- in Punjab and Rs.3479 in Haryana when the national average is Rs. 2292/-. Orissa is far superior to all these states as far as natural resources are concerned. Had the natural resources been properly utilized through meaningful and purposeful human resource development, Orissa could have been placed at the top of the development index-not at the bottom. The omissions and commissions could be seen from the table below.

Table - 1

UNEMPLOYMENT PROFILE OF ORISSA
(Obtained from live Register of the Directorate of Employment,Orissa)

Reference Year	Number of unemployed persons in the live register
1991	8,99,854
1992	8,91,252
1993	8,63,724
1994	8,77,679
1995	9,20,767
1996	9,55,168

The table above indicates that our educational institutions are producing large number of unemployables every year. Our graduates coming out of schools and colleges seek employments in organised sector which are not available and also not likely to be avaailable as the staffing patterns in this sector become more and more modernised by mechanisation and automation. The Steel Plant at Gopalpur will employ considerably less number of persons than that at Rourkella.

An investigation into the causes of unemployment would indicate that it is a systematic failure of our education which never attempted to train the hands of our children. The education system never had any programme for imparting skills to students oriented towards any productive process from the bottom to the top. The model of education we are following is an old colonial model imported from England 150 years back designed to serve the upper middle class of Indian society chiefly for securing jobs. It has created a social trend which has strong fascination for government jobs. A child develops an attitude

right from the date of his admission or even before, that he would be educated for a government job. His parents are instrumental in the development of such attitudes because that is the social norm developed among the educated people followed by the common mass. Our education system does not take into consideration the needs and life styles of the people 75 percent of whom depend upon agriculture and the allied avocations living in the tribal and rural areas. It was argued for some time that the education system introduced by Macaulay was not meant for the mass, it was for the class. Therefore it did not attempt to reflect the life, needs and aspirations of the mass of India.

A study of the Bhubaneswar market has revealed that the following items are supplied from the neighbouring states to Bhubaneswar city market worth Rs.3.63 crores during the year 1995.

Table - II
SUPPLY OF ESSENTIAL EDIBLE MATERIALS
FROM THE NEIGHBOURING STATES
(Rs. in lakhs)

Name of the Item	State from which supplied	Cost of the material
1. Potato	West Bengal	160.00
2. Onion	Maharastra	100.00
3. Ginger	Assam	48.00
4. Lemon	Andhra Pradesh	25.00
5. Banana	-do-	30.00
Total		363.00

Besides the above supplies to Bhubaneswar market Andhra Pradesh also supplied fish worth Rs.7500 lakhs and eggs worth Rs.2900 lakhs to Orissa during 1995. These facts reveal that we have not been able to meet our own demands in respect of the above essential edible items over the last fifty years of independence.

This reminds us the key note address of R.K.A. Gardiner on "Education in rural Areas" where he writes, "The single most important component of any human resource development programme is the education and training of human minds and hands.

x x x x x x x x x x x

If education is to help satisfy some of the current pressing needs of society it must be deliberately designed as an instrument of economic and social growth".

In our general education system we have never attempted to train the hands of children nor have we tried to link education to productivity and economic growth. It can safely be concluded that our education system is divorced from the people, their needs

and aspirations and the economic development of the state. The model of education which has become obsolete, unusable, unproductive, unconnected to our community need be replaced by an alternative model which would be community oriented, productive and useful.

6.2 An analysis of the present system of elementary education of the state would reveal that it suffers from many defects of which the following are the major ones :

(a) The present curriculum is unrelated to the world of work which exercises a strong pull on the life of a large number of children after the age of 10 years.

(b) Learning is not activity-based.

(c) It does not encourage the spirit of inquiry, discovery and creativity.

(d) It does not impart skills.

(e) Learning is not participative. The curriculum is transacted through the dictates of the teachers. In other words the process is teacher-dominated.

(f) The curriculum over-emphasizes the cognitive domain and neglects the affective and the psychomotor domain.

(g) It is inflexible mainly catering to the middle class society and not to the vast majority of people who are deprived and poor.

(h) It does not get any social and cultural inputs from the local community.

(i) The curriculum is not updated regularly to keep pace with the advancement of knowledge specially in science and technology.

(j) The curriculum is not socially relevant and is not responsive to local needs and environments which widely vary. It is divorced from the community for which the child is alienated from his community after completion of education.

(k) There is no convergence betwenn community and school management.

6.3 The role of education in social transformation makes it essential that the content and process of education are continuously renewed to be in tune with the changing needs, aspirations and demands of the society.

The rapid growth of knowledge and emergence of new means and methods of communication indicate that the curriculum at school stage should be renewed continously to respond to the present and future needs and future challenges. The school curriculum should be dynamic and flexible enough to respond to the changing social priorities and developmental goals.

Orissa with 75% of its population depending on agriculture has principally an agrarian economy which need be developed through its education system. Agriculture in advanced countries

has been modernised with technological support and has been oriented towards high yields. Unless the modern technology is transmitted to the farmers of the state through the educational process, its economy is likely to regress or stagnate as is seen from Table II. Agricultural technology may be disseminated through the extension services to the farmers who should be able to receive and retian the required information and practically apply the knowledge and techniques as and when required for the success of the second green revolution which is now proposed to cope with the dwindling natural resources accentuated by population growth. such tasks will not be easy without changing the education for adults as well as children.

The education system should adjust to the changed circumstances and developments in the knowledge systems to ensure community developments. The modern developments in science and technology which have not been reflected in our education system need be incorporated through modification of curriculum in order to enable the school children to serve the community better than before. The school has to transform itself into a community school and the education that is contemplated has to be modernised ultimately leading to high productivity and social change. Such a model of education will require the convergence of all agencies dealing with education both formally and informally for effectiveness and rationalisation of expenditure.

6.4 Equality of educational opportunity

6.4.1 In our efforts to bridge the gap between the rich and the poor and to remove socio-economic disparities, equality of educational opportunity plays a vital role. The education system should create an awareness of the inherent equality of all with a view to removing the prejudices and complexes developed in the child through perpetuation of social taboos particularly relating to castes,creeds and religions which are caused by accidents of birth. Economic inequalities caused by unequal distribution of wealth is no less responsible for discrimination in the field of education. It is extremely difficult to remove the prejudices and complexes created and reinforced in the socio-economic system unless conscious efforts are made right from the very start of education at the primary and pre-primary stage through designing and transacting a curriculum that is free from such biases.

6.4.2 The curriculum has to focus on the learning outcomes and their equalization among children belonging to different social, economic and cultural background comensurate with their inherent individual ability. Adjustment of learning to the intellectual capacity, emotional make up and physical abilities is one of the significant ways of maintaining equality of educational opportunity.

6.4.3 The gender bias which has complex historical origin is one of the chief impediments in the way of attainment of equality of sexes. Social discrimination on the basis of sex has to be addressed through adult education. Yet primary school curriculum and its transaction may be the starting point for removing gender bias and bringing girls at par with boys. Equal

opportunities for access and success may be provided to each child irrespective of his/her caste, creed, religion, sex and economic status.

6.4.4 Similarly the question of slow-learners, mentally and physically handicapped children may be dealt with on a different footing. Compensatory education may be provided within the system of primary education for the handicapped and disadvantaged children. Compensatory and remedial education whould also be provided for the weak and deficient children in order to help them grow to equalize with others.

6.4.5 In pursuance of the national pattern of education i.e. 10 +2 +3 the primary education cycle covers 8 years in two sub-cycles : Primary sub-cycle covers 5 years and the upper primary 3 years. In the state education pattern the first sub-sycle i.e. primary education coincides with the all India pattern whereas the upper primary sub-cycle covers 2 years which, it is suggested, may be raised to 3 years not only to conform to the national pattern but to make upper primary education functionally effective in life and available to more children than at present.

6.5 Curricular Objectives

The objectives of elementary education may be as follows :

* Language abilities and communication skills needed for social living and further learning.
* Number operations.
* Knowledge, attitudes and habits necessary to keep one-self physically fit.
* Pre-vocational and vocational skills to earn a living and help increase productivity.
* Understanding one's own environment and trying to conserve the natural resources.
* Ability to appreciate and discover beauty in nature and various life situations and integrate it with one's own personality.
* Developing a wholesome attitude towards sex and members of the opposite sex.
* Understanding of the diverse cultural and social systems of people living in different parts of the country and the composite culture of this country.
* Developing scientific temper characterised by spirit of enquiry, discovery and scientific methods.
* Developing moral values like honesty, truthfulness, tolerance, courtesy, kindness, compassion and fearlessness.
* Remaining aware of the technological advancements and preparing one-self for the changes.

6.6 Approach to curriculum

6.6.1 The present curriculum prescribed for primary education over-emphacises the cognitive domain at the cost of the affective and the psychomotor domains. Although work experience, games and sports prescribed in the curriculum, can be categorized under psychomotor domain, they are not given due importance while transacting the curriculum. It is necessary to make them an integral part of the curriculum as subjects of study and examination.

A 5-year-old child admitted in class- I of a primary school continues there till he/she is 10 years of age. Though relatively physically delicate he/she needs adequate physical activities within and outside the school for his/her neuro-muscular co-ordination. He/she needs activities for channelization of his/her energy and development of wholesome personality. The most important consideration is that the child's knowledge, habits and attitudes are formed during this formative period which if neglected may lead to emotional and aesthetic starvation culmenating in a lopsided personality, a major feature of the existing system.

Similarly, the learner enters the preadolescent age by the time he/she reaches class VI or VII. This is the period of puberty requiring special treatment of his/her feelings and emotions. Puberty brings sudden physical growth with emotional turbulence. Therefore, this period needs the training of the emotions and imaginations of the educands. Sufficient provisions should be made to channelize the emotions and energies through educational programme in order to develop a balanced personality.

6.6.2 Orissa has a large variety of ethnic groups different from one another in several dimensions. There are 62 scheduled tribes and 93 scheduled castes among whom there are 12 primitive tribes like the Bonda, Kutia-kondh, Lanjia soura, Juangs and others which are at the pre-agricultural stage of development. Placed on a development scale of 100 points the population of the state would be spread from zero to 100 points. Topographically Orissa presents scenes of coastal plains on the eastern side and high mountain ranges and deep terrain on the southern and western side. 65 percent of the population live in the rural areas, 22 percent in hilly and forest areas and 13 percent in urban areas. The environments and socio-cultural background of the people widely differ. Prescribing one and the same set of curriculum for such a large variety of people of widely differing socio-cultural background is educationally unsound. The curriculum which was meant for the upper middle class people of the British era continues with minor superficial changes. This is a clear injustice to the large segment of people living in the backward tribal and rural areas and becomes a source of future shock and inner disorientation of the educands.

It is, therefore, recommended that there should be at least three equated sets of curriculum : one set for the tribal sector, second set for the rural sector and the third for the urban sector. The objectives and competencies to be developed would remain the same for all the sectors contemplated to be achieved through the local environment specific curriculum.

Textbooks would be mostly local specific depicting the social features, culture and customs of the local people. Local characters of eminence would be picked up and local festivals, ceremonies would be reflected in the textbooks. Local materials would be used as teaching-learning aids. Teacher education would aim at equipping teachers to project their imagination to achieve such goals through textbooks which may not be exactly local specific but broadly so, that is tribal, rural and urban.

6.6.3 The content oriented learning now in practice would be replaced by competency-based learning leading to quality improvement. Minimum learning outcomes to be attained by all the learners in respect of each curricular area at each stage have been specified. Efforts are being made to provide adequate and appropriate learning experiences for growth and development of learners. A major shift from evaluation dominated education system to development oriented education is made under the MLL programme. Flexibility is envisaged in the selection of content, learning experiences and strategy for curriculum transact in order to make learning more relevant to the needs and environment context of the learners. A high degree of flexibility and local initiatives are contemplated in designing and introducing remedial and enrichment programme for the needs of slow and fast learners respectively. The Minimum Learning Outcomes (MLO) are to be attained at mastery level by the learners This scheme is expected to raise the achievement level of the learners and eventually of the schools during a short span of time. Workbooks for students and handbooks for teachers would be prepared and supplied in order to operationalise the scheme by 2002 A.D.

6.7 The Curriculum

6.7.1 The new education is contemplated to be delivered in three channels, namely (i) the formal channel (ii) The nonformal channel (iii) The open system.

(i) The formal channel would be the main channel of education for the primary stage covering classes I to V with the basic objectives of literacy, numeracy, skill education or techniracy and development of desirable social and moral values. More emphasis would be laid on skill education at the upper primary stage. Learning through active participation in production-oriented work situations would be more important than formal indoor learning.

(ii) For the coming five years upto 2002 nonformal education would continue at the primary stage. Progressive steps would be taken to phase out nonformal education at the primary stage in a regulated manner till illiteracy is liquidated. Quality and standard of primary education should not be allowed to be diluted in the nonformal or open system at the primary stage. When a strong base of education is obtained in the formal channel, a learner may take up nonformal or open systems for acquisition of skills in any avocation for earning a living.

(iii) The open system would be flexible enough to include any learner desiring to learn or upgrade skills for

his/her living. The open system would offer own time education to the learner. This is likely to be suitable to those disadvantaged learners who cannot continuously afford to have formal education. Besides literacy and numeracy the open system would place greater emphasis on skill acquisition. Distance education would also be a means to reach this goal.

Irrespective of the channel through which the learner prefers to study the curriculum would be toilored to the needs of learners as far as practicable. The teachers who would remain in charge of the schools/education centres would be taught to prepare a curriculum adjusting to the needs of the learners by both pre-service and inservice channels.

6.7.2 The medium of instruction would be the regional language-Oriya. At the primary stage facilities would be provided to linguistic minorities to learn through their mother-tongue with provision to switch over to the regional language at class III level.

6.7.3 Language

The languages only would be studied for achieving better communication skills.

(a) Mother tongue/regional languages.

(b) English to be introduced in class-IV.

Teachers posted in tribal areas would learn the local dialect to facilitate communication with the children and other parents. Bilingual primers may be introduced if necessary for classes I and II facilitating switch over to regional language at class-III level. Teachers' handbooks (e.g. learning language in 30 days) may be prepared to facilitate the communication between the teachers and pupils in tribal areas. Casettes may also be prepared for the same purpose.

(c) Hindi would be learnt by the children in spoken from through television and radio for which specific programmes would be designed and telecast/broadcast.

6.7.4 Mathematics

In addition to number operations mathematics should be used as a vehicle for training the pupils to think, reason, analyse and articulate logically. Relevance of mathematics in relation to pupils' environment and day-to-day living should be kept in mind. It is also necessary to consider the relevance of modern technology to mathematics particularly in the context of the emergence of educational computers which may be introduced in class-VI. The students should master the basic vocabulary, symbols and computational skills related to numbers, geometrical figures, money, time, measures of length, mass, volume and be able to apply them in day to day life. Exercises in mathematics should be practical oriented.

6.7.5 Environmental Studies (Science)

Science teaching and learning should start from the child's own environment. It should enable the child to understand his physical environment. Active learning on the part of the child should be encouraged. Learning of science should enable the child to understand, interpret and deal with various things and phenomena around him in a scientific way. A spirit of enquiry, discovery, creativity, objectivity, aesthetic sensibility should develop in the child. The pupil has to learn about the flora and fauna, natural resources, sources of energy of his own environment and try to observe, analyse, utilize and conserve the natural resources in the best possible manner. Alternative sources of energy supply out of the resources available in the environment should be thought of and practised as far as possible leading to the development of a scientific temper. In classes I and II there would be only observation of environment for sharpening the senses and enrichment of experiences. The child should not be loaded with formal scientific information. From class III onwards science teaching should be structured by systematic exposure of learners to objects, events and Phenomena. Gradually he should be able to understand concepts, principles, processes, classification etc. in science. The contents of science should be so organised as to illustrate that science is a continuing human endeavour and is international in method and character. The topics should be presented sequentially on the basis of complexity from concrete to abstract.

6.7.6 Environmental Studies (Social Science)

The study of social sciences should facilitate the growth of a learner into a well-informed citizen able to understand his/her physical and social environment both immediate and remote in terms of time and space. The child should develop genuine interest not only to understand his/her social environment but also to mould the same for improvement. Study of the society in its historical perspectives should be free from communal, parochial and other prejudices. Study of social studies should aim at removal of social barriers like caste,creed,religion & economic inequalities.

Some basic laws relating to land holdings, forests, co-operatives, litigations should be introduced at class-VIII level so as to make the learners effective citizens.

6.7.7 Health and Physical Education

Harmonious development of body and mind of the learner is essential for education. Physical education should aim at developing mental, emotional and physical health, strength and fitness. acquisition of neuro-muscular coordination is a prime need of the child. Therefore, alongwith theoretical knowledge practical use of the knowledge would be considered important in the educative process.

There should be a provision for practising drill, lezyms, Yoga, Karate or Taikonde in the schools, for which all the teachers should be accordingly trained during their pre-service

training course or through inservice orientation Games both country games and football, volley, tennicoit and others would be played. Games and sports and physical fitness courses should be a regular feature of the curriculum and would be examinable. Provision for a major play-ground may be a precondition to sanction of recognition to schools.

The learners should have regular instruction in first-aid. First-aid boxes should be kept in the schools for use by students. The learners should have knowledge of the common diseases and treatment thereof. They should also have knowledge of the environment pollution including industrial pollution air, water and soil pollution. Common practices of immunization of children against fatal diseases, use of iodized salt and using good drinking water etc. should form components of physical and health education. Students should have balanced diet charts of indigenous food so that they would be in a position to educate their parents to provide balanced food. These charts would also be displayed and explained at the community centres for the adult learners.

6.7.8 Work-education

The present system of school education has tended to provide curricula that emphasized a high degree of abstraction, verbalism and symbolic learning and therefore, isolated the school from the community. Efforts were made in the past for introducing work-education through vocationalization of education (Wood - Abbot Report, 1936) and education through work (Wardha Scheme, 1937) which did not thrive in the education system for various reasons. The work experience concept of Kothari 1964-66 and socially useful productive work (SUPW) concept of Iswarbhai Patel are only being ceremonially practised in upper primary and secondary schools.

Work culture has now to be developed in our schools in a systematic and formal way as this will be the crux of a new education system. Learners have to participate in the productive process in order to acquire actual work experience.

Work experience has been defined as "participation in productive work in school, at home, in the workshop, in the farm, in the factory or any other productive situation". It is necessary that work experience should be organised as an integral part of the learning process resulting in either goods or services useful to the community or individual.

Work education should have three stages such as (i)observation of work situations (ii) participation in the work and (iii) producing useful goods and services. Hence at the primary stage observation of work-situations should be emphasized, particularly the work of their parents or the neighbours.

The objectives of work education would be as follows

(a) It would be a doing subject-knowledge comes as an outcome of doing.

(b) It would be a skill-oriented subject-skill of performance directed towards productivity.

(c) It would provide means for self-employment adequate for earning a living at a later stage in life with more inputs from life long learning provision.

(d) It would be forward-looking.

(e) The activities to be undertaken would be socially relevant and future oriented.

(f) The programme would be comprehensive in nature providing wide-range of activities for boys and girls and would be useful both for the individual and society as well.

(g) The programme would develop a favourable attitude towards work of all kinds and develop a sense of pride and satisfaction in its performance.

The community resources should be utilized for effective implementation of the work programme in the schools. Efficient village artisans and craftsman may be invited to schools to demonstrate, instruct or initiate children to work or children may be taken to the artisan's workshops for observation and participation in actual work. Utilisation of community resources would be the points of convergence of the school and the community.

6.7.9 Pre-vocational courses would be directly linked to productivity. Introduction of prevocational courses is the subsequent phase of work-education. The initiation of children to work experience for observation and participation in the local occupations would have created a favourable attitude in the child towards work. Introduction of children at the upper primary stage to the pre-vocational courses will not let the school leaver wander without the means for living. In case he continues his secondary education he would have an opportunity to improve upon his previous skill and experience. Even if upper primary education becomes terminal stage for him, he would not remain helpless and unemployable. He could start the vocation and gradually with the help of his skill and earn a livelihood and with further improvement in his skill aim at higher incomes.

The following are some suggestions which may have additions in consideration of the local resources and opportunities.

SUGGESTIVE LIST OF PREVOCATIONAL COURSES

Rural Sector	Tribal Sector	Urban Sector
Agriculture	Processing & marketing of forest products like turmeric, oil seeds like Alsi	Salesmanship
Horticulture		Shop assistant
Floriculture		Office attendant
Pisciculture		Masonary
Poultry farming	Collection and marketing or herbal plants, barks, fruits, leaves, roots etc.	Plumbing Assistant
Dairy farming		STD booth management
Carpentry		Toy making
Smithy		Internal decoration
Masonary	Collection and preparation of honey.	Dress making
Pottery		
Piggery		
Sericulture	Making pressed leaf plates	Restaurant boy
Paper making		

Mushroom cultivation	Horticulture	Compositor
Fooder Cultivation	Floriculture	Machine operator
Toy making	Poultry farming	Auto repair
Co-opt Management	Dairy farming	Radio & TV repair
STD Booth management	Goatary	Watch repair
Tailoring	Piggery	Electrician
Food processing	Sericulture	Sorter (letter)
Postmen	Mushroom Cultivation	Watchman
	Toy making	Domestic help
	Carpentry	
	Smithy	
	Postmen	

A child at class VI would select any one of the pre-vocational courses as main vocation and another as subsidiary, He may be allowed to change subsequently in case of difficulty or change of interest.

By making the child an active participant in the learning process through operationalising the work experience and pre-vocational courses of study a favourable attitude for manual work would be developed in him. Moreover, the activity method proposed to be followed in other curricular subjects is expected to dispel the apathy of the child for manual labour. This would help in developing attitudes in favour of work.

6.7.10 Art and Aesthetic Education

Art provides the most satisfying medium of creative expression. It should be treated as an important subject of curriculum. The aim of art education should be to sensitize the learners so that they may learn to respond to the beauty in line, colour, form, movement, sound and develop a humane outlook.

At the primary stage the main objective of art education is to make the child conscious of the good and beantiful in his environment and to express his feelings through simple performing art like music, dance and drama etc. spontaneously.

At the upper primary stage training should be given to the learners in operating the musical instruments, making movements in simple dance forms, singing and appreciating literary forms.

Learners would be exposed to folk arts and other folk songs, folk tales. Creativity which lies dormant in the child would be roused through art forms-visual or performing.

6.8 Strategies for Operationalising Curriculum

6.8.1 Learning will be more important than teaching. Active learning by the learners will be encouraged in place of passive learning like listening to teachers.

Teaching modules would be designed to stimulate learning keeping in view the whole process of living in a rural/urban/tribal community. Teacher would be a facilitator in linking learning with living and would be trained accordingly both in content and methodology.

6.8.2 By and large the activity methods would be employed in as many situations as possible. Particularly while teaching the physical sciences, life sciences and social sciences, students would be learning actively with the help of natural phenomena like fruits, roots, branches, leaves and flowers locally available.

6.8.3 Correlational approach would be followed for linking formal learning with life and community linked activities. Community linked activities would stem discussion relating to different subjects. For example while discussing the nature of soil of a particular geographical area, the type of vegetation, the commercial utility of the products, practical utility of the finished goods could be linked successfully so that the children learn the subjects with interest casually without any sort of formalization.

6.8.4 Elements of joy, fun, humour and the spirit of play should be introduced to all learning situations. All learning would be joyful if an element of interest is created in the learners. Learning of curricular subjects by nature is grave and serious. The grim region of learning can be made light and interesting if a spirit of play is introduced. The play-way makes learning full of humour and fun and as such becomes easily acceptable by learners.

6.8.5 Heuristic methods would be emphasised upon in teaching of science and allied subjects in order to encourage the spirit of enquiry and discovery with materials and examples from locality. The sense of wonder and mystery in the universe has to be gradually unfolded keeping in view the divine, the natural and the human realms which would help in humanising and spiritualising the child's life in the modern technological civilization.

6.8.6 Gender Sensitization

The age-old tradition of looking down on the females should be removed from all spheres of the school, particularly from the textbooks and supplementary readers to be provided to children as reading materials. Pictures, illustrations, examples, questions etc. should not reflect the inferiority of the women folk. abolition of the dowry system should be a social movement. Child care should be the responsibility of both the partners of life. A girl child should be treated as a member of the human group having an individual identity as a person as much as the male child and not an object.

6.8.7 The textbooks should reflect topics of interest to the local community. Topics like tree plantation and care, abolition of castes, abolition of dowry system, small family norms and population control, abolition of illiteracy should be incorporated in the textbooks of classes VI to VIII.

6.8.8 The system should be holistic, totally flexible, open and free in respect of space, time and age. It should be a living model of learning without frontiers- a community centred school and school centred community aiming at making every child an agent, as he grows into the working age of socio-economic change, productivity and self-reliance both formally and nonformally.

6.9 Instructional Strategy

6.9.1 The teachers should be constantly conscious about careful selection of appropriate strategies for providing learning experiences to the learners while transacting the curriculum. The teacher should behave friendly with the learners and present matters of learning in friendly way rather than commanding. Child-centred and activity-based approach would be the main strategy for curriculum transaction. The curricular contents, books, instructional materials, classroom and teachers would be the means for development of personality of the learners and would be continuously modified in accordance with the needs of the learners and not imposed from above.

6.9.2 The teacher should select appropriate techniques and situations for motivation of the learners. A variety of activities on the part of the learners would ensure active learning and the accompanied motivation such as observation, collection of materials and samples, demonstration, experimentation, project implementation, role-playing and dramatization, discussions, group activities, conversations, problem solving, educational excursions, play way activities, story telling, supplementary reading and creative writing.

6.9.3 The socio-economic and cultural background of children would be utilised for instructional purposes. The teacher should identify the elements of the learners' environment relevant to learning, such as the vegetation, soil conditions, natural resources, cultural and recreational activities, celebration of festivals, social features etc. and utilise them for teaching-learning situations.

6.9.4 Low-cost and no-cost teaching-learning aids would to locally prepared for use in the school. Innovative designs locally prepared would be circulated for the benefit of all the learners.

6.9.5 Supplementary reading materials reflecting local features and characters, festivals and ceremonies, local folk songs, and folk tales would be provided to the students.

6.9.6 Paying individual attention to each learner and facilitating his/her development and allowing him to proceed at a pace suiting to his/her abilities should be stressed upon. Special talents if any observed in the learner would be developed and encouraged, deficiency if any would be removed.

6.9.7 Total number of working days may be at least 250 days. Number of holidays may conform to government holidays.

6.9.8 Holidays and weekly holidays would be adjusted to the local conditions like the local festivals, ceremonies and the weekly market (Hata).

6.9.10 School timing should be flexible as per convenience of the locality taking into consideration the climatic conditions and local occupational pattern.

6.16 Learner Evaluation

(i) There would be continuous informal evaluation of student's achievements as frequently as possible. There would be absolutely no formalization in relation to evaluation which would be totally informal and casual in nature.

(ii) At the end of teaching each unit of study unit tests should be conducted mainly to detect teaching-learning weakness and organise compensatory teaching for those who are found weak.

(iii) Grade marking would replace numerical marking system. There would be no declaration of pass or fail. Award of grades would indicate the achievement level of the learners.

(iv) Oral tests would be conducted in language subjects to assess the ability of the learners in the spoken aspects, particularly relating to pronounciation, articulation, accent, pitch and effective presentation of matter.

(v) Diagnostic tests would be specially designed for the disadvantaged children and remedial measures would be taken for the defects diagnosed.

(vi) Centralized examination systems would be avoided. However, there would be a test at the end of class-V at the centre school level and another at the end of class-VIII stage at the Block level with a view to evaluating the teachers' performance and the level of achievement of the learners.

(vii) Practical tests are to be conducted to assess the ability and efficiency of the learner in the work education and pre-vocational courses. The defects of the learners would be detected while observing the performance of the children and necessary corrective measures may be taken.

(viii) The achievements of the total child would be assessed not only his achievements in the scholastic areas. The child's work in the school garden, his behaviours at home, in the market place, in the classroom, in social work, in co-curricular activities, his sense of appreciation of natural beauties, his aesthetic sensibility - all such activities would come to the range of evaluation.

(ix) It may be decided that the Minimum Levels of Learning(MLL) approach would be adopted in which there is an in-buil mechanism for continuous evaluation of the learning outcomes in course of conducting exercises and drills for establishment of competencies, learning at mastery level. But conscious efforts would be made to measure Minimum Learning Outcomes (MLOs) in the cognitive, psychomotor and affective domains. Test items would be accordingly developed at the SCERT and DIETs.

(x) Higher learning materials would be provided for the gifted children who would exhibit their talents. There should be provision for earlier upgradation of such children who would complete their assignments early.

(xi) Cumulative record cards would be maintained for each children reflecting all the achievements of child.

(xii) Health cards would be maintained for each child and regular medical and health check ups should be conducted.

6.11 Conclusion

The school would be a living centre of continuous activities in the day for formal learning, in the evening for community learning and mass education so that the adults become adequately motivated to appreciate the meaning and value of education for them and their children and sends his/her children to the school and retains them in it till the completion of the cycle.

CHAPTER - 7

TEACHER EDUCATION

7.1 The Context

Teachers constitute, next only to students, the single largest systems input in education. More important than this quantitative magnitude of the teaching workforce is the professional competence, personality traits, commitment and motivation of teachers which determine, to a considerable extent, the quality of education and learning achievement of students. In spite of the centrality of teacher in improving the quality of education, the importance of the conditions under which teachers and students work, and the students' characteristics - whether they are well-nourished, physically and mentally healthy, strongly motivated to learn and enjoy strong home support - by no means can be gainsaid In fact, the level and quality of human and material inputs and the quality of inter-action between these two sets of inputs determine the school effectiveness.The Programme of Action(1986 as modified in 1992) stressed, in no uncertain terms, the importance of teacher input :

> "Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers through their personal example as through teaching-learning process. Teacher selection and training, competence, motivation and the conditions of work impinge directly on teachers' performance" (POA-1992,22.1.1.p.109).

The International Commission on Education for the twenty-first century (1991) under the chairmanship of Jacques Delors observed :

> "Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers; they need the appropriate knowledge and skills, personal characteristics,professional prospects and motivation if they are to meet the expectations placed upon them".

Teachers' role, more particularly, the role of primary school teachers, is no longer confined ro classrooms. In the emergent situation, they are required to play multiple roles : teaching and guiding students, empowering the community by extending and enriching peoples' information field, galvanising the process of social change for economic efficiency and productivity, and generating an urge in people to take interest and participate in all that happens around them and shape their lives and living. In view of the changed role expectation, our teacher education programme needs a close look for effecting needed changes and reorientation. The NPE (1986), therefore, aptly observed that "at the first step, the system of teacher education will be overhauled".

7.2 Primary Teacher Education Programme in Orissa - A Situational Analysis

The following are the features of the existing primary teacher education programme in Orissa:

7.2.1 At present there exists a network of Primary Teacher Training Institutions (PTTIs) consisting of 13 district Institutes of Education and Training (DIETs) and 54 Secondary Training Schools (STSs) with an annual intake capacity of 3,620 students. The DIETs have been conceived as institutional interventions for improving the quality of pre-service and in-service teacher training programme. Despite this intended concept of DIETs as vibrant and potential district level organisations, there exists enough room for improvement in terms of staff structure and quality, programmes and management.

7.2.2 Since the adoption of NPE(1986), inservice training programmes for primary school teachers under the banner of PMOST and SOPT have covered fairly large number of teachers. Despite these centrally sponsored programmes, more than 60 percent of primary school teachers never having had any exposure to inservice training (NCERT : 1994). Moreover, more than one-half of teachers have observed that they are not interested in undergoing any inservice training (Jena and Mohanty : 1996). This sense of indifference and disinclination may be accounted for partly by the fact that the programmes are fragmented and based largely on prescriptive needs rather than on emergent needs, and partly by the poor quality of programmes. Absence of research base and feedback mechanism have rendered such programmes ineffective and infructuous.

7.2.3 The sheer size of teaching workforce is huge. No inservice programme in the conventional mould of face-to-face training can meet the multi-faceted training needs of primary school teachers. Neither do our PTTIs have the capacity to provide each teacher with inservice training even once in every five years, nor do we have adequate resources to cope up with the challenge of professional development of teachers. These resources can be found if the suggestions offered in the chapter on "Resources and Financial Management are accepted and implimented.

7.2.4 Admission into PTTIs is done exclusively on the basis of performance at the HSC (for STSs) and +2 (for DIETs) without administering a systematic and stringent admission test, scholastic

aptitude test or attitude scale. In the absence of such a mechanism, a "rising tide of mediocrity" among primary school teachers beseige the system leading to decline in the quality of learner achievement. Beside this, entry level general education qualification requirement is found to be inadequate, particularly in the context of upgrading of primary school curriculum and introduction of MLL-based textbooks and explosion of knowledge. Mediocrity has little place in a technotronic civilization. Moreover, in the long run mediocrity costs far more.

7.2.5 There exists at present two sets of PTTIs offering the same undifferentiated prescribed curriculum but with widely varying levels of inputs in terms of staff, infrastructure, students and finances. For instance, the DIETs have relative affluence with support from Government of India, whereas secondary training schools are virtually starved of funds even for a subsistence sustenance. This dualism coupled with differential entry level general education qualification requirements further accentuates the problem of disparities in the quality of their outputs. There exists no justifiable rationale to explain this dualistic provision and practice.

7.2.6 The frequency of curriculum renewal and revision is rarely to the desirable extent. Teacher education curriculum generally takes, on an average, about 15 to 18 years for revision. The periodicity of curriculum renewal and restructuring appears not to be commensurate with the pace, patterns and directions of developments in the education sub-system let alone in the other sub-systems and larger societal system. The teachers of primary schools and teacher trainees of PTTIs are, therefore, not able to keep themselves abreast of the latest developments in content and pedagogy. Teacher education curriculum remains largely obsolete, outdated and irrelevant.

7.2.7 Recruitment of faculties to PTTIs has not been based on a set of suitable criteria such as career, competence, breadth and depth of knowledge in content and skills in pedagogy. Eventually, therefore, PTTIs represent a warehouse of random collection of teaching faculty of substandard quality. There exists no systematic policy and procedure of recruitment of personnel on the basis of well-defined job specifications. Rather, a state of adhocism and convenience has made the system of primary teacher education bereft of academic and professional competence and credibility. The practice of an almost open entry of prospective teacher educators into PTTIs appears to be an unacceptable and unethical arachronism at a time when rigorous standards are being prescribed for new teachers across the world and even when qualifying National Eligibility Test(NET) is insisted on for entry into teaching profession at the tertiary sector.

7.2.8 The gap between the theory and practice in primary teacher training institutions is indeed distrubing. Development of pedagogical skills and techniques seems to have been grossly neglected even though the mechanism of practice teaching is still in vogue in PTTIs. Internship model has yet to be appreciated in teacher preparation courses. Pre-service teacher education programme lacks the rigour and intensity of a truly professional

skills, the core of teacher training programme, has resulted largely in non-sustainability of skills or limited transfer of pedagogical skills to classroom practices. A general feeling that emerges is that our teacher training institutions have admitted low quality of candidates and then have granted diplomas to prospective teachers who are not minimally competent.

7.2.9 One of the weakest components of teacher preparation programme is the total absence of research, extension and experimentation activities in PTTIs. This could be attributed essentially to the dearth of capacity and absence of climate for small-scale research studies and action research. PTTIs function, almost without exception, with compete insularity from and isolation of the community and the network of other education and development institutions. PTTIs should take advantage of the convergence and ambience created by efforts by work in unison to function as a dynamic and vibrant institution. A work culture has to be developed amongst them. Research should receive top-most priority in programmes of PTTIs.

7.3 Action Points

7.3.1 Systemic

7.3.1.1 In view of the rapid extension of the frontiers of knowledge, introduction of MLL intervention and upgradation and up-scaling of primary education curriculum,to include intensive practice teaching training in reaching out the community, work-oriented subjects, etc. the following changes may be adopted.

- The minimum general education qualification for admission to PTTIs may be graduation in Arts/Science with atleast a second class degree.
- The existing two-year CT course may be done away with and may be replaced by a two-year B.Ed (Elementary)course.
- The status of DIETs is to be raised to Teacher Training colleges and they are to be affiliated to universities to meet the projected demands for trained teachers.

7.3.1.2 Demand for more teachers will continue to operate in future. A conservative estimate puts the annual requirement of primary school teachers at 10,000 taking into cognisance the normative teacher pupil ratio at 1:40, attrition rate of three percent and population growth rate of two percent. To meet this systemic requirement, the measures to be initiated include :

- In addition to 13 existing DIETs in 13 districts, at least 17 more DIETs may be set up in 17 unserved districts for which Government of India support would be available during the 9th plan period. This may be done by upgrading the existing secondary training schools.
- If required, more number of DIETs may be established by way of upgrading STSs and the substandard and non-viable STSs may be progressively phased out.
- In case having more DIETs beyond 30 is not feasible in view of resource constraints for capital expenditure, the intake capacity of the 30 DIETs may be raised from 50 to 128.

This may be achieved by the end of the 9th plan period i.e., by A.D.2002.

7.3.1.3 Teaching profession requires a workforce that is academically strong and competent, attitudinally and temperamentally favourably disposed and professionally commited. To ensure this, a well-designed mechanism for admission to PTTIs may be drawn up which comprise :

- A State-wide Common Entrance Test (SCET) may be conducted by the Directorate of TE & SCERT in collaboration with NCTE. This SCET is for sake of shortlisting an otherwise unweldingly large number of applicants.

- The shortlisted candidates may have to take a Scholastic Aptitude Test (SAT) and attitudinal testing.

- A clearly defined set of criteria for judging the suitability of candidates may be adopted.

7.3.1.4 The method of recruiting teachers for primary schools may be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. A Staff Selection Commission may be formed to select teachers for recruitment. To recruit prospective teachers with appropriate competence and right kind of attitude, motivation and mind-set, a valid and reliable recruitment procedure may be adopted that may include (a) a qualifying eligibility test, (b) a personality test, and (c) consistently good academic career.

7.3.1.5 Teacher recruitment may be done on the basis of a five-year contract, further renewable for another period of five-years through a systematic and continuous performance appraisal. If performance falls short of expected standard, contract may be terminated.

7.3.1.6 Providing inservice training to large number of teachers is not operationally feasibly and financially sustainable, through conventional face-to-face mode. Therefore, inservice training through distance education mode combining print-based self-instructional materials, electronic media and short spells of face-to-face personal contact programme may be adopted. Capacity building at the state level in distance education mode may be taken up in collaboration with IGNOU and NOS.

7.3.1.7 The B.Ed (Elementary) curriculum once designed and introduced may be critically reviewed for renewal at a reasoably regular interval of five to seven years to keep it correspond to new curricular concerns and imperatives. The prescribed curriculum may include the NCTE recommended core curriculum alongwith a host of components of observance of small family norm, problems of ecology, communication and rudimentary elements of health and sanitation, horticulture, floriculture, soil testing, homeapothy, elementary law, animal husbandry, etc. The new curriculum may include :

- Skill-based training like conducting micro-planning and school mapping exercise, dealing with children, with special education needs, interacting and interfacing with community, multigrade teaching. The two-year course will

develop in prospective teachers : first,subject matter competency; and second, a repertoire of pedagogic and productive skills.

7.3.1.8 Every educand would be required to learn atleast one aesthetic skill e.g.,music, dance, painting, sculpture and one physical skill such as yoga and karate. The teacher in primary schools should be able to train children in these. Besides this, the teacher should be able to maintain and repair water pumps, tube wells and home electrical installations. Keeping this requirement in view, the proposed B.Ed(Elementary) course may provide appropriate scope for development of such skills in the student-teachers.

7.3.1.9 The trend towards inclusive schooling in preference to special schooling calls for three curricular adjustments to cater to special educational needs of children such as : (a) inclusion of Integrated Education for the Disabled Children and (b) inservice programme for primary school teachers in IED to deal with children with mild and moderate disability. This will be in conformity with the trends prevalent across the globe.

7.3.1.10 Under-qualified teachers i.e., teachers with low general education background may be provided with opportunities to upscale their present level of education. Such teachers may be asked to upscale their academic qualification within a specified period say five years. This may be ensured through (a) allowing teachers to sit in for qualifying examination privately; (b) distance education mode, by 2002 AD all under-qualified teachers may be required to possess the desired level of academic qualification.

7.3.1.11 Teacher training through correspondence or other distance education mode may not be allowed for first degree/diploma in teacher education which qualifies a person to teach in a primary school system. Such mode of education may, however, be allowed for further education of a teacher who has already obtained the basic qualification to teach through regular institutional programme. As envisaged in the report, distance education mode may be opened to teaches to upgrade their educational and professional qualification. The existing distance education structures may be taken advantage of.

7.3.1.12 As stated in paragraph 7.2.7, the teaching workforce of PTTIs i.e., DIETs consists of people drawn from a multiple sources who have neither the required academic credential and credibility nor the desirable attitude and aptitude. This plight is due primarily to the absence of a well laid down personnel policy and the ad-hocism in recruitment of staff to PTTIs based on principles of convenience and expediency rather than those based on requirements of the institutions. Therefore, it is strongly felt that there may be a well-defined personnel policy for recruitment to PTTIs which is to be strictly stuck to. Besides this, a separate cadre for research and teacher education may be created with sufficient scope for upward mobility on the basis of an objective performance appraisal.

7.3.2 Institutional Interventions

7.3.2.1 Practice teaching programme may be made more rigorous and stringent to develop the required repertoire of pedagogical skills, that are sustainable and transferable. Internship model may be adopted. Moreover, the second year of the two-year B.Ed. (Elementary) may be entirely devoted to development of skills and competencies envisaged in the policy.

7.3.2.2 The success of DIETs in addressing to the new thrusts proposed by the committee is largely dependent on the leadership and progressive style of the Principal. The Principals of DIETs may be oriented by the State Institute of Educational Management and Training (SIEMT) in institutional management and planning. Besides the Principals, the headmasters of primary schools, co-ordinaters of CRCs, educational supervisors (BEOs & PEOs) and trainers of CTEs and IASEs may be oriented in new supervision and emerging developments in educational planning and management.

CHAPTER - 8

REORGANISATION OF ADMINISTRATION AND SUPERVISION

8.1 The integration of the systems of primary an mass education as envisaged in the proposed policy frame necessitates the reorganisation of the administrative and supervisory system for which the following changes are suggested :

(i) The Directorates of Elementary and Mass Education alongwith their field units may be integrated to ensure linkages at the field level and more efficient and constant supervision of the institutions and their resources and personnel.

(ii) The schools and supervisory staff of different departments like the School and Mass education, Welfare (S.T.) Welfare (S.C.), Urban Development may be placed under the Board of Primary and Mass Education (details of the Board of Primary and Mass Education may be seen in the next chapter) in order to ensure unity of command and accountability and upgradation of the standard of primary and mass education.

(iii) A grid approach may be adopted to exercise an effective control on all types of educational institutions located in a compact area such as : the primary schools, upper primary schools, the non-formal education centres, and mass education centres with manageable parameters.

(iv) School mapping exercise may be conducted to facilitate the programme of universalisation of elementary education for attaining the following objectives :

(a) To prepare a master plan for opening of schools and upgradation of schools to next higher standard.

(b) To identify cluster resource centres and equip them.

(c) To enlist the deficiencies and needs of the schools

(d) To facilitate school grading.

(v) Bottom-up planning process would be adopted taking into account the felt needs of the people at the grass-root level in place of the macro-planning system in the top-down process.

(vi) Micro-planning would be conducted as a continuous process to monitor the enrolment and retention position of children in school and to ensure 100 percent enrolment and near 100 percent retention.

(vii) New schools would be opened and additional teachers would be appointed to meet the demands of the programme of universalization of primary education.

(viii) Vacancy position would be continuously monitored in order to take prompt action for filling up vacant posts to avoid discontinuance and dislocation in the teaching learning system.

(ix) Profile of all the schools, teachers, nonformal education centres, nonformal education facilitators, mass education centres would be comuterized by 2000 A.D.

(x) Textbooks printing and distribution would be ensured at least six months before the academic session begins.

(xi) Close linkages would be maintained with the Zilla Parishad and other Panchayat Organisations for smooth functioning of the schools.

(xii) Networking of primary, upper primary, nonformal education centres would be ensured for interaction among the teachers, encouragement of innovative practices and administrative conveniences.

(xiii) Payment of salaries to the teachers and other employees would be made through bank/postal accounts. Computers would be set up in the office of the District Education Officers to monitor accounts, cash transaction of any sort would be avoided. This would remove a chronic grievance of the teachers and employees.

8.2 Increasing Efficiency of Supervision

(a) All the inspecting officers including the District/Deputy Education Officers, Sub-Inspectors of Schools would be oriented and refreshed at regular intervals to imbibe knowledge of recent developments in education and would be given training in planning and management.

(b) Supervision

(i) Panel supervision under the leadership of inspecting officers selecting good teachers from neighbourhood schools would be introduced.

(ii) School complexes would be introduced both for inspection and supervision. They may be extended to nearby colleges for upgradation of knowledge.

(iii) Multi-pronged supervision by officers of other departments, extension officers, and the master artisans and craftsman

of the community would be introduced. It would counter teacher absenteeism.

(iv) The Sub-Inspectors of Schools would be empowered to supervise the upper primary schools. Hence their educational qualification would be a master degree in education and his rank would be suitably raised.

8.3 The teaching cadre may be separate. The teachers may expect to reach the levels of class-I Headmasters and selection grade Headmasters and if they exhibit aptitude for administration they may liberally change to the administrative cadre after 8 years of service but not exceeding ten years.

8.4 The administrative cadre requires different criteria for consideration in order to make it an effective instrument. The selected candidates would be required to undergo probationary training for 2 years during which they would be exposed to all the modern managerial practices alongwith teaching i.e a combination of administrative and pedagogical skills to be imparted in Advance Centres for Education at Cuttack, Sambalpur and Berhampur which have to be properly developed to provide such training.

8.5 The Inspector of Schools may be redesignated as District Education Officer and have the status of an Addl. District Magistrate to coordinate the work of diverse nature to be involved in the concept of HRD and to relieve the D.M. from his work although he would exercise overall control. Similar changes would have to be made upto the Block level.

8.6 **Personnel Policy**

There is no clear-cut personnel policy in the Department. Transfers and postings are done at random or in an uncoordinated manner resulting in the lowering or loss of efficiency. In order to avoid this the qualification, experience of all personnel both teaching and non-teaching and administrative shall be computerised. In staffing a school or office the personnel should be balanced classifying them into (a) 0-10 years (b) 11-20 years (c) 21-35 years of experience.

It is also necessary to introduce a rational transfer policy so that every transferable incumbent moves from one zone to another on the completion of his tenure at any station and is posted to his home district before his retirement.

Government may consider the possibilities of placing incumbents in different positions both teaching and administrative at commencement of a plan period and retaining them there till the end of the plan to ensure accountability and in case he is promoted, he may be accorded promotion in the same post.

8.7 In the staffing not more than 50% women may be included in any institution.

8.8 In view of the suggestions that have been offered for the reorganisation of management and administration and in view of the fact that at present there are two departments looking after education it would be desirable to introduce the post of a Director General of Education who would be able to coordinate the activities of the two departments

at the field level. Such a post would obviate problems which might arise in future owing to the establishment of regional directorates.

CHAPTER - 9

MANAGEMENT

9.1 The management or administrative sub-system of the educational system as a prime mover, is mainly responsible for the successful implementation of plans and policies. An enquiry into the causes of the failure or tardy implementation of all such plans and policies during the past half a century would reveal that the administrative sub-system is mainly responsible for that lapse.

This conclusion has been reached by research studies both in our country and abroad and it has been found that the colonial administrative system which principally aimed at the maintenance of law and order believed in status quoism, avoidance of risks, and discouragement of innovative practices. Hierarchical in structure, it was based on the foundation of distrust each unit of the hierachy trying to assert its own importance at the cost of the total good resulting in a dissipation of the energy, time and money involved in the system. The Weberion bureaucratic structure, therefore, has come in for lot of flak from the managerial revolution that is at work in the corporate sector now-a-days looking forward to a day in the not too distant a future when offices would be paperless. Taking the direction from this revolution changes are being introduced into the existing government organisations to keep pace with the emerging demands of liberalization and a laissez-faire economy.

9.2 In the current age of perestroika and glasnost, therefore, it would be a day dream to introduce an alternative model of primary and mass education in our state without a similar alternative model of administration or management. It would be an absurd scenario if a T-model Ford, is to compete with a Ferraxiracing car on Daytona beach.

This concept emerges because till now the department of education has been considered as being solely responsible for education whereas in the age of informatics and cyber-space and in a learning society, teaching and learning are being undertaken by multiple agencies, both public and private, but there is no mechanism for their coordination and control with the result that they are unsatisfactory from the cost benefit angle and it has been found that the social return on education is very low.

Secondly, the barriers of departmental jurisdiction prevent the execution of total development programmes, interdepartmental rivalaries, delay the execution of plans and programmes and the over-all bottlenecks of the Finance Department are primarily responsible for the trady progress of our plan programmes.

To overcome these hurdles which are inseparable from a system of maintenance administration, sweeping changes were recommended by the Administrative Reforms Commission but they were not implemented.

On the other hand, if administration is to be a goal oriented and time-bound prime mover the concept of maintenance administration is to be replaced by the concept of development administration in which each unit of the chain functions not vertically but horizontally with concepts like participative management, functional acccuntability and financial freedom leading to the enhancement of the total quality of the system.

In the ensuring post capitalism economic system, if education has to play its legitimate role in the formation of excellent human capital, the kind of change in the administrative system that was introduced at the centre for the operation of the Tele-communication Mission and Seeds Mission or the Operation Flood Mission or most importantly in the TVA administration in USA needs to be introduced in Orissa which is at the bottom of the development table.

9.3 As the Panchayati Raj system would take over education upto the school level as per the 73rd Amendment of the Constitution, the jurisdiction given to it over the other departments and functionaries may be kept in view while initiating mission mode of educational management for the successful operation of an alternative model of Human Resource Development. Without a modern management system the model would be hamstrung by the antequated rule-and-procedure bureaucratic system that is in vogue and would be doomed to failure.

9.4. An innovative-cum-renovative model of administration, therefore, is sought to be presented here to reach the goal of universal primary and mass education in which all the departments of government which are directly or indirectly involved in education along with voluntary agencies and mass media have been brought in to mobilise them in a totalizing effort by net-working and convergence to reach a common objective of Human Resources Development for the accelerated all round development of the State. The model is a metaphor for the communication society as conceived by J.Habermas in which the administrator becomes a promoter, facilitator and catalyst.

9.5 In order to organise such a Board and modernise administration Government may entrust to any reputed consultancy Agency a study of the existing system which is usually faulted as being over staffed and lacking in a work culture. If modern management techniques are used, it may be possible to reduce the administrative costs upto 40 percent. The new system is to be officer oriented and time bound.

Board of Primary and Mass Education,Orissa

Government may constitute a Board called the Board of Primary and Mass Education,Orissa to regulate, control, manage and develop primary and mass education in the State of Orissa. It would be a body corporate with perpetual succession and a common seal with power to acquire and hold property both movable and immovable and transfer any property held by it.

9.6 The Board would consist of the following members :

(a) Ex-officio members
  (i) President
  (ii) Working President
  (iii) Secretary

(iv) Directors of the following Directorates.

Director	Elementary & Mass Education
Addl. Director	-Mass Education
Director	-Secondary Eduction
	-Higher Education/Director General Education
	-TE & SCERT
	-SRC
	-SIET
	-Agriculture
	-Horticulture
	-Animal Husbandry
	-Panchayati Raj
	-Pisci Culture
	-Welfare (S.T.)
	-Welfare (S.C.)
	-Rural Development
	-Urban Development
	-Women and Child Development
	-Cooperation
	-Health & Family Planning
	-Small Industries
	-Khadi Board
	-DPEP
	-Textbook Production & Marketing
	-Sports
	-AIR
	-Doordarshan
	-Rural Engineering
Registrar	-Coperative Society & Marketing
President	-Board of Secondary Education,Orissa
Chairman	-CHSE,Orissa
State Coordinator	-Learning Without Frontiers

(b) Members to be nominated by Government

(i) Eight educationists of eminence having experience and expertise in primary education & management, three of which shall be women

(ii) Three members from Primary Teachers' Organisation

(iii) One member from M.E.School Teachers' Organisation

(iv) One member from UGME School Teachers' Organisation

(v) Editors of six dailies

(c) (i) Elected members to be nominated by Government chair persons of Zilla Parishads at the rate of 10 per a term of 3 years by rotation in alphabetical order.

(ii) Two MLAs to be nominated by the Speaker,OLA

(iii) One MP to be nominated by the Speaker,Lok Sabha

(d) Three eminent educationists from outside the State(one woman)

(e) President Orissa retired Government Employees Association

9.7 Academic responsibilities of the Board

The Board would be a completely autonomous body. The Chief Minister of the state would be the President and the Minister, School and Mass Education the working President. An officer in the rank of the Additional Chief Secretary would be the Secretary.

The Board would have 3 wings viz.,(1) Academic, (2) Administrative and (3) The Finance Wing.

The academic wing of the Board would have the following functions :

(a) To determine the structure and pattern of primary and upper primary schools of the state.

(b) To develop curriculum for the primary, UP, Pre-primary and adult education of the state.

(c) To take steps to establish close linkages between the primary, upper primary schools, NFE centres,mass education and the community.

(d) To establish upward linkages with the secondary education and strengthen the academic base of secondary education.

(e) To prescribe textbooks, workbooks, teachers' handbooks and to recommend supplementary readers for the students. It would also recommend books for primary school libraries.

(f) To ensure quality of textbooks, workbooks,teachers' handbooks and to constitute committees for development of such books.

(g) To assess the present position of the primary schools to determine their academic viability and confirm/withdraw recognition granted to them earlier.

(h) To accord recognition to the schools to be newly established on the recommendation of the Director,Elementary and Mass Education,Orissa.

(i) To adopt measures to promote the intellectual,physical, emotional, moral and social welfare of the students of recognised institutions and to supervise and control the conditions conducive to such developments.

(j) To adopt measures to establish close linkages between village farmers, horticulturists, artisans, businessmen, extension officers of different departments like agriculture, health, animal husbandry, pisciculture, industry, etc. with the primary and adult education for educational development of students and material benefit of the adults.

(k) To take steps necessary to provide opportunities for organising social service, cultural activities, occupational development which would inculcate in the minds of students a high sense of citizenship and community membership and prepare them to discharge their civic and social obligations effectively.

(l) To bring about practical co-ordination between state-owned/ private workshops, vocational institutions, technical institutions, poly-technics for men and women, dairy farms, poultry farms, nurseries, animal husbandry centres etc. for providing systematic practical training to the students and to develop linkages between work-education and actual production process.

(m) To regulate and control the teacher education schools/ colleges which prepare teachers for the primary and upper primary schools and to establish new teacher education schools/colleges where necessary.

(n) To prescribe suitable curriculum for the teacher education schools/colleges and design programmes for the teacher educators in order to ensure good quality education for children in primary, upper primary and NFE centres and pre-primary centres.

(o) To maintain a research and development wing for promotion of primary and adult education and encourage innovative practices for enrichment of primary education.

(p) To maintain an evaluation wing in order to develop strategies for evaluating the students and adults and to constantly improve the formative and summative evaluation of students.

(q) To conduct examinations at the end of class-V and Class - VIII for determining the achievement level of students and for assessing the teacher effectiveness and efficiency to form a base assessment for promotion of teachers to the next higher posts which are now available.

(r) To award scholarships and medals to meritorious students for their encouragement and attest the cumulative record cards issued by the respective schools after entry of the achievements at the terminal examinations in terms of grades not numerical marks.

(s) To frame regulations regarding management of all types of schools, staffing pattern, provision for libraries, science apparatus, land and building etc. and other materials necessary for academic excellence of the institutions.

(t) To perform such other functions as may be required in order to further the object of the Board as a body constitute or regulate and supervise primary education.

9.8 The management wing of the Board would have the following functions.

(a) The Board would adopt the most modern management techniques to exercise master control over the primary and mass education system.

(b) A Mission mode of management which is strongly task-oriented and participative in character like the 'Cooperation Flood' or 'Telecom Mission' would be introduced in the planning, implementation and control of education institutions. All the institutions and employees of

the Board would be computerised by 2000 A.D. and the headquarters of the Board would be linked by computer network upto the block level. This is the first step in the modernisation of administration. It would accelerate decision making and remove corruption in administration and help in the achievement of Total Quality Management.

(c) The Board would strive to co-ordinate the educational activities of various government departments relating to primary and mass education in order to ensure good and efficient administration.

(d) The Board would also co-ordinate the educational activities of the Zilla Parishads, Panchayat Samities and other Panchyat institutions and non-governmental organisations.

(e) The Board would maintain a Management Information System (MIS) unit to exercise a strong monitoring over the vast educational system and initiate prompt steps to remove deficiencies and defects detected in the system.

(f) The Board would prepare and update regularly the profiles for (i) schools and nonformal centres (ii) Teachers, nonformal education facilitators, workers in the mass education centres and (iii) Its own employees with the help of the computers in order to ensure effective control over its own branches and the education system in the field.

(g) The Board would monitor the supervision work of the supervisors through check-lists specially designed for the purpose. Scrutiny of the check-lists would be made at the end of each month and comments would be sent to all officers within the first week of the following month.

(h) The Board would take all measures for upgradation of the standards of administration in the field of administration.

(i) The Board would depute experts to other states and other countries to acquire progressive ideas from outside for enriching the education both in academic and administrative dimensions.

(j) The Board would encourage innovative ideas and practices for improvement of the standard of education.

(k) The Board would conduct all the administrative and supervisory functions highlighted in chapter-8.

9.9 The Finance wing of the Board would have the following functions.

(i) The Board would receive funds from Government grants, endowments, donations, fees, interests from deposits and other sources.

(ii) Development departments would be able to effectively extend their activities and messages through the community centres. Therefore, they should make liberal grants for management of the community centres through the Board.

(iii) A chartered accountant would be appointed to maintain the accounts of the Board.

(iv) The Board may be advised periodically by a well-known Consultancy Agency in regard to the reforms and improvement that should be undertaken to modernize the administration.

9.10 Committees of the Board

The Board would have three committees viz., Academic, Administrative and financial to deal with its day to day activities. Other committees considered necessary would be constituted in due course.

CHAPTER - 10

THE TEACHER

10.1 In any scheme of education, the teacher is the central figure and the quality of teaching-learning depends mostly on his talent and preparation. A sound recruitment policy and an efficient system of teacher education, therefore, deserve careful consideration.

10.2 Trained graduates are now-a-days being posted to primary and UP schools in larger number. But their training is related to secondary education. In view of the changing circumstances the minimum qualification of a primary school teacher may be B.A/B.Sc. B.ED (Elementary). This will upgrade the standard of teaching at the primary level and facilitate the merger of the cadres of primary and UP school teachers. This may be given effect to from 2002 A.D. and persons with lower qualification now waiting for jobs may be appointed before this date. on condition that they would upgrade their qualification within five years.

10.3 Upgrading the qualification and competence of existing teachers

The existing teachers may be encouraged to upgrade their general qualification to the graduate level by joining the IGNOU. Those who have the B.A. C.T. or B.Ed (Secondary) qualifications may be given a short-course to prepare them for the B.Ed. (Elementary) examination.

10.4 Residential Facilities for Teachers

Construction of teachers' quarters is currently being considered mostly in the context of the backward/tribal areas. But recent developments and the special needs consequential to (i) the reorganisation of the curriculum and the school system, (ii) the community-school concept (iii) the scheme of providing life-long education as envisaged in the NPE and (iv) the establishment of Cluster Resource Centre points to the urgent need of progressively providing staff quarters to all schools. It may be mentioned that materials like TV sets supplied to schools to open the third channel to learning (the first two being participation in classroom activities and out of school activities including practical work for techniracy) are not found in the schools in many cases as there is nobody to remain in charge.

In view of the above it may be considered to provide teachers' quarters in a phased manner as follows :

By 2002 - at least one set of quarters in each school

By 2007 - at least two sets of quarters in each school

By 2012 - at least three to each school having five teachers or more and to CRCs with even less number of teachers.

In addition to the above, teacher's hostels may be constructed at Panchayat Headquarters/Centre schools.

10.5 Ombudsman

To facilitate the quick redressal of grievances government may immediately appoint an Ombudsman with adequate powers and supporting staff.

10.6 Types of Teacher

At the entry point a qualified person may be appointed on performance contract basis for five years. On successful completion of the probationary period he/she may be appointed for another five years during which period he/she would be able to prove his efficiency and commitment to the profession and his/her capacity to operate the new community centred school with its new concepts and responsibilities, to enrol and retain students, to deal with problems of caste, gender, communalism, to promote tree plantation, awareness about dowery, illiteracy and family planning. At the end of successful completion of the second term he/she may be appointed till their 60th year.

In addition to the regular teachers Shiksha Karmies and School Mothers may be appointed on a salary meant for semi-skilled workers.

10.7 Teachers for Teaching

The practice of engaging primary school teachers for various kinds of non-academic work may be reduced to the minimum and unauthorised interference by outsiders may be stopped.

10.8 Promotion Prospects

A. Primary School (all with 5 classes)

(i) No single teacher school

(ii) Two teachers for a roll strength of 50 or less (to be supported by Shiksha Karmi or School Mother in tribal areas).

(iii) Three teachers for a roll strength 51-100 (in tribal areas one must know the local language of the people and he may teach class-I only).

(iv) Four teachers for a roll strength of 101-180 (in tribal areas, preference to be given to those who know the tribal languages and he should teach in class-I. In case of roll strength exceeding 150 a School Mother or Shiksha Karmi be posted).

(v) Five teacher school for roll strength 180-250 (to be supported by a Shiksha Karmi or School Mother).

Note : The Shiksha Karmi/School Mother may monitor enrolment and attendance, micro-planning and he/she may remain in charge of school garden, mid-day meal and community contact).

B. Middle schools (Classes VI, VII & VIII)

Headmaster - 1

Asst. Headmaster - 1 (Selection grade)

Asst. Teacher - 2 or 3

Note : Teachers in charge of physical education, music and fine arts may remain in charge of high school, UP school and primary school where all the three type of schools are located on one campus or in one locality.

10.9 The Teachers' Cadre

The TG teacher appointed on regular basis to primary and upper primary schools may form one cadre. The performance-contract teacher (primary teacher probationary), the Shiksha Karmi, the School Mother etc. may be outside the cadre even if they have T.G. qualification. The teachers in the cadre may have six different scales in PT-1,PT-2,PT-3,PT-4,PT-5 & PT-6(PT-Primary Teacher).

Scale	Pay range
PT-Scale 1 (PT-1)	Rs.1,400 - Rs.2,300/-
PT-Scale 2 (PT-2)	Rs.1,400 - Rs.2,600/-(Starting from Rs.1,600/-
PT-Scale 3 (PT-3)	Rs.1,640 - Rs.2,900/-
PT-Scale 4 (PT-4)	Rs.1,800 - Rs.3,000/-
PT-Scale 5 (PT-5)	Rs.2,000 - Rs.3,500/-
PT-Scale 6 (PT-6)	Class I and above(Principals of DIETs & higher posts)

Officers upto grade-5 may be posted as follows(figures are broad projections at saturation level i.e. 2007 A.D)

Grade	Posts		Total Number
PT-5	Headmaster of CRCs(Selected UP Schools)		6000
PT-4	Headmaster of UP Schools	16000	
	Asst. Headmaster of CRCs	6000	22000
PT-3	Headmaster of 5-teacher Primary School	8000	
	Asst.Headmaster of UP Schools (Excluding CRCs)	16000	24000

PT-2	Headmasters of 3-4 teachers primary school	17000	25000
	Asst. Headmasters of 5 teacher primary school	8000	
PT-1	Asst. Teacher of Primary and UP School		1,43,000
			2,20,000

The break-up of the total cadre strength (2,20,000) is roughly as follows and they represent the saturation level position in 2007 A.D.

Type of School	No. of Institution	No. of Teacher
2-teacher primary school	20,000	40,000
3-teacher primary school	12,000	36,000
4-teacher primary school	5,000	20,000
5- or more teacher primary school (Average six) Total	8,000 45,000	48,000 1,44,000
3-grade UP school (average teachers per school 4.5)	22,000	99,000 or 1,00,000
Grand Total		2,44,000
Less probationary teachers(PTP) nearly 10%		24,000
Regular Teachers		2,20,000

10.10 Staffing pattern of schools (Figures are approximate)

Type of School	Number	Staffing pattern(number not given)
UP School CRC	6000	PT-5 + PT-4 + PT-1 + PTP + other non-cadre posts as per need
UP School	16,000	PT-4 + PT-3 + PT-1 + PTP + other non-cadre staff
5-teacher primary school	8,000	PT-3 + PT-2 + PT-1 + PTP + non-cadre staff if needed
3-4 teacher primary school	17,000	PT-2 + PT-1 + PTP + non-cadre staff if needed
2-teacher primary school	20,000	PT-1 + PTP + non-cadre staff if needed

The services of PT-5 and PT-4 officers may also be utilised in the BRCs and DIETs. Officers of PT-6 grade may be posted as Principals of DIETs which are proposed to be upgraded to college level offering B.Ed(elementary) & M.Ed(elementary) courses. Such officers must have the qualification as fixed by the University from time to time and officers of PT-5 & PT-4 grades having the necessary qualification may be considered for the purpose.

PT-5 and higher posts may form a state-level cadre and the remaining ones may be district level cadres.

CHAPTER - 11

INFRASTRUCTURE BUILDING & SPECIAL PROGRAMMES FOR SCHOOL IMPROVEMENT

13.1 Stage-setting is an important component of a drama. If 'traditional schooling' is to be conceptually transformed into Human Resource development with an expanded vision, if universalisation of primary education is to be extended to mean universalisation of achievement, if the boredom of the classroom is to be replaced by joyful learning the shape and size, the concept and the content of the school building has to change.

13.2 OPERATION BLACK BOARD

The scheme of Operation Black Board strengthened by the DPEP intervention amounts to a minimum needs programme in the context of infrastructure building. In addition to providing three-rooms to primary schools wherever enrolment warrants them, the POA (1992) based on the modified NPE rightly includes expanding OB to the upper primary stage to provide :

(a) At least one room for each class/section.

(b) A Headmaster-cum-office room.

(c) Separate toilet facilities for girls and boys.

(d) Essential teaching learning equipments including a library.

(e) At least one teacher for each class/section.

(f) A contingency grant for replenishment of consumable items and minor repairs etc.

As Orissa needs to have nearly 22,000 formal UP schools by the year 2007 A.D. we may expect these minimum conditions in all the schools to operate the traditional curriculum.

As far as the primary schools are concerned we need to have schools with 2,3,4,5 or more teachers depending on the population to be served by each school. A two teacher five-grade primary school may serve a population of at least 300 in each habitation or in a cluster within 1 Km.from the school. The 73,150 rural habitations of Orissa fall in the following population-slabs.

Population Slab	No. of habitation	Number having Primary schools	Approxmate No.of Teachers in each
Less than 300	41,996	10,915	2
300 - 499	12,761	8,763	2
500 - 999	12,354	10,451	3
1000 or above	6,039	5,671	4 to 5 (a few with more)
Total	73,150	35,800	
Urban schools		6,304	Mostly with 5 or more teachers
		42,104	

At the saturation level Orissa may need at least 45,000 formal primary schools by 2002 A.D. Most of the new schools will be in the small sized habitations many of which (12,847) remain unserved even though the general strategy is to cover them by alternative methods like opening voluntary schools, appointing peripatetic teachers etc. So the situation in 2002 A.D. may be roughly as follows :

No. of teacher in school	No. of schools of the type	
2	20,000	
3	12,000	
4	5,000	Total 13,000
5 or more(rural & Urban)	8,000	
	45,000	

The exact position can be known after the completion of the school mapping exercise. The concern is with regard to the 13,000 bigger schools which fall beyond the OB criterion of 3-rooms to each. Of course the DPEP districts may meet their needs, but the bigger schools are (or will be) mostly in the other districts. The need, therefore, is to adjust the OB scheme to the identified needs of bigger schools. The OB may also take note of the need to have hostels at central places in sparsely populated backward tribal areas.

13.3 INFRASTRUCTURE FOR TECHNIRACY EDUCATION

In addition to the above, the expanded vision of primary education with techniracy as the ultimate goal calls for a separate approach to infrastructure building. The need may be spelt out as follows :

12,000 UP Schools(2007 AD)	- Workshops, storeroom, work-shades. - land for agriculture, dairy, poultry etc. - water supply
6,000 centre schools(CRCs)	- Workshops, facilities for training and demonstration, Library. - Water supply, toilets
39,000 primary schools (excluding the centre schools)	- Store and workshades. - Water supply.

The details can be arrived at only after school mapping.

13.4 INFRASTRUCTURE FOR SCHOOLS AS COMMUNITY CENTRES AND GROWTH CENTRES

The new vision of primary education, as explained at other places in the document, transforms the school to a centre of community development through which all developmental departments may reach out to the community. The school may also become the centre for life-long education. For this special facilities may have to be created in a phased manner as suggested below :

6000 Centre Schools (CRCs) - By 2002 A.D.
The remaining schools - By 2007 A.D.

13.5 EMERGING NEEDS AND INFRASTRUCTURE BUILDING

The policy aims at creating new institution like the Block Resource Centre, Cluster Resource Centre, Teachers hostels whcih must need additional structures and facilities.

13.6 PROBLEM OF SMALLER SCHOOLS

It is envisaged that most of the small sized habitations not attached to regular schools will be served by alternative methods as explained in other chapters. The population of such habitations will have to come under the systematic extension programmes of all developmental departments. The villagers also need a library and other facilities for life-long education. In view of this a hall with storage, drinking water and toilet facilities may be constructed at suitable places and this may be kept in charge of the VECs under the overall supervision of the CRCs.

13.7 INSTITUTIONAL PLAN FOR SCHOOL IMPROVEMENT

Infrastructure building cannot be a one-time-affair and cannot be planned on the basis of a uniform standardised norm. Each school has its individuality and special needs. A continuous plan of school improvement for its all-round development is the answer to this problem to make education a real HRD strategy.

CHAPTER - 12

RESOURCE AND FINANCIAL MANAGEMENT

12.1 Universalisation of access to growth oriented primary education upto class VIII stage as envisaged in this policcy statement would necessitate :

(i) Opening of 3000 new schools to raise the number of primary schools/sections by 2002 from existing 42104 to 45000.

(ii) Upgradation of primary schools into upper primary stage with class VIII for having 22000 UP schools with class VIII as per the national norm of one UP school for every two primary schools.

(iii) Teachers and their accommodation.

(iv) Establishment of Cluster Resource Centres (CRC) and Block Resource Centres (BRC) for academic empowerment of teachers.

(v) Provision of teaching learning material and other basic facilities in new community centred work oriented schools.

(vi) Establishing B.Ed(Elementary) Teacher Training Institutions

(vii) Provision of staff for effective monitoring and supervision

12.2 Opening of a new school or upgradation of an existing school would be based on the national norm of distance (primary school within 1 km. and UP school within 3 km.) keeping, of course, the population criteria in view after school mapping is completed. Size of such school (class I-VIII or class I-V or class VI-VIII would be determined by school mapping and exigencies of the circumstances. However, priority may be accorded to areas under tribal sub-plan.

12.3 New Schools and Upgradation of Schools

Now there are 6000 high schools providing class VIII teaching. Existing 11716 class VII UP schools do not provide this facility in the state. To bring the number of UP schools with class VIII to the target of 22000, it is contemplated to provide teaching upto class VIII in 3000 new schools to upgrade 5000 class VII school by addition of only 1 class (VIII) and 8000 class V schools by addition of 3 classes (VI-VIII).This would necessitate continuance of class VIII in 6000 high schools till an appropriate time. When secondary education becomes work and productivity oriented needing additional space for facilities like workshop or otherwise there is a need for expansion of facilities for class IX-X, class VIII would be shifted to the class VII UP school in the locality, so that, the space utilised for class VIII in the high school could be used for workshop etc. Such a need may, of course, arise after

the year 2002 or 2007. However, the new curriculum envisaged in this document would be followed at class VIII stage even in such high schools, and the children would take the public examination at the end of class VIII not class VII as at present.

In consideration of various factors involved, upgradation of class V schools into class VIII schools by addition of 3 classes (VI-VIII) is proposed to be taken up during the 10th plan period (2002-07) after the findings of school mapping are available. However, opening of 3000 new primary schools and upgradation of 5000 class VII schools are proposed during the 9th plan period by the year 2002.

12.4 Teachers

B.Ed.(Elementary) is proposed as the minimum qualification of a new primary school teacher. Since such a course is not provided in the state at present, teachers with existing qualification may be engaged on performance based contract till teachers with the prescribed qualification are available. However, teachers now engaged or to be engaged may be required to upgrade their qualification within a reasonable period of time.

Keeping this in view, it is proposed to provide 9 teachers for 8 class new schools and of the 9 teachers 4 would be trained graduates (1 in Life Science, 1 in Physical Science, 1 in Social Studies, 1 in Language) and 5 would be trained (+2) Intermediates (1 in Life science, 1 in Physical Science, 1 in Mathematics, 1 in Social Study subjects, 1 in Language). Similarly for upgraded class VII schools only 2 trained graduate teachers may be provided and for 8000 class V schools to be upgraded during the 10th plan period 4 trained graduate teachers may be provided. Thus 22000 trained graduate and 15000 trained Intermediate (+2) teachers would be required to be appointed during the 9th plan period (by the year 2002) and 32000 trained graduate teachers would be required during the 10th plan period (by the year 2007).

12.5 Teachers' Accommodation

The concept of community school cannot be realised unless there are some resident teachers. Even though, recruitment of local teachers may reduce the need for their accommodation inside the school compund, one set of quarters per school is proposed to be provided in each school during the 9th plan.

That apart 240 teachers' hostel each for 10 teachers (140 sq.m. or 1507 sq.ft.) are being proposed during the 9th plan period. Priority for providing hostels in areas under tribal sub-plan may be accorded.

In due course provision of quarters in the remaining schools and hostels in other areas could be taken up in a phased manner so as to provide accommodation for all the teachers where necessary.

12.6 Cluster Resource Centres (CRC)

It is proposed to have about 6000 CRCs in the state during the 9th plan period for academic empowerment of the

the teachers. This may be done by adding up 1 room and providing 1 Co-ordinator to the selected institutions.

12.7 Block Resource Centres (BRC)

It may be necessary to have about 360 BRCs in the state. To follow the DPEP plan for BRC, a building and 5 staff (2 Coordinators, 1 Jr. Asst. and 2 Messengers) may be provided per centre. It is proposed to have 120 centres during 9th plan and the remaining centres during the 10th plan period.

12.8 Elementary Training (B.Ed.Elementary) Colleges

Since B.Ed (Elementary) would be the minimum qualification of a primary school teacher, 2 year C.T. course would be abolished in the state. The DIETs could, therefore, be duly converted into Elementary Training Colleges providing 2 year course in addition to their normal work in the remaining 6 departments. While each DIET with its 29 teaching, 11 non-teaching and 5 class IV staff (total 45) and 100% financial support from the Central Government can function as Elementary Training College, the existing 52 S.T.Schools can be closed down. This would result in an annual saving of Rs.3,12,00,000/- and the facilities could be utilised for a new school/CRC/BRC. However, as there are 13 DIETs at present, it may be necessary to establish another 17 DIETs to have 1 in each district.

Directorate of Teacher Education and SCERT has submitted a proposal to establish 17 new DIETs. Since DIETs are fully financed by the Central Government, there would not be any financial liability for the State Government immediately.

12.9 Provision of teaching-learning material and other basic facilities

Government of India have reiterated their commitment in POA-1992 to supply teaching learning material and other basic minimum facilities under Operation Blackboard to all the primary and upper primary schools. So the cost on those accounts may not be a state liability. However, funds may be to a tune of Rs.3,00,000/-, would be required for setting up a good workshop in the UP schools and CRCs.

12.10 Provision of Staff for effective monitoring and supervision

For the successful functioning of the system of work and productivity oriented primary education, as per the reorganisation suggested in this policy statement, it would be necessary to redesignate some of the existing posts and to create new posts as follows :

Present designation	Proposed design-tion	Total number required	Number existing	Number to be created
1. Inspector of schools	District Education Officer(DEO)	30	19	11
2. District Inspector of Schools	Asst. DEO	120	64	56
3. Deputy Inspector of Schools	Block Education Officer(BEO)	360	56	304
4. Sub Inspector of Schools	Panchayat Education Officer	2000	1015	985

Additional cost that would be required for such changes may be calculated after a decision to implement the suggestions is taken.

12.11 **Summary of requirements(physical) with suggested yearwise phasing.**

Item	Total requirement during 9th plan		Yearwise breakup 1997-98	1998-99	1999-00	2000-01	2001-02
A. Building							
(i) New School (I-VII)	3000	-	500	1000	1000	500	
(ii) Upgradation of class VII School	5000	-	1000	1500	1500	1000	
(iii) Teachers Qrs.1 per School	45000	-	5000	15000	15000	10000	
(iv) Teachers' Hostel	240	-	80	80	80	-	
(v) CRC	6000	-	1500	1500	1500	1500	
(vi) BRC	120	-	40	40	40	-	
B. Personnel							
(i) Trained Graduate Teachers	22000	-	4000	7000	7000	4000	
(ii) Trained Intermed-iates(+2)	15000	-	2500	5000	5000	2500	
(iii) CRC Coordinator	6000	-	1500	1500	1500	1500	

(iv) BRC						
(a)Coordinator	240	-	80	80	80	-
(b)Jr.Asst.	120	-	40	40	40	-
(c)Messenger	240	-	80	80	80	-
(v) (a) DEO	11	-	4	4	3	-
(b) ADEO	-	-	--	--	--	-
(c) BEO	-	-	--	--	--	-
(d) PEO	985	-	300	300	300	85
C. Basic facilities						
For 3000 new schools + existing 12000 UP schools + 6000 CRCs	21000	-	3000	6000	6000	6000

12.12 Unit Cost estimate

(a) Each new school for class I-VIII would have 6 classrooms, 1 workshop, 1 Headmaster's office, 1 for library-cum-teachers common room and 3 separate toilets in an area of 358.5 sq.m. or 3859 sq.ft.

(b) Each up-graded class VII school would have 3 additional rooms and a workshop and 3 toilets all measuring 166 sq.m.

(c) One set of quarters proposed per school would cover an area of 45 sq.m.(485 sq.ft.).

(d) Each teachers' hostel may have a built up area of about 140 sq.m. (1507 sq.ft.)

(e) For CRC and BRC building cost is calculated at Rs.1,50,000/- and Rs.10,00,000/- respectively per centre following the DPEP norm.

(f) All construction costs have been estimated at Rs.300/- per sq.ft. and annual escalation of 10% has been considered.

(g) Salary for every category of personnel has been estimated at the current level with 10% annual increase.

12.13 Financial implications and Source of Funds

The approximate cost estimated for meeting all the projected requirements during the 9th plan period is TRS 2787,78,31 of which building cost would be TRS 1594,34,63. Basic facilities cost for workshops in schools would be TRS 630,00,00 and salary cost would be TRS 563,43,68 only. Even though the total amount of about Rs.2788 crores required during the 9th plan period

looks huge, in actual terms the requirement may be much less due to the following reasons :

(i) The total estimate has been indicated for the whole state out of which about 25% may be covered by DPEP at the present level. This may bring down the requirement from Rs.2788 crores to Rs.2091 crores of which building cost might be Rs.1195.76 crores.

(ii) If JRY funds (about 1000 crores over a period of 5 years) could be utilised for construction of buildings, the total requirement for buildings may come further down to only Rs.195.76 crores over a period of 5 years.

(iii) Cost of buildings, teachers and teaching-learning material could also be met out of central support under the scheme of Operational Blackboard.

(iv) The present level of budgetary provision for elementary education in the state is about 3.1 percent of the SDP and about 11 percent of the total revenue expenditure. In this context the declared policy of the Union Government to allocate 6% of the GNP for education of which more than half would be for elementary education is significant. This may more than double the present level of provision.

(v) The present policy document centres round the school and education as factors contributing to all round growth including economic, social and even cultural growth of our people. Since funds would be necessary for translating the holistic approach to elementary & mass education envisaging a meaningful programme of life-long productive education through integration of production oriented extension activities of various development departments like Agriculture, Fisheries & Animal Husbandry, Women and Child Development etc. with the school programme, raising of funds could be made easier by pooling together the budget provisions for such extension activities under these Departments with that for elementary and mass education.

(vi) Like World Bank support for 8 districts, possible support from other international agencies and governments could also be explored, particularly because, the reorganisation envisaged in this policy statement is in consonance with the thinking of various international funding agencies

(vii) Once the people are convinced that this education will help in improving their socio-economic conditions, they will volunteer their cooperation and support in terms of labour and money to enrich the community school. If this new education succeeds it will substantially raise the SDP of the state in 10 years and provide enough scope for generating additional resources.

(viii) As suggested in the Management Chapter if administrative reforms are introduced considerable savings can be effected in expenditure on administration to divert them to meet the new demands.

(ix) Finally levy of an education cess in the state could also be contemplated.

12.14 Financial Management

The financial estimates given above are only tentative. Their exact dimensions can be measured only when decisions are taken by the Government regarding implementation of the policy and Programme of Action with its phasing. However, considering the facts indicated above it appears that availability of funds is not a problem of such magnitude as the efficient management of funds.

In view of the challenge so big as interfacing and networking of all the growth and productivity oriented departments with elementary and mass education as contained in this document, restructuring of the whole system and strengthening of the sub-systemsby introducing wide ranging changes and new concepts of financial management would be necessary.

The present system is controlled by the mechanistic incremental budget which is a sum total of the demands of the different departments or the various sectors of any department. Such plans for operation worked out at the top for percolation to the bottom are bereft of real-life needs and aspirations of the people. Such planning also does not take into consideration the abilities of the Managers who would be responsible for operation of plans and thereby utilization of funds. As a result one witnesses utilization of more than 60% of the funds in the last quarter of the year and only 40% is utilised in 3 quarters, in the present system of management.

The budget drawn up for a specific period has the benefit of inducing the management to think systematically about the future, providing a medium for communicating the plans of a sector, motivating the Managers at all levels to perform well, and serving as a standard against which the actual performance may be judged. These advantages of the budgetary system presupposes a mechanism for mid-term assessment of performance and inherent accountability. Since achievement of the planned target, depends on humanbeings at last, in the absence of an intrinsic social commitment, rewards or punishment for ones performance may pay dividends. Besides to attract community participation in the plan operation at least as watch-dog, the plan must be a bottom to top one starting at the community level and reflecting real-life needs and aspirations of our people.

In order to ensure accountability, it may be considered to replace the present mechanistic incremental budget by 'responsibility - performance budget', where responsibility can be assigned to a specific individual for an activity or a group of activities planned for in the budget. There can be several such responsibility centres forming a hierarchy at the apex of which will be the Chief Executive (in the state it must be the Chief or Additional Chief Secretary) who would be responsible for the over-all performance of the State Government. Below the Chief Executive may be sectoral Deputies who may be the secretaries of the administrative departments responsible

for socio-economic development or development of human resources. With such devolution of responsibilities, the control now exercised by the Finance Department on flow of funds should be done away with. The total fund provided in the budget can go as a block grant to the Board for Primary & Mass Education envisaged in this policy document, which with its administrative and financial autonomy may introduce advanced subsystems including one for constant monitoring.

The task before us is stupendous and time is very short. Resources are also not unlimited. Therefore, to translate the visions enshrined in this policy paper into concrete reality, meticulous management of various resources men, money and time is of paramount importance. For proper planning, scheduling and control of the activities involved, given their inter-relationships and constraints on the availability of resources, network techniques would be very useful. There are two basic network techniques : PERT (Programme Evaluation Review Technique) and CPM (Critical Path Method). Analysis of the whole system by PERT and CPM would constantly give an insight into joining of forces to achieve the goal in the shortest time with minimal efforts. Such analysis would also help the general administration and financial administration to go hand in hand for attaining the goal. Other such techniques have to be adopted from time to time to help in reaching the goal expeditiously e.g., time and motion study with reference to the whole system and its manpower requirements to relate them to financial requirements alongwith the latest managerial techniques.

Literacy (1991 Census)	Orissa	India
Total literates	48.55%	52.11%
Males	62.37%	63.86%
Females	34.40%	39.42%

Estimated Child Population as on 2001(Figures in lakhs)

Age group		
6 - 11	Boys	27.11
	Girls	26.98
	Total	54.09
11 - 14	Boys	18.18
	Girls	19.62
	Total	37.80

1995 - 1996

No. of Primary Schools(As per sixth All India Survey)

Formal	42104
Non-formal centres	24548

No. of Middle Schools

Formal	11716
Non-formal centres	1123

No. of Secondary schools 5808

No. of Teachers

Primary	1,10,540
Middle	41,865
Secondary	49,465

Teachers in Position as on 30.9.95.

	Male	Female	Total
Primary	68,681	20,546	89,227
Upper primary	34,580	7,785	41,865
Secondary	39,773	9,752	49,465

ANNEXURE - I

STATUS OF PRIMARY EDUCATION IN ORISSA - 1996

Total Area (Sq. Km .)		155,707
Gross cropped Area (in thousand hectares)		9747
Total Area under forests (in thousand hectares)		5534
Total Population (1991)		
Total		31,659,736
Male		16,064,146
Female		15,595,590
Density per sq. km.		203
Decennial population growth		20.36
Sex ratio		971 females per 1000 males
Total Rural Population	86.57%	27,424,753
Males		13,794,955
Females		13,629,798
Total Urban Population	13.43%	4,234,983
Males		2,369,191
Females		1,965,792
SC Population	16.40%	51 lakh
ST Population	22.21%	70 lakh
No. of districts		30
No. of Sub-divisions		58
No. of Tahasils		147
No. of Gram Panchayats		5263
No. of Blocks		314
No. of TSP Blocks		118
No. of Statutory towns		101
No. of Census Towns		22
No. of Villages		51057
No. of inhabited villages		46989
No. of habitations		73150 (6th All India Survey)

Average Population served by an Institucion

Sl. No.	Institution	Population
1.	Primary	751
2.	Middle School	2702
3.	High School	5451

Overage/Underage

	Orissa
Primary	25%
Middle	7%

Average Area Covered by an Institution

Institution	Area Covered
Primary	3.6 sq.km.
Middle School	13.29 sq.km.
HE School	26.80 sq.km.

Primary Schools covered under Operation Black Board

Phase	Year	No. of Block covered	No. of Urban Areas	No. of Institution covered
I	1987-88	65	15	7377
II	1988-89-90	98	35	12760
III	1990-91	78	26	10342
IV	1991-92 (Proposed)	73	26	7921

Field Level Functionaries

Staff at the Field level	Education Deptt	Tribal & Harijan Welfare Department
1. Inspector of Schools	19	4
2. Dist. Inspector of Schools	64	9
3. Dy. Inspector of Schools	56	5
4. Sub-Inspector of Schools	990	25
5. Addl. Inspector of Schools (Vocational)	13	-
6. Asst. Inspector of Schools (Vocational)	39	-
7. Coordinator NFE	15	-
8. Jr. Coordinator NFE	128	-

S.C. and S.T. Teachers in Position

	S.C.			S.T.		
	Male	Female	Total	Male	Female	Total
Primary	7685	1332	9017	7146	1202	8348
U.P	1935	328	2263	1760	387	2147
Secondary	861	201	1062	702	271	973

Total Enrolment 1995-96 (figures in lakhs)

Primary

Boys	24.54
Girls	16.91
Total	41.45

Middle Schools

Boys	7.93
Girls	4.75
Total	12.68

Non-formal Sector

	Boys	Girls	Total
Government	2.20	1.58	3.78
V.A.	0.43	0.31	0.74

Upper Primary

Enrolment (in absolute number)	13163	11788	24951

Drop-out rate	Orissa
Primary level I - V	53%
Middle level I - VIII	69%

Teacher Student Ratio

Primary	38 : 1
Middle	30 : 1
Secondary	12 : 1

ANNEXURE - II

COMMITTEE ON PRIMARY EDUCATION POLICY IN ORISSA - 1996-97

A STUDY ON ATTITUDES TOWARDS PRIMARY EDUCATION

1. Introduction

There has been a lot of talk about relating education to the life, needs and aspirations of people. But systematic studies have rarely been conducted to assess the needs and aspirations of people for whom education is planned. The Committee, therefore, decided to conduct a 'quick-survey' with facilities readily available. Two questionnaires, one for the general population and the second for the young men and women of 18 to 25 years of age who have completed their upper primary(Middle) education and are a part of the work force were prepared. The opinion of the second group may be of great value as being face to face with their aspirations and dreams they can judge the value and inadequacies of the system of education through which they have just passed.

2. ANALYSIS OF RESPONSES TO QUESTIONAIRE NO.1 ADDRESSED TO TRIBAL AND NON-TRIBAL PERSONS ON THE SYSTEM OF PRIMARY EDUCATION.

2.1 Objective :

The questionnaire was designed to elicit the views of persons in various walks of life on different aspects of primary education. The areas covered are :

(i) The 'why' of education (aims and objectives)

(ii) The 'what' of education (Curriculum)

(iii) The time for education (school session, holidays,school timings)

(iv) Linkage with other developmental departments

(v) Training of teachers

(vi) Who is to teach

(vii) The supervisor

2.2 Sample and administration of questionnaire :

The aim was to cover nearly 1000 persons from each of the tribal and non-tribal categories selected according to convenience from all parts of the state. Inspectors and District Inspectors of Schools, Principals of DIETs and other field workers associated with primary education readily available for the purpose were kept in charge of administering the questionnaire and collecting responses within the stipulated period. Each item of the questionnaire and the method of responding by the target group was explained to the officers with a view to minimising subjectivity. In view of shortage of time and operational constraints all the responses collected could not be analysed and the present analysis is based on a sample of 557 tribal persons and 798 non-tribal persons of all categories.

Teacher Training Institutions

Primary Teachers

DIETs	- 13			
S.T.Schools	- 55	(a) EYS Dept.	-	52
		(b) TRW	-	2
		(c) Private Recognised	-	1

Secondary Teachers Training

(a) IASE	- 3
(b) CTE	- 6
(c) Training College	- 4
(d) Regional Institute of Education	- 1
(e) Training Colleges proposed to be taken over	- 4

Educational Institutions managed by Welfare Departments.

Sevashrama(Primary)	Non-residential	- 1004
	Residential	- 113
	Total	- 1117

Ashram Schools (Upper Primary Residential)	- 73
Kanyashrams (Upper Primary Residential)	- 31
High Schools Residential (Boys)	- 138
(Girls)	- 42
Total	- 180

Education gaps:

Habitations not served by primary schools within one kilometer	12,855
Habitations not served by upper primary (ME) school within three km.	16,646
Gram Panchayats without High School	1,053
Single Teacher Primary Schools	2,65[illegible]
Single Room Schools	2,031
Incomplete Primary Schools (I - III)	5,865
Primary Schools without building	1,084
Primary Schools with Kutcha Building	1,086

It is important to see that persons in both categories, place subjects related to health, every day science, Oriya, Mathematics and then value education and work education above subjects like History and Geography. The data invalidate the hypothesis of some educational planners that the tribal people would prefer their own language to Oriya as a school subject. The findings suggest the inclusion of work education as an important component of the curriculum, and the preference of scientific studies to social studies of the traditional type and fine arts. What is striking is the closeness of the thinking of both categories of persons in important matters relating to education.

2.3.3 School-timings and related matters

The major findings are summarised below :

- Both the groups feel that there should be a 2-month gap between admission and commencement of teaching work for improving school-readiness.
- Both the groups strongly feel that the holidays should be adjusted to local festivals etc. and the school timings should be from 10.00 a.m. to 4.00 p.m.
- The timings of NFE centres should be adjusted to the convenience of learners and not of instructors.
- Majority of respondents from both the categories feel that the curriculum at the primary stage may be the same for boys and girls, but may be differentiated at the UP stage (class VI and above)

2.3.4 School as Community Centre and Growth Centre

- Both the groups overwhelmingly feel (tribal-81% and non-tribal 91%) that the school should be the centre of community life and community development.
- Very high percentages of persons in both the groups say that the school should be utilised as the centre for extension education by all developmental departments, and field officers of other Departments may pay visits to the school.
- The school and the community should exchange their human and material resources for the benefit of both.

2.3.5 Continuous training of teachers

Both the group strongly feel that :

- All untrained teachers may be trained within two years.
- Refresher courses may be provided at intervals of 3 years.
- The centre school(Cluster Resource Centre) may be established for 10 schools.
- Block Resource Centre may be established in each block.
- Teacher-training may take care of the role of the teacher as a community leader.

2.3 The results in brief are as follows

2.3.1 Aims of education

	No. in the tribal group slecting (N=557)	No.in the non-tribal group selecting (N=798)
Refinement of conduct and social skills.	457(highest score)	670(highest score)
Acquire qualities like humility,non-voilence, kindness,broad mindedness	422(2nd highest score)	594(2nd highest score)
Acceptance of the principle of small family and inspiring others for the purpose	393(3rd highest)	579(3rd highest)
x x x x x x x x x x		
Accept service to maintain oneself	213 (lowest)	266 (lowest)

The responses show a sea-change in the attitude of the common man towards education. He is more realistic and moves with the times whereas educational planners are less sensitive to change.

2.3.2 What knowledge is of most worth

Content area	Response in the tribal group (N-557)	Response in the non-tribal group (N-798)
Personal health and hygiene	418(highest score)	580(highest score)
Language - Oriya	415 (2nd highest)	567 (3rd highest)
Science,Energy etc.	405 (3rd highest)	576 (2nd highest)
Mathematics	390 (4th highest)	522 (4th highest)
Value education	353 (5th highest)	512 (5th highest)
Environmental education	348 (6.5th rank)	493 (6th rank)
Work education (Agriculture,animal husbandry,fishry, tailoring,woodwork, internal decoration, fruit preservation, weaving etc.)	348(6.5th rank)	482 (7th rank)
Use of mechanical tools, repairing, water pump,radio, cycle, luna etc.	324 (8th rank)	434 (8th rank)
Music,dance and other fine arts.	181 (lowest)	152 (lowest)

(vii) Their opinion on dropout.

(viii) Their opinion on the role of VEC on achieving the goals of EFA.

(ix) Their opinion on reducing absenteeism of teachers.

(x) Their opinion on improving school management.

(xi) Their opinion on the role of NGOs in managing NFE centres.

3.2 The Sample

Young man and women belonging to the tribal and non-tribal categories and satisfying the conditions of age, educational background and employment were selected from various districts of the state. Due to shortage of time the responses of 100 persons selected as under were analysed.

Category	Man	Women	Total
Tribal	37	13	50
Non-tribal	42	8	50
Total	79	21	100

3.3 Administration

The questionnaires were administered with the help of officers selected as above. The objectives of the questionnaire and the method of data collection were explained to them in a conference at the Directorate of TE & SCERT.

3.4 Analysis of results and findings

The results were analysed by the officers of the SCERT and the results are as follows :

3.4.1 Knowledge gained during studies on work in which engaged.

Category	Very little	Little	Average	More than average	A lot	Nil
Tribal	12	2	10	-	3	23
Non-tribal	9	3	12	1	2	23

3.4.2 Which subjects studied at school is of use to them now ?

Subject	Very much		Average		Little		Nil	
	T	NT	T	NT	T	NT	T	NT
Oriya	34	43	12	07	02	-	02	-
English	06	11	17	20	18	12	03	02
Hindi	11	07	06	18	19	10	13	15
Sanskrit	02	00	07	07	02	06	06	37
Arithmatic	28	32	11	11	02	06	06	01
Geometry	13	07	13	07	09	18	12	18
History	06	06	16	06	11	18	03	20
Geography	08	04	[illegible]	09	12	17	04	20
Civics	13	19	15	13	05	05	03	13
G.Science	18	09	--	13	--	17	--	11
Any other	--	--	--	--	--	--	--	--

2.3.6 Who should teach ?

A high percentage of persons from both categories feel that :

- VLWs and villagers with advanced knowledge, doctors and health workers may participate in teaching work on part-time basis.
- Educated villagers or retired officers may be appointed as leave - reserve teachers or to take care of an extension school on payment at rates approved for semi-skilled workers.
- To motivate girls more women-teachers or part-time women workers from villages may be appointed.

2.3.7 The Supervisor

Most of the people from both the groups are of the opinion that :

- The schcol may be inspected once in 3 months.
- Field officers of different departments may pay visits and assess the progress in respect of their area or work/study.
- Members of VECs may discuss school problems with teachers on the last sataurday of the month and they may take care of the building and other facilities.
- Expert artisans of the area, retired persons with expertise may be given teaching assignments as and when necessary.
- Block extension officers may discuss with teachers and students.
- The VLW may pay monthly visit to work-education centres.
- The officers of the education department may collect information on management and take appropriate action.

3. ANALYSIS OF RESPONSES TO QUESTIONNAIRE NO.2 ADMINISTERED ON YOUNG MEN AND WOMEN WORKING IN VILLAGES

3.1 Objectives of the study

The objectives of this study was to know the reactions of persons in the age-group of 18-25 who have had education at least upto level of class-VII and who are currently working in villages. The objectives were as follows :

(i) Whether they had acquired any knowledge or skill related to the work in which they are engaged.

(ii) Which of the subjects studied in school are of some use to them, and to what extent (on a three point scale)?

(iii) Which skill subjects not included in the curriculum would have helped them in their present work had they studied the same ?

(iv) Other than the skill subjects, which topics or studies would have helped them had they studied them ?

(v) Their opinion on improving the NFE system.

(vi) Their opinion on steps necessary for making EFA a success.

3.4.5 Causes of dropout

Sl.No.	Possible cause	No.in tribal group selecting	No. in non-tribal group selecting
1.	Education is not useful	16	03
2.	No interest in school work	13	10
3.	Only cramming books and no 'work education'	25	19
4.	School timings not suitable	26	24
5.	Teacher and VEC members are indifferent	28	23
6.	Poverty	14	08

In addition to the above, one respondent in the non-tribal group says that child-labour is a possible cause.

The groups did not respond to the remaining items.

4. Conclusion

On the basis of the two studies the following conclusions can be drawn.

4.1 School curriculum needs drastic revision. Subjects may be selected on the basis of their utilitarian value.

4.2 Poverty is not the main cause of dropout. Poor curricular planning and indifference of teachers and VEC members are the major causes.

4.3 There is not much difference in the opinion of tribal and non-tribal groups on various issues of education.

The analysis shows that both the groups feel that the subjects which are of more utility in life in general are Oriya and Arithmetic where as Sanskrit has the least utility. History and Geography also occupy a very low position.

3.4.3 Learning of skills which would have helped them :

Skill	No. of responses in Tribal group(N=50)	No. of responses in non-tribal group (N=50)
Modern method of Agriculture	36 (rank-1)	32 (rank -1)
Dairy, Poultry etc.	30 (rank - 2)	20 (rank - 4)
Tailoring	30 (rank - 2)	22 (rank - 2.5)
Horticulture	20 (rank - 4)	18 (rank - 8)
Pisciculture	19 (rank - 5.5)	19 (rank - 7)
Seed preservation identifying good seed	19 (rank - 5.5)	22 (rank - 2.5)

In case of the non-tribal group the 5th and 6th places (rank of each 5.5) goes to both soil testing and business (no. of responses 20 each). What is striking is that there is considerable agreement in the views of persons of both categories. This rejects the feeling that an entirely different approach is called for in case of the tribal population, and creates the impression that we are unnecessarily pushing our prejudices or out-dated belief too for to the education field, and for that matter, to the social situation in general. We may conclude with a very high degree of accuracy that excepting the hard core tribals numbering a few lakhs the entire population of Orissa is 'one' in respect of their expectations from education.

3.4.4 Other studies considered useful

Subject	No. of responses in tribal group	No. of responses in non-tribal group
First aid & primary health services	28(rank-1)	25(rank-2)
Govt. schemes for removing difficulties of people in rural areas	27(rank-2)	27(rank-1)
Family planning method	24(rank-3.5)	20(rank-5)
Legal literacy	24(rank-3.5)	24 (rank-3)
Knowledge about various development projects	22(rank-5)	23(rank-4)

Again it is found that the two groups are 'one' in selecting study areas which would have helped them in life. This gives us necessary guidance in planning curriculum for the primary, and specially, for the UP stage.

The nonformal education programme, which was envisaged at the national level as a short term 'mopping up' operation to provide minimum proficiency to dropouts and nonstartes still in the primary school-age group, has now burgeoned into a massive parallel operation both in the government and NGO sectors with strong demands for making it a permanent programme. Since this programme has run for several years now, at not too small a cost, it would be worthwhile to examine its impact and compare the same with a situation where such amounts were put into opening and running of regular schools/more permanent centres.

Programmes like mass literacy campaigns and mid-day meal schemes have only indirect bearing on primary education. The former seeks to create a demand for schooling by literate parents while the latter tries to attract the children from poor families. But this approach overlooks some very important realities with relation to their operational details. Both these programmes draw away the vital financial resources and teacher time from the academic work in the school. Many primary teachers often spend a good deal of time for literacy work or for managing the meal scheme. Without going into their efficacy and the corrupting aspects, which are already points of serious concern, these programmes definitely strain the schools, which are generally understaffed. Thus they harm the very process they are designed to help.

Another area that needs to be considered is the quality of our primary (or for that matter the whole spectrum of) education. Obviously the established processes of teacher training, school monitoring and improvement have to be streamlined before the system can be sensitive to deeper qualitative changes. But one fairly recent step in the name of quality improvement, which needs to be evaluated closely, has been the *Common Board Examination* at the primary (and upper primary) levels. While the examination process seems to have lost its meaning at all levels, that at the primary stage has become disastrous causing a lot of disruption without achieving much. The worst fallout of these board examinations is the physical torture and academically crippling experience that the children undergo in the form of private coaching outside the classroom, very often by the same school teachers. Such examinations also lead to a plethora of *test papers* and *guides* forming a harmful dependence in the child on such dubious study materials methods very early in the childhood. Abolition of these examinations will go a long way in de-emphasising rote learning and giving meaningful learning proocesses a fighting chance of taking root. While the burden of the school-bag, a problem nonexistent in the general schools in our state, nas attracted some attention, this more serious problem has received practically no notice.

These are some of the problems that come to mind while thinking about our primary education situation. What seems absolutely necessary is that a long-term policy be drawn up keeping the state's needs and resources in mind without looking for apparently quick solutions. All financial inputs, whether from state, central or external sources, should be funnelled into this single scheme and managed under the state authority, although with enough provision for decentralised functioning.

December 16, 1996. *Pradyumna Bal* , Editor, Pragativadi

ANNEXURE - III

SOME THOUGHTS ON *PRIMARY EDUCATION* IN ORISSA

The progress of primary education in our state and in most parts of the country, has not been very satisfactory. Although the constitution provided for covering every child with this minimuum level of education by 1964, no systematic and specific plan was ever drawn up in this direction. Consequently, when this was not achieved by the stipulated time no definite assessment of where we stood nor an projection of when this can be achieved could be made.

Education continued to be a part of the normal planning process for the next decade and a half. Only in the early eighties was an attempt made to evolve a policy for education and plan for it separately. Here the emphasis was laid on urgency. Hence programmes for adult literacy and nonformal education, both involving non-government apparatus on a large scale, were envisaged to bring the levels of literacy and school attendance to near total. These efforts were supplemented with massive primary education programmes with external funding. Some government programmes, eg. mid-day meals, health check up etc, were also implemented in the primary schools with the aim of enhancing the attendance/ performance levels.

All these newer approaches are very much visible today in Orissa. Yet all concerned constantly observe that *universalisation of primary education* still remains a distant dream in our state, as in most of the country. A majority also hold it to be a problem of quantity and of insufficient physical/financial resources only and seek to achieve miraculous results through short-term, often capital intensive, programmes. One of the most noticeable features of these programmes has been their independent genesis, not originating from within a long-term work-plan with clearly defined steps for attaining specific educational goals. Further, each of these programmes, which are generally designed following a standardised pattern, brings with it a separate implementing machinery. Thus while all of these aim to attain the same objective (of broadening the reach of primary education) and use much of the existing work-force, they run as parallel systems instead of becoming integral and sustainable parts of an overall scheme developed *a priori* keeping the state's needs and conditions in mind.

Each of the externally funded programmes (like the Education For All, District Primary Education Programme and Education Without Frontiers which are in operation today in the state) has its own pre-planned budgetary provisions, operational components, timeframe etc. which undergo only a few numerical modifications from state to state. Not being integral parts of the prevailing education system these do not take off from where the system stands nor do they leave any leads for the system to follow on from where they leave off. This can be seen in some of the districts which had earlier come under one scheme and are now under another (eg. Dhenkanal and Kedujhar with respect to EFA/DPEP/EWF). Another facet of these programmes is a very different style of spending and operation, which can be termed lavish and even wasteful. Often wrong signals are sent out in the name of liberal style of functioning.

(c) They may identify linkage areas with other Deptts. of Orissa to prepare a questionnaire, collect information, incorporate ideas, at the proper places in the report.

(d) They may assign specific responsibilities to particular institutions or functionaries.

(e) Among other things Committee may take into consideration, the following subjects:

(1) Universalisation of Primary Education
(2) Saturation level of Teachers Training
(3) Introduction of New Curriculum of Text Books (MLL)
(4) Provision of Teaching Materials & Equipments
(5) Improvement of Teaching-Learning situation
(6) Special programmes for improvement of schools Education
(7) Special strategies for ST, SC & Disabled Children
(8) Distant Education & Mass Media component
(9) Convergent with Health, Labour, Welfare, Child & Welfare Deptts.
(10) Infrastructure building.
(11) Alternative schooling.

4. The sitting fees for retired persons per day of sitting be paid at Rs. 500/- and admissible conveyance allowance as per Government Rules.

The Official Members may be paid allowances as admissible under Rules.

The entire expenditure on this score is to be borne under the establishment of T.E. & S.C.E.R.T.

By Order of the Governor

M. M. Mohanty,
Commissioner-cum-Secretary to Govt

t.

ANNEXURE - IV

Government of Orissa
Department of School & Mass Education
-o-
OFFICE ORDER

Dated the Bhubaneswar 23rd September 1996

No. IIEMEA(Sch.)17/96 30738/S&ME., The new Education Policy for bringing all round development in education is in operation in the State. Primary Education being the foundation of all other type of education needs change in its implementation. It is therefore felt necessary to streamline the main concept under lying Primary stage by bringing reforms in the system of education. Presently the District Primary Education Programme scheme, financed by World Bank is going to be implemented in the specified districts of the State which intendds to modernise and develop the system of Primary Education.

Accordingly, Government in School & Mass Education Department have been pleased to constitute a Committee to draft a "State Primary Education Policy". The Committee will consist of the following :-

(1)	Prof. B.B. Das, (Ex-D.P.I. & Ex-Vice Chancellor)	Chairman
(2)	Dr. S.C. Das, (Retd.) Director, S.C.E.R.T.	Member
(3)	Dr. D.K. Mishra, President, Board of Secondary Education.	-do-
(4)	Sri P.C. Rout, (Retd.) Director, Elementary Edn.	-do-
(5)	Dr. K.K. Das, Director, T.E. & S.C.E.R.T.	Member-Convenor

2. The Committee may keep in view the guidelines prescribed by the Government of India and the norms prescribed by the State Government in different aspects in preparing their draft Policy Report.

3. The Committee is to submit its Report to Govt. by the end of Dec. 1996 and may meet as often as required.

(a) They may co-opt many member they like.

(b) They may consult all the bindred wherever necessary in preparing the report.

P.t.o.

3 /

Memo No. 30739 /SME., Dt. 23.9.96.
Copy forwarded to Director, Elementary Education/Director, Secondary Education/Director, Higher Education/Director, Teacher Education & SCERT/Secretary, Board of Secondary Education, Cuttack/Director, Text Book & Printing for information and necessary action.

21.9.96
Deputy Secretary to Government.

Memo No. 30740 /SME., Dt. 23.9.96
Copy forwarded to Health & Family Welfare Department/Labour & Employment Department/Welfare Department/Women & Child Development Department for information.

21.9.96
Deputy Secretary to Government.

Memo No. 30741 /SME., Dt. 23.9.96
Copy forwarded to Dr. K.K. Das, Director, Teacher Education & SCERT for information and necessary action. He is requested to make necessary arrangement to send the Office Order to all the members and Chairman of the Committee in their proper postal address for their information. He is also requested to obtain necessary concent from the members selected for the purpose and send the same to this Department at an early date.

24.9.96
Deputy Secretary to Government.

Memo No. 30742 /SME., Dt. 23.9.96
10 Spare copies to Guard File of Section-II.

24.9.96
Deputy Secretary to Government.

ଣ ଯାହା ସବୁ ସ୍କୁଲରେ ପଢ଼ିଥିଲେ ସେଥିରୁ କେଉଁପାଠ ଏବେ ଆପଣଙ୍କ କାମରେ ଲାଗୁଛି ?

	ବେତେଦୂର କାମରେ ଲାଗୁଛି			
	ଖୁବ୍ କାମରେ ଲାଗୁଛି	ସାଧାରଣ ଭାବରେ କାମରେ ଲାଗୁଛି	ଅଳ୍ପ ପରିମାଣରେ ଲାଗୁଛି	ଆଦୌ ଲାଗୁନାହିଁ
ଂଥା ଭାଷା				
ଂଆଜୀ ଭାଷା				
ଂ ଭାଷା				
ଂସ୍କୃତ ଭାଷା				
ଣିତ				
ଂାମିତି				
ାତିହାସ				
ୂଗୋଳ				
ାପରିକ ଶିକ୍ଷା				
ାଧାରଣ ବିଜ୍ଞାନ				
(ଅନ୍ୟ ପିଢ଼ିଥିଲେ)				

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୭. ଯେଉଁ ସବୁ ବିଷୟ ଆପଣ ପଢ଼ିଥିଲେ ତା'ହେଲା କେଉଁ କେଉଁ କୌଶଳ ଶିକ୍ଷା କରିଥିଲେ ଭଲ ହୋଇଥାନ୍ତା ? (୫ଟିରେ ବା ଅଧିକ √ ଚିହ୍ନ ଦିଅନ୍ତୁ)

- ☐ ନୂତନ ଚାଷବାସର କୌଶଳ
- ☐ ଗୋପାଳନ/କୁକୁଡ଼ା ପାଳନ ଇତ୍ୟାଦି
- ☐ ରୋଷେଇ ଘର, ନୂଆ ନୂଆ ଖାଦ୍ୟ ତିଆରି
- ☐ ମାଛ ଚାଷ
- ☐ ସିଲେଇ କାମ
- ☐ ବିଦ୍ୟୁତ୍ କାମ (ଲାଇନ ଦେବା, ପ୍ୟୁଜ୍ ମରାମତି ଇତ୍ୟାଦି)
- ☐ କାଠରେ ଜିନିଷପତ୍ର ତିଆରି
- ☐ ଲୁହାରେ ହତିଆର ତିଆରି
- ☐ ବେତକାମ, ବାଉଁଶ କାମ
- ☐ ମହୁମାଛି ପୋଷିବା
- ☐ ପଥରରେ ମୂର୍ତ୍ତି ଇତ୍ୟାଦି ଗଢ଼ିବା
- ☐ ମାଟିର ଗୁଣ ପରୀକ୍ଷା କରିବା
- ☐ ଶିଶୁର ଯତ୍ନ ନେବା

ଓଡିଶା ପ୍ରାଥମିକ ଶିକ୍ଷା ନୀତି ନିର୍ଦ୍ଧାରଣ କମିଟି - ୧୯୯୬

ପ୍ରଶ୍ନାବଳୀ - ୨ (ଯୁବକ ଯୁବତୀ ମାନଙ୍କ ପାଇଁ)

ସୂଚନା - *ଆପଣଙ୍କ ବୟସ ପ୍ରାୟ ୧୮ ରୁ ୨୫ ବର୍ଷ ମଧ୍ୟରେ ହୋଇଥିଲେ ଓ ଅନ୍ତତଃ ମାଇନର ବା ୬ଷ୍ଠ ଶ୍ରେଣୀର ଶିକ୍ଷା ଶେଷ କରି ଆଉଣ ବିଭିନ୍ନ କାମ ଧନ୍ଦାରେ ନିଯୁକ୍ତ ଥିଲେ ଏହି ପ୍ରଶ୍ନଗୁଡିକର ଉତ୍ତର ଦିଅନ୍ତୁ ।*

୧. ଆପଣଙ୍କର ନାମ: ବୟସ :

୨. ଶିକ୍ଷା (√ ଚିହ୍ନ ଦିଅନ୍ତୁ) - ୬ଷ୍ଠ ଶ୍ରେଣୀ ପାଶ୍/ହାଇସ୍କୁଲରେ ପଢ଼ନ୍ତି ମାତ୍ର ପାଶ୍ କରିନାହାନ୍ତି/ହାଇସ୍କୁଲ ପାଶ୍ କରିଛନ୍ତି ବା ତା ଉପରକୁ ଯାଇଛନ୍ତି

୩. ଗ୍ରାମ/ସହର ବ୍ଲକ ଜିଲ୍ଲା

୪. ବର୍ତ୍ତମାନ କେଉଁ କାମ କରୁଛନ୍ତି ?(ଗୋଟିକୁ ବା ଏକାଧିକକୁ √ ଚିହ୍ନ ଦିଅନ୍ତୁ)

କ) ନିଜର ଚାଷବାସ

ଖ) ନିଜର ଚାଷବାସ ଓ ତା'ସାଙ୍ଗକୁ କୌଣିକ ଧନ୍ଦା.....ଓ.....

ଗ) ଚାଷବାସ ସାଙ୍ଗକୁ ନୂତନ ଅଥକାରୀ ଧନ୍ଦା.....ଓ.....

(ଯେପରିକି ମାଛ ଚାଷ, କୁକୁଡା ପାଳନ, ସାଇକେଲ, ରେଡିଓ, ଘଣ୍ଟା ଆଦି ମରାମତି, ଇଲେକ୍ଟ୍ରିକ୍ କାମ ଓ ବିଦ୍ୟୁତ୍ ଯାନ୍ତ୍ରପାତି ମରାମତି ଇତ୍ୟାଦିରୁ ନିଜେ କରୁଥିବା ଦୁଇଟି ମୁଖ୍ୟ ଧନ୍ଦା ଲେଖନ୍ତୁ)

ଘ) ଜନ/ଗ୍ରାମ ସେବା - ଯୁବକ ସଙ୍ଘ/ଗ୍ରାମ କମିଟି/ପଞ୍ଚାୟତ/ମହିଳା ସମିତି ଆଦିର ମେମ୍ବର ।

(ଏକାଧିକରେ ଚିହ୍ନ ଦେଇ ପାରନ୍ତି ।)

- ☐ ରେଡିଓ ଶ୍ରୋତାମଣ୍ଡଳୀ ଇତ୍ୟାଦିର ମେମ୍ବର
- ☐ ସ୍ୱେଚ୍ଛାସେବୀ ସଙ୍ଗଠନର ସଭ୍ୟ/ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷା ବା ଜନଶିକ୍ଷା ପାଇଁ ନିଯୁକ୍ତ ସ୍ୱେଚ୍ଛାସେବୀ ।
- ☐ ଗ୍ରାମ ବା ପଞ୍ଚାୟତରେ ଥିବା ବୁଦ୍ଧ/ପାଠଗାର ଆଦିର ମେମ୍ବର ।
- ☐ ଅନ୍ୟ କିଛି ହୋଇଥିଲେ ମଧ୍ୟ ଲେଖନ୍ତୁ ।

୫. ଆପଣ ଯେଉଁସବୁ କାମଧନ୍ଦା କରୁଛନ୍ତି, ପାଠ ପଢ଼ିବାବେଳେ ସେ ସମ୍ପର୍କରେ କିଛି ଜ୍ଞାନ ବା କୌଶଳ ପାଇଥିଲେ କି ? ହଁ/ନାହିଁ :

ଯଦି ପାଇଥିଲେ କେତେ ପରିମାଣରେ - ଖୁବ୍ କମ/କମ/ସାଧାରଣ/ବେଶୀ/ଖୁବ୍ ବେଶୀ ଭାବରେ

କେଉଁ କେଉଁଠାରୁ ଏ ଜ୍ଞାନ /କୌଶଳ ଶିଖିଥିଲେ - ସ୍କୁଲରୁ/ଘରୁ/ସାଙ୍ଗ ସାଥୀଙ୍କଠାରୁ/ଅନ୍ୟ କେଉଁଠାରୁ ହୋଇଥିଲେ ଲେଖନ୍ତୁ ।

ଗାଁ ଗହଳରେ ଏବେ ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷା କେନ୍ଦ୍ର ଖୋଲିଛି । ସେସବୁ ଆହୁରି ଭଲ ଭାବରେ କିପରି ଚାଲି ପାରିବ ?
(ଦୁଇଟି ପରାମର୍ଶ ଦିଅନ୍ତୁ ।)

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- ☐
- ☐

୭. ସବୁ ପିଲା ପାଠ ପଢ଼ିବା ଯେପରି ସମ୍ଭବ ହେବ ସେଥିପାଇଁ ତିନୋଟି ପରାମର୍ଶ ଦିଅନ୍ତୁ ।

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- ☐
- ☐

୯. ତୁମର ଅନେକ ସାଙ୍ଗ ମଧ୍ୟରୁ ପାଠ ଛାଡି ପକେଇଛେ । କାହିଁକି ଏପରି ହେଉଛି ?

- ☐ ପାଠ ଟାଙ୍କର କିମ୍ବା ବାପ ମାଆଙ୍କର କାମରେ ଆସୁନାହିଁ
- ☐ ସ୍କୁଲର ପାଠ ପଢ଼ାରେ ଆଗ୍ରହ ଆସୁନାହିଁ
- ☐ ଖାଲି ବହି ଘୋସିବା ଛଡା ଆଉ ସେମିତି କିଛି ନାହିଁ (ଯେପରିକି କାମଧନ୍ଦା ଶିକ୍ଷା, ଖେଳ, ଦେହ ପା'ର ଯତ୍ନ ଇତ୍ୟାଦି)
- ☐ ବାପ ମାକୁ ଯେତେବେଳେ ଘରକାମରେ ସାହାଯ୍ୟ କରିବାକୁ ହେଉଛି ସେତିକିବେଳେ ସ୍କୁଲ ଚାଲିଛି । (ସ୍କୁଲ ଅନ୍ୟ ସମୟରେ ହେଲେ ଭଲ ହୁଅନ୍ତା)
- ☐ ପିଲେ ସ୍କୁଲକୁ ନ ଆସିଲେ ଶିକ୍ଷକ ବା ଗ୍ରାମ କମିଟି ମୁଣ୍ଡ ଖେଳାନ୍ତି ନାହିଁ
- ☐ ଆଉ କ'ଣ ହୋଇପାରେ
- ☐

୬. ପ୍ରାଥମିକ ଶିକ୍ଷା ଯେପରି ସମସ୍ତେ ପାଇ ପାରିବେ ଓ ସମସ୍ତେ ଭଲ ଭାବରେ ଶିକ୍ଷା ଲାଭ କରିପାରିବେ ସେଥିପାଇଁ ଗ୍ରାମ ସ୍କୁଲ କମିଟି କ'ଣ ସାହାଯ୍ୟ କରିପାରିବେ ।

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- ☐

୧୩. ଶିକ୍ଷକମାନେ ଅନେକ କ୍ଷେତ୍ରରେ ସ୍କୁଲକୁ ଆସୁନାହାନ୍ତି । ଏଥି ପାଇଁ କ'ଣ କରାଯାଇ ପାରେ ?

୧୪. ବିଦ୍ୟାଳୟ ପରିଚାଳନା ଓ ଆଭ୍ୟନ୍ତରୀଣ କାର୍ଯ୍ୟକ୍ରମ ଆହୁରି ସୁନ୍ଦର ହେବା ପାଇଁ କଣ କଣ କରାଯାଇ ପାରେ ?

୧୫. ଗାଁ ଗହଳରେ ସ୍ୱେଚ୍ଛାସେବୀ ଅନୁଷ୍ଠାନକୁ ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାର ଦାୟିତ୍ୱ ଦେଲେ କଣ ସୁବିଧା/ଅସୁବିଧା ହୋଇପାରେ ?

ସୁବିଧା

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- ☐

ଅସୁବିଧା

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- ☐
- ☐

- ☐ ବିହନ ସଂରକ୍ଷଣ, ଭଲ ବିହନ ଚହ୍ନଟ
- ☐ ସାର ଇତ୍ୟାଦି ପ୍ରୟୋଗ ସଂପର୍କରେ ପ୍ରାକ୍ଟିକାଲ ଜ୍ଞାନ
- ☐ ଆଧୁନିକ କୃଷି ଯନ୍ତ୍ରପାତିର ବ୍ୟବହାର
- ☐ ଅଧିକ ଅମଳକ୍ଷମ ବିହନ ଇତ୍ୟାଦି ବିଷୟରେ ଜ୍ଞାନ
- ☐ ଫଳ ଚାଷ
- ☐ ଫଳ ସଂରକ୍ଷଣ
- ☐ ଗୋରୁ ଗାଈ ଇତ୍ୟାଦିଙ୍କ ରୋଗ ଚିହ୍ନଟ ଓ ଚିକିତ୍ସା
- ☐ ଯନ୍ତ୍ରପାତି ମରାମତି (ଘଣ୍ଟା, ସାଇକେଲ, ପାଣିପମ୍ପ, ରେଡିଓ, ଟେଲିଭିଜନ୍)
- ☐ ଘର ତିଆରି ରାଜମିସ୍ତ୍ରୀ କାମ
- ☐ ବହି ବାନ୍ଧିବା
- ☐ ଛାପାକଳର କାମ
- ☐ ଘର ସାଜସଜ୍ଜା
- ☐ ଦୋକାନ ବ୍ୟବସାୟ ଚଳାଇବା
- ☐ ଫଟୋଗ୍ରାଫି
- ☐ ଲୁନା, ମଟର ସାଇକେଲ ଇତ୍ୟାଦି ମରାମତି
- ☐ ମାଛ ଚାଷଁ ତିଆରି କରିବା
- ☐ ପର,କବାଗ ଆଦି ରଙ୍ଗ ଦେବା

ଆଉ କ'ଣ ମନକୁ ଆସୁଥିଲେ ଲେଖନ୍ତୁ -

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ଏହା ଛଡା ଆଉ କ'ଣ ପଢ଼ିଥିଲେ ଆପଣଙ୍କର ଏବେ କାମରେ ଲାଗିଥାନ୍ତା ?

- ☐ ବିଭିନ୍ନ ଜନ୍ମୟନ ଯୋଜନା ସଂପର୍କରେ ଜ୍ଞାନ
- ☐ ଋଣ ସୁବିଧା
- ☐ ସମବାୟ ସମିତିର ଗଠନ ଓ ପରିଚାଳନା
- ☐ ଗାଁ ଗହଳର ଲୋକମାନଙ୍କର ଅସୁବିଧା ଦୂର ପାଇଁ ସରକାରୀ ବ୍ୟବସ୍ଥା
- ☐ ଉପଭୋକ୍ତା ମାନଙ୍କର ସ୍ୱାର୍ଥ ସଂରକ୍ଷଣ
- ☐ କାମରେ ଲାଗିବାଭଳିଆ ଆଇନ କାନୁନ୍ ସଂପର୍କରେ ଧାରଣା
- ☐ ପୋଲିସ, ମାଜିଷ୍ଟ୍ରେଟ୍, ଲୋକ ପ୍ରତିନିଧି ଇତ୍ୟାଦିଙ୍କର କ୍ଷମତା ଓ ତା'ର ଅପପ୍ରୟୋଗ ପାଇଁ କାର୍ଯ୍ୟ।
- ☐ ସାଧାରଣ ରୋଗର ଲକ୍ଷଣ ଓ ଚିକିତ୍ସା, ପ୍ରାଥମିକ ଚିକିତ୍ସା
- ☐ ପରିବାର ନିୟନ୍ତ୍ରଣର ଧାରଣା
- ☐ ଗାଁ ପାଖରେ ଥିବା ମନ୍ଦିର ଆଦିର ଇତିହାସ ସଂପର୍କରେ ଧାରଣା

ଓଡିଶା ରାଜ୍ୟ ପ୍ରାଥମିକ ଶିକ୍ଷା ନୀତି ନିର୍ଦ୍ଧାରଣ ସମ୍ବନ୍ଧୀୟ ପ୍ରଶ୍ନାବଳୀ

୧. କାହିଁକି ଏ ପାଠ ପଢ଼ା ?

ଆମ ପଣ୍ଡିତମାନେ କହିଛନ୍ତି-ଛୁଆଟିଏ ବରଂ ଜନ୍ମ ନ ହେଉ କି ଜନ୍ମ ହୋଇ ମରିଯାଉ. କିନ୍ତୁ ମୂର୍ଖ ହୋଇ ବଞ୍ଚି ରହିବା ଭାରି ଖରାପ କଥା । କାରଣ ଛୁଆ ନ ହେଲେ କି ଜନ୍ମ ହୋଇ ମରିଗଲେ ଥରେ ଦୁଃଖ କରିବ ପିନା କିନ୍ତୁ ମୂର୍ଖ ହୋଇ ଜୀବନ ସାରା ସବୁବେଳେ ଦୁଃଖର କାରଣ ହେବ ।

ନିମ୍ନରେ ଯେତେଗୁଡିଏ ପ୍ରଶ୍ନ ଦିଆଯାଇଛି କେଉଁ ବିଷୟଟି ଆପଣ କେତେ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ବିବେଚନା କରନ୍ତି ତାହା ଚିହ୍ନ ଦେଇ ସୂଚିତ କରନ୍ତୁ ।

	କେତେ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
	ଖୁବ୍ ବେଶୀ	ସାଧାରଣ	ଅଳ୍ପ
୧. ପାଠ ଆମର କ'ଣ ହେବ ?			
୧.୧ ପାଠ ପଢ଼ିଲେ ପିଲା ଭଲ ବ୍ୟବହାର ଶିଖିବ । କେଉଁଟା ଭଲ, କେଉଁଟା ମନ୍ଦ ଜାଣି ପାରିବ, ଅନ୍ୟମାନଙ୍କ ସହ ମିଳିମିଶି ଚଳି ପାରିବ ।			
୧.୨ ବିନୟ, ଅହିଂସା, ଅକ୍ରୋଧ, ଦୟା, କ୍ଷମା, ଉଦାରତା, ଆଦିଗୁଣର ଅଧିକାରୀ ହୋଇ ନିଜକୁ, ପରିବାରକୁ ଓ ସଂସାରକୁ ସୁଖମୟ କାରି ପାରିବ ।			
୧.୩ ଗଣତାନ୍ତ୍ରିକ ମୂଲ୍ୟବୋଧ ଉପଲବ୍ଧି କରିବ ଓ ସେହି ଆଦର୍ଶରେ ଅନୁପ୍ରାଣିତ ହେବ ।			
୧.୪ ଆଧ୍ୟାତ୍ମିକ ମାନବବାଦ ଜୀବନ ଦର୍ଶନକୁ ଲକ୍ଷ୍ୟ ରଖି ନିଜେ ଅନୁପ୍ରାଣିତ ହେବ ଓ ନିଜ ପରିବେଶର ଅନ୍ୟମାନଙ୍କୁ ଅନୁପ୍ରାଣିତ କରିବ ।			
୪ ନିଜେ ଉପାର୍ଜନ କ୍ଷମ ହେବ ଓ ଅନ୍ୟ କାହା ଉପରେ ନିର୍ଭର ନ କରି ନିଜର ତଥା ନିଜ ପରିବାରର ଆର୍ଥିକ ଉନ୍ନତି କରିବ ।			
୬ ପ୍ରଚଳିତ ସମାଜ ତଥା ଭବିଷ୍ୟତ ସମାଜର ଆଶା ଆକାଙ୍କ୍ଷା ପୂରଣ କରିବାକୁ ସମର୍ଥ ହେବ ।			
୬ ଘରର କାମ ଧନ୍ଦା ଏବଂ କୌଳିକ ଧନ୍ଦା ଅପେକ୍ଷାକୃତ ଭଲ ଭାବରେ ଚଳାଇ ପାରିବ ।			
୮ ପୂର୍ବାପେକ୍ଷା କାମ କରିବାର ଦକ୍ଷତା ବଢିବ । ଅଧିକ ଉତ୍ପାଦନ କରି ପରିବାର ତଥା ସମାଜର ଉନ୍ନତି ସାଧନ କରିବ ।			
୯ ସୁଖୀ ପରିବାର ଆଦର୍ଶରେ ନିଜକୁ ପ୍ରସ୍ତୁତ କରିବ ଓ ସେହି ଆଦର୍ଶରେ ଅନ୍ୟମାନଙ୍କୁ ଅନୁପ୍ରାଣିତ କରିବ ।			

	ତୁମେ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
	ଖୁବ୍ ବେଶୀ	ସାଧାରଣ	ଅଳ୍ପ
୧.୧୦ ଅଧିକ ଜ୍ଞାନ ଅର୍ଜ୍ଜନ କରିବାର ଆକାଂକ୍ଷା ବଢ଼ିବ ।			
୧.୧୧ ବିଜ୍ଞାନ ଓ କାରିଗରି ବିଦ୍ୟା ବିଷୟରେ ଅଧିକ ଜାଣିବ ଓ ଦୈନନ୍ଦିନ ଜୀବନ ଯାତ୍ରାରେ ବ୍ୟବହାର କରିବ ।			
୧.୧୨ ଚାକିରୀ କରି ପେଟ ପୋଷିବ ।			
୧.୧୩ ଗାଁ, ଦେଶ, ସଂସାରର ଉନ୍ନତି କରିବାକୁ ଚେଷ୍ଟା କରିବ ।			
୧.୧୪ ନିଜ ଭିତରେ ଥିବା ସମସ୍ତ ଶକ୍ତିର ବିକାଶ ତଥା ବିନିଯୋଗ କରି ପାରିବ ।			
୧.୧୫ ନିଜର କ୍ଷମତା ଅନୁଯାୟୀ ଅନ୍ୟମାନଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।			
୧.୧୬ ନିଜର ମର୍ଯ୍ୟଦା ବିଷୟରେ ସଚେତନ ରହିବ ଓ ତଦନୁଯାୟୀ କାମ କରିବ ।			
୧.୧୭ ତାର ସମସ୍ୟା ସମାଧାନର ଶକ୍ତି ବଢ଼ିବ ଓ ସୂକ୍ଷ୍ମ ବିଚାର କ୍ଷମତା ବୃଦ୍ଧି ହେବ ।			
୧.୧୮ ନିଜର ପରିବେଶ ସମ୍ବନ୍ଧରେ ସଚେତନ ହୋଇ ପରିବେଶ ସୁରକ୍ଷା ପାଇଁ ଚେଷ୍ଟା କରିବ ।			
୧.୧୯ ଶାରୀରିକ ଶ୍ରମ କରିବାକୁ କୁଣ୍ଠାବୋଧ କରିବ ନାହିଁ ଓ ଶାରୀରିକ ଶ୍ରମକୁ ମର୍ଯ୍ୟଦା ଦେଇ ଶିଖିବ ।			
୧.୨୦ ନିଜର ତଥା ସମାଜର ଅନ୍ୟମାନଙ୍କର ସ୍ୱାସ୍ଥ୍ୟରକ୍ଷା ତଥା ସ୍ୱାସ୍ଥ୍ୟଶିକ୍ଷା ବିଷୟରେ ଯତ୍ନ କରିବ ।			
୧.୨୧ ଉଚ୍ଚତର କାର୍ଯ୍ୟ ପାଇଁ ଆଶା ଆକାଂକ୍ଷା ରଖିବ ।			
୧.୨୨ ରୁଗ୍ନ, ଦୁଃଖୀ, ଅସହାୟ, ବ୍ୟକ୍ତିଙ୍କ ପ୍ରତି ସହାନୁଭୂତି ପ୍ରକାଶ କରିବ ଓ ସେମାନଙ୍କୁ ସାହାଯ୍ୟ କରିବାକୁ ବ୍ୟକ୍ତିଗତ ତଥା ସାମୂହିକ ଉଦ୍ୟମ କରିବ ।			
୧.୨୩ ତାର ସୌନ୍ଦର୍ଯ୍ୟାନୁରାଗ, କଳାନୁରାଗ ଓ ସହିତ୍ୟାନୁରାଗ ବଢ଼ିବ ।			
୧.୨୪ ସଂସ୍କୃତି, ଧର୍ମ ଓ ଭାଷାକୁ ସମ୍ମାନ ଦେଇ ଦେଶର ଏକତା ବଜାୟ ରଖିବାକୁ ଚେଷ୍ଟା କରିବ ।			
୧.୨୫ ଦେଶ ବିଦେଶ ମଧ୍ୟରେ ଭଲ ସଂପର୍କ ପ୍ରତିଷ୍ଠା କରି ସାରା ସଂସାରକୁ ନିଜର ବୋଲି ମନେକରିବ ।			

୨. କି ପାଠ ପଢ଼ାଇବା ?

୨.୧ ରାମାୟଣ, ମହାଭାରତ, ବେଦ, ଉପନିଷଦ, କୋରାନ୍, ବାଇବେଲ ଇତ୍ୟାଦିରୁ କାହାଣୀ ।

୨.୨ ବୈଜ୍ଞାନିକ ବିଷୟ- ବୃକ୍ଷ, ଲତା, ପ୍ରାଣୀଜଗତ, ଗ୍ରହ, ନକ୍ଷତ୍ର, ଭୂମି ଉର୍ବରତା ଓ ଉତ୍ପାଦନ, ଶକ୍ତି ଉତ୍ପାଦନ(ଜଳ ବିଦ୍ୟୁତ୍, ପବନ ବଳ, ଗୋବର ଗ୍ୟାସ ଇତ୍ୟାଦି)

୨.୩ ମଣିଷ ଓ ଶରୀର, ରୋଗ, ସ୍ୱାସ୍ଥ୍ୟରକ୍ଷା, ପୁଷ୍ଟି, ପ୍ରତିଷେଧକ ବ୍ୟବସ୍ଥା, ବ୍ୟାୟାମ, ଯୋଗ, ଶରୀର ଚର୍ଚ୍ଚା ଆଦି ବିଷୟ ।

୨.୪ ଯନ୍ତ୍ରପାତିର ବ୍ୟବହାର, ମରାମତି, ତିଆରି(ଯଥା:- ବିଦ୍ୟୁତ ଚାକିତ ହିଟର, ଫ୍ୟୁଜ, ପାଣି ପମ୍ପ, ରେଡିଓ, ସାଇକେଲ, ଲୁନା, ମୋଟର ସାଇକେଲ ଇତ୍ୟାଦି)

୨.୫ ନିଜ ଅଞ୍ଚଳର, ରାଜ୍ୟର ଜଳବାୟୁ, ବୃଷ୍ଟିପାତ, ଉଦ୍ଭିଦ ଜଗତ, ଜୀବଜନ୍ତୁ, ଆଦି ବିଷୟ ।

୨.୬ ଦେଶ, ବିଦେଶର, ଜଳବାୟୁ, ଲୋକ, ନଦୀ ପର୍ବତ, ସମୁଦ୍ର ଆଦିର କଥା ।

୨.୭ ମଣିଷର ଇତିହାସ, ଅଞ୍ଚଳର ଇତିହାସ, ରାଜ୍ୟର ଓ ଦେଶର ଇତିହାସ ।

୨.୮ ସମାଜରେ ପ୍ରଚଳିତ ବିଭିନ୍ନ ଗୋଷ୍ଠୀର ସମାଜିକ ଓ ସାଂସ୍କୃତିକ ପରିପ୍ରକାଶ ।

୨.୯ ସାମାଜିକ ମୂଲ୍ୟବୋଧ, ନୈତିକତା, ଆଧ୍ୟାତ୍ମିକତା ବିଷୟରେ ଧାରଣା ଦେଉଥିବା ଗଳ୍ପ, ପ୍ରବନ୍ଧ, ବର୍ଣ୍ଣନା, କବିତା, ପଦ୍ୟ ଓ ଅନୁଭୂତିର ପ୍ରକାଶନ

୨.୧୦ କୌଳିକ ଧନ୍ଦା ବା ଅନ୍ୟ କୌଣସି ଧନ୍ଦା ବିଷୟ(ଯେପରିକି କୃଷି, ଉଦ୍ୟାନ ବିଦ୍ୟା, ଗୋପାଳନ, ମାଛଚାଷ, ପନିପରିବା, ଫଳ ସଂରକ୍ଷଣ, ଖାଦ୍ୟ ପ୍ରସ୍ତୁତି, କାଠ ବା ଧାତୁରୁ ଆସବାବପତ୍ର ତିଆରି କରିବା, ସିଲେଇ କାମ, ଲୁଗା ବୁଣା, ସୂତା କାମ, ପ୍ଲାଷ୍ଟିକ, ବାଉଁଶ, ବେତ ଆଦିର କାମ, ଘର ସଜେଇବା, ଇତ୍ୟାଦି

୨.୧୧ ହିସାବ କିତାବ, ଗଣିତ, ଜ୍ୟାମିତି ଇତ୍ୟାଦି ।

୨.୧୨ ଚିତ୍ର କଳି ଶିଖିବା ।

କେତେ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
ଖୁବ୍ ବେଶୀ	ସାଧାରଣ	ଆଦୌ

ଯେତେ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
ଖୁବ୍ ଦରକାର	ସାମାନ୍ୟତଃ	ନାହିଁ

୧.୨୬ ସାମାଜିକ ବିଧି-ବିଧାନ, ବ୍ୟବସ୍ଥା ବିଷୟରେ ସଚେତନ ହୋଇ ନିଜକୁ ଖାପ ଖୁଆଇ ପାରିବ ।

୧.୨୭ ସାମାଜିକ ପରିବର୍ତ୍ତନ ପାଇଁ ଚେଷ୍ଟା କରି, ଜାତି ପ୍ରଥା, ଅନ୍ଧ ବିଶ୍ୱାସ ଓ ସମାଜ ବିରୋଧୀ ଚିନ୍ତାଧାରା ବିରୋଧରେ ଲଢ଼ି ସମାଜରେ ସଂସ୍କାର ଓ ଉନ୍ନତି ଆଣିବା ପାଇଁ ଉଦ୍ୟମ କରିବ ।

୧.୨୮ ଆମର ପୂର୍ବ ଗୌରବ କଥା ଜାଣି ନିଜକୁ ଯୋଗ୍ୟ କରିବା ପାଇଁ ଚେଷ୍ଟା କରିବ ।

୧.୨୯ ଆମ ଦେଶ ଶାସନ କିପରି ଚାଲିଛି ତାହା ଜାଣି ଏହାର ଉନ୍ନତି ପାଇଁ ଚେଷ୍ଟା କରିବ ।

୧.୩୦ ଆମ ରାଜ୍ୟର ତଥା ଦେଶର ବିଭିନ୍ନ ଅଞ୍ଚଳ, ଅଞ୍ଚଳବାସୀ, ସମାଜର ଜୀବନ ଧାରଣ ପ୍ରଣାଳୀ ବିଷୟରେ ଜାଣିବ ।

୧.୩୧ ପୁଅ ଝିଅଙ୍କୁ ସମାନ ଭାବରେ ଦେଖିବ ଓ ତଦନୁଯାୟୀ ସମାଜରେ ବ୍ୟବହାର କରିବ ।

୧.୩୨ ସାଧୁତା, ସତ୍ୟନିଷ୍ଠା ଓ ନ୍ୟାୟ ପରାୟଣତା ପ୍ରତି ଅନୁରାଗ ବଢ଼ିବ ।

୧.୩୩ ସମାଜରେ ନିଜ ଆଶା ଆକାଙ୍କ୍ଷା ପୂରଣ କରିବାକୁ ଉପାଦ୍ୟନ ଓ ସହାୟତା ପାଇବ ।

୧.୩୪ ବର୍ତ୍ତମାନ ତଥା ଭବିଷ୍ୟତର ପ୍ରଯୁକ୍ତି ବଦ୍ୟା ବିଷୟରେ ଅଧିକ ଜ୍ଞାନ ଲାଭ କରି ନିଜକୁ ଓ ସମାଜକୁ ପ୍ରସ୍ତୁତ କରିବ ।

୧.୩୫ ପାଠ ପଢ଼ିବା ପାଇଁ ଯଦି ଅନ୍ୟ କିଛି ଉଦ୍ଦେଶ୍ୟ ଅଛି ତାହା ଆପଣ ଭାବୁଛନ୍ତୁ ଲେଖନ୍ତୁ

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ଜେଉଁ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
ଖୁବ ବେଶୀ	ସାଧାରଣ	ଅଳ୍ପ

୨.୩୦ ଅବସର ସମୟ ଠିକ୍ ଭାବେ ବିନିଯୋଗ କରିବା ବିଷୟ ।

୨.୩୧ ବିଭିନ୍ନ ପ୍ରକାର ଖେଳ କୌତୁକ ବିଷୟ ।

୨.୩୨ ଜୀବନର ଉନ୍ନତି ନିମିତ୍ତ ବିନା ମୂଲ୍ୟରେ କିମ୍ବା ସ୍ୱଳ୍ପ ମୂଲ୍ୟର ଉପକରଣ ପ୍ରସ୍ତୁତି ।

୨.୩୩ ଆତ୍ମପ୍ରକାଶ ପାଇଁ ହାତଲେଖା ପତ୍ରିକା ପ୍ରକାଶନର ବ୍ୟବସ୍ଥା ।

୨.୩୪ ଗୋଷ୍ଠୀ ଜୀବନର ବିକାଶ ପାଇଁ ନିକଟସ୍ଥ ସ୍ଥାନ ପରିଦର୍ଶନ । ବଣଭୋଜି ବ୍ୟବସ୍ଥା, ଅନ୍ୟ ବିଦ୍ୟାଳୟ ପରିଦର୍ଶନ ।

୨.୩୫ ଅନ୍ୟ କୌଣସି ବିଷୟ ପଢାଇବା ବା ଅନ୍ୟ କୌଣସି କାର୍ଯ୍ୟ ସ୍କୁଲରେ ପରିଚାଳିତ ହେବାପାଇଁ ଯଦି ଆପଣ ଭାବୁଥାନ୍ତି, ଲେଖନ୍ତୁ ।

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ଶିକ୍ଷଣ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ		
ଖୁବ୍ ବେଶୀ	ସାଧାରଣ	ଅଳ୍ପ

୨.୧୩ ଗୀତ, ନାଚ, ଅଭିନୟ ଓ ଅନ୍ୟାନ୍ୟ ଚାରୁକଳା ।

୨.୧୪ ସୃଜନୀ ଶକ୍ତିର ବିକାଶ ପାଇଁ କ୍ଷେତ୍ର ପ୍ରସ୍ତୁତି ଓ ସାହାଯ୍ୟ ।

୨.୧୫ ଘରଦ୍ୱାର, ବସ୍ତିଚା ଇତ୍ୟାଦି ସଜାଇବା ।

୨.୧୬ ପରିବେଶ ପରିଚ୍ଛନ୍ନ ରଖିବା ।

୨.୧୭ ବିଭିନ୍ନ ପ୍ରକାରର ଖାଦ୍ୟ ପ୍ରସ୍ତୁତ କରିବା ।

୨.୧୮ ଶିଶୁପାଳନ ବିଷୟରେ ଜ୍ଞାନ ।

୨.୧୯ ନିଜ ଅଞ୍ଚଳର କୃଷି, କ୍ଷେତ, ମୃତ୍ତିକା, ଜଳସେଚନ ଓ ଫସଲ ଉତ୍ପାଦନ ବିଷୟ ।

୨.୨୦ କୃଟୀର ଶିଳ୍ପ, ଗ୍ରାମ୍ୟ ଶିଳ୍ପ, ନିଜ ଅଞ୍ଚଳରେ ବାସ କରୁଥିବା ବିଭିନ୍ନ ଗୋଷ୍ଠୀ, ସେମାନଙ୍କର ରୀତି, ନୀତି ଚଳଣି ଆଦି ବିଷୟ ।

୨.୨୧ ନିଜ ଅଞ୍ଚଳର ପର୍ବ ପର୍ବାଣି, ଉତ୍ସବ, ଲୋକ କଥା, ଲୋକ ଗୀତ, ନୃତ୍ୟ ଆଦି ବିଷୟ ।

୨.୨୨ ନିଜ ଅଞ୍ଚଳର ଫସଲ ଉତ୍ପାଦନ, ଉତ୍ପାଦନର ବିପଣନ ଆଦି ବିଷୟ ।

୨.୨୩ ନିଜ ଅଞ୍ଚଳର ଆର୍ଥିକ ଅବସ୍ଥା, ଋଣ ବ୍ୟବସ୍ଥା, ସହଯୋଗ ସମିତିର ସଂଗଠନ ଓ କାର୍ଯ୍ୟକାରିତା ଆଦି ବିଷୟ ଅଧ୍ୟୟନ ।

୨.୨୪ ନିଜ ରାଜ୍ୟର ଭାଷା-ଓଡିଆ ଅଧ୍ୟୟନ ।

୨.୨୫ ଦେଶର ଭାଷା- ହିନ୍ଦୀ ଅଧ୍ୟୟନ ।

୨.୨୬ ଦେଶ ବିଦେଶର ଭାଷା- ଇଂରାଜୀ ଅଧ୍ୟୟନ ।

୨.୨୭ ଅନ୍ୟ କେଉଁ ଭାଷା ଶିଖିବା କଥା ଆପଣ ଭାବୁଥିଲେ ଲେଖାଯାଉ(ଯଥା ଅନ୍ୟ ରାଜ୍ୟର ଭାଷା, ଆଦିବାସୀ ଭାଷା)

୨.୨୮ ବିଭିନ୍ନ ସ୍ତରର ଓ ପ୍ରକାରର ସାହିତ୍ୟ ।

୨.୨୯ ପିଲାମାନଙ୍କର ଶ୍ରମର ମର୍ଯ୍ୟାଦା ଉପଲବ୍ଧି ପାଇଁ ଓ ଶ୍ରମ କରିବା ଅଭ୍ୟାସ ବଢ଼ାଇବ ପାଇଁ କେଉଁ ପ୍ରକାର କାମ ସ୍କୁଲରେ କରାଯିବ ଲେଖନ୍ତୁ ।

୫. ତୁମ୍ଭ ଗୋଷ୍ଠୀ ତଥା ଅନ୍ୟାନ୍ୟ ଗୋଷ୍ଠୀରେ ଥିବା ସମସ୍ୟା ସମାଧାନ କରିବା ପାଇଁ ତୁମେ କ'ଣ କରିବ ?

ସମାଧାନର ପ୍ରସ୍ତାବ

କ୍ର. ନଂ	ସମସ୍ୟା ସମାଧାନ

- ଏହା ତୁମ୍ଭ ଗୋଷ୍ଠୀ ଜୀବନର ଓ ତୁମ୍ଭ ଗୋଷ୍ଠୀ ଗବେଷଣାର କେନ୍ଦ୍ର ହେବ ।
- ଏହାଛଡ଼ା ଜଳ, ପରିଷ୍କାର, ସ୍ୱାସ୍ଥ୍ୟ, ଶକ୍ତିର ବ୍ୟବହାର ଇତ୍ୟାଦି ସମସ୍ତଙ୍କର ବିଭିନ୍ନ ସମୟରେ ଦେଖାଦେଉଥିବା ଜରୁରି ପ୍ରୟୋଜନରୁ ଯେକୌଣସି ଗୋଟିଏ ବାଛି ଯେକୌଣସିରେ ହେବ । ବର୍ଷା ଦେଖିବାର ପ୍ରସ୍ତାବପତ୍ର ଆଦି ଫ୍ଲାଗ୍ ଯୋଗାଇ ଦିଆଯିବ ।
- ଗୋଷ୍ଠୀର ଥିବା ଘରର କୃଷିକ୍ଷେତ୍ର, ପ୍ରଦର୍ଶନ କ୍ଷେତ୍ର, କୃଷିକୀ କାରିଗରୀ ଓ ଶିଳ୍ପୀମାନଙ୍କର ଜମାଗତ ପ୍ରାକ୍ଟିକାଲ୍-ତାଲିମ ଆଦି ବ୍ୟବସ୍ଥା କରାଯିବ ।
- ମାଟି ଘରର ଚଟା, ଶିଳ୍ପୀ ଆଦିଙ୍କ ସହିତ ପିଲାଙ୍କ ଶିକ୍ଷା ସମ୍ପର୍କରେ ବିସ୍ତୃତ ଆଲୋଚନା କରାଯିବ ।
- ଗୋଷ୍ଠୀର ଥିବା ଶିକ୍ଷକଙ୍କ ନିକଟରେ ଜମିଟି ଏବଂ ଗ୍ରାମ ଶିକ୍ଷା କମିଟି ସ୍କୁଲର ପରିଚାଳନା ଓ ଅଗ୍ରଗତି ଉପରେ ଦୃଷ୍ଟି ରଖିବେବି, ସେପରିକି ସ୍କୁଲ ଛାଡିବା ପରେ ପିଲାମାନେ କ'ଣ କଲେ ଏବଂ ସେମାନେ ନାଗରିକ ହେବା ବିଷୟରେ ସେମାନଙ୍କୁ ନିର୍ଦ୍ଦେଶ ଦେବେ ।
- ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ପରିପୂର୍ଣ୍ଣ ଶିକ୍ଷା ବିଭିନ୍ନ ବିଭାଗର ସମନ୍ୱୟ ଚେଷ୍ଟାକୁ ସହ ସମନ୍ୱିତ ହେଉଥିବାରୁ ସମସ୍ତ ବିଭାଗର କର୍ମାଙ୍ଗର ସ୍କୁଲ କାର୍ଯ୍ୟକ୍ରମ ସଂପୃକ୍ତ ଦିଗରେ ସହାୟତା ଯାଚ୍ଞା କରିବାର ଜରୁରୀ ରହିଛି । ବ୍ଲକ ସ୍ତରରେ ଏହାର ସଂଯୋଜନା ହେବ ।
- ସ୍କୁଲର ସମସ୍ତ (ଯେପରିକି, ଜେଡ଼ିଓ, ଟିଭି, ଏନ୍ତପାତି ଇତ୍ୟାଦି ଏବଂ ଶିକ୍ଷକମାନଙ୍କର ଜ୍ଞାନ) ଗୋଷ୍ଠୀର ସାମଗ୍ରୀକ ସମ୍ବଳରେ ପାଇଁ ଆବଶ୍ୟକ ସ୍ଥଳେ ବ୍ୟବହୃତ ହେବ; ଏବଂ ସେମାନେ ଆବଶ୍ୟକ ସ୍ଥଳେ ଏସବୁ ସମ୍ବଳର ପରିପୂରଣ କରିଥିବେ ।
- ସ୍କୁଲକୁ ବିଭିନ୍ନ ଦଳଗତ, ଗୋଷ୍ଠୀଗତ ବିବାଦରୁ ମୁକ୍ତ ରଖି ସମସ୍ତ ପିଲାମାନଙ୍କୁ ଯେତେଦୂର ସମ୍ଭବ ଉଦାର, ନିରପେକ୍ଷ

୩. ଛୁଟି କେବେ ହେବ ଓ ପାଠ ପଢ଼ାଯିବ କେତେବେଳେ ?

୩.୧ ଏବେ ଜଣେ ଜଣେ ମାସ୍ତରେ ପିଲାଏ ନାମ ଲେଖାଉଛନ୍ତି । କାର୍ଯ୍ୟାଳୟ ଆଖପାଖ ଜଳାଜଳରେ ପାଣି । ରାସ୍ତାରେ ପାଣି ଜମିଛି । ଚତୁର୍ଦ୍ଦିଗରେ ଦିଲ୍ଲୋଳ ସମସ୍ୟା । ପିଲାଙ୍କ ଯାତାୟତ, ପୋଷାକ ଜଣାଙ୍କ ପଇସା ଅଭାବ । ତେଣୁ କେତେଜଣଙ୍କ ମତ ଯେ ମାଘ ମାସ ପରଳ ଆମଦାନି ପରେ ଏ ପ୍ରକ୍ରିୟାକୁ ନାମ ଲେଖା ଯାଉ ଆପଣଙ୍କ ମତ କ'ଣ ?

- ☐ ଶୀଘ୍ରଥମା - ଜୁନ-ଜୁଲାଇ
- ☐ ଦେଇଥିବା ସମୟ - ଡରକା ନାହିଁ

୩.୨ ଏବେ ନାମ ଲେଖା ହେବା କ୍ଷଣି ପାଠ ପଢ଼ା ଆରମ୍ଭ ହୋଇଛି । ହଠାତ୍ ପିଲାମାନେ ଘର ପରିବେଶରୁ ଆସି ସ୍କୁଲ ପଢ଼ିବାରେ ଲାଗିବାରେ ଅସୁବିଧା ଅଛି । ତେଣୁ ଅନ୍ତତଃ ଦୁଇ ମାସ ପ୍ରସ୍ତୁତି ପାଇଁ ଦିଆଯିବା ଉଚିତ । ଆପଣଙ୍କ ମତ କ'ଣ ?

- ☐ ଦେଇଥିବା ସମୟ - ଡରକା ନାହିଁ
- ☐ ଦିଆଯିବ

୩.୩ ବର୍ତ୍ତମାନ ପ୍ରାଥମିକ ସ୍କୁଲରେ ବର୍ଷକୁ ସାପ୍ତାହିକ ଛୁଟିକୁ ଛାଡି ୧୫ ଦିନ ଛୁଟି ଦିଆ ଯାଉଛି । କେତେକ କହୁଛନ୍ତି ଏତେ ଅଧିକ ଛୁଟି ଦରକାର ନାହିଁ । ଛୁଟି ଦିନ ସଂଖ୍ୟା କମାଇ ଦିଆଯାଉ ।

- ☐ ଆଞ୍ଚଳିକ ଆବଶ୍ୟକତା ଅନୁସାରେ ଛୁଟି ଦିଆଯାଉ
- ☐ ସମସ୍ତଙ୍କ ପାଇଁ ସମାନ

୩.୪ କେତେକଙ୍କ ମତ ଯେ ଆଞ୍ଚଳିକ ପର୍ବ, ପର୍ବାଣି, ହାଟ ବଜାରକୁ ଚାହିଁ ଛୁଟିଦିନ ନିର୍ଣ୍ଣୟ କରାଯାଉ । ଅନ୍ୟ କେତେକଙ୍କ ମତ ଯେ ସାରା ରାଜ୍ୟରେ ସମାନ ଛୁଟି ତାଲିକା ରହୁ । ଆପଣଙ୍କ ମତ କ'ଣ ?

- ☐ ଆଞ୍ଚଳିକ ଆବଶ୍ୟକତା ଅନୁସାରେ ଛୁଟି ଦିଆଯାଉ
- ☐ ସମସ୍ତଙ୍କ ପାଇଁ ସମାନ

୩.୫ ଆନୁଷ୍ଠାନିକ ସ୍କୁଲଗୁଡ଼ିକ କେଉଁ ସମୟରେ ହେଲେ ଆପଣଙ୍କ ଅଞ୍ଚଳକୁ ସୁବିଧା ହେବ ?

- ☐ ୧୦ଟାରୁ ୪ଟା - ଲୋକଙ୍କ କାମଧନ୍ଦା ଆବଶ୍ୟକତା ଅନୁସାରେ
- ☐

୩.୬ ଅଣ ଆନୁଷ୍ଠାନିକ କେନ୍ଦ୍ରଗୁଡ଼ିକ ଦିନକୁ ଦୁଇ ଘଣ୍ଟା ପାଇଁ ମାତ୍ର ସକ୍ଷ୍ୟା ବେଳେ ହେଉଛି । ପିଲାମାନଙ୍କ ସୁବିଧାକୁ ନାହିଁ ତେବ ନା ସହାୟକଙ୍କ ତତ ସୁବିଧା ଅନୁଯାୟୀ ଗୋଟିଏ ସମୟରେ ହେବ ।

- ☐ ପିଲାମାନଙ୍କ ଯାତାୟାତ - ସହାୟକଙ୍କ ସୁବି
- ☐

୩.୭ ଉଚ୍ଚ ପ୍ରାଥମିକ ଶ୍ରେଣୀଠାରୁ ଝିଅଙ୍କ ପାଇଁ ସ୍ୱତନ୍ତ୍ର ପାଠ୍ୟକ୍ରମ ସହିତ ହେବ ଷଷ୍ଠ ଶ୍ରେଣୀଠାରୁ ।

ହଁ ନା

ପ୍ରାଥମିକ ଶ୍ରେଣୀରେ (୧ମ ଶ୍ରେଣୀ ଠାରୁ ୫ମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ) ଝିଅଙ୍କ ପାଇଁ ସ୍ୱତନ୍ତ୍ର ପାଠ୍ୟକ୍ରମ ଦରକାର କି ?

ହଁ ନା

ଁ ...ାଇବେ ?

... ...ମାନେ ପାଠ ପଢାଇବାର ... । ସେମାନଙ୍କ ବ୍ୟକ୍ତିଗତ କେତେକ ନିର୍ଦ୍ଦିଷ୍ଟ କ୍ଷେତ୍ରରେ ହୁଏ ତ ଅନ୍ୟମାନଙ୍କର ସାହାଯ୍ୟ ନେବାକୁ ପଡ଼ିପାରେ ... ସମାନଙ୍କ ସାହାଯ୍ୟ ନିଆଯାଇ ପାରେ ତାର ସୂଚନା ନିମ୍ନରେ ଦିଆଯାଇଛି ।

...ଣ ତା ଉଚିତ ଏକମତ ହେଲେ ଟି ... । ଭିନ୍ନମତ ହେଲେ ସୂଚନା ଦିଅନ୍ତୁ ।

ଅଂ	ଭିନ୍ନ ମତ ଥିଲେ ସଂକ୍ଷିପ୍ତ ସୂଚନା

୬ କୃଷି ବିଷୟରେ ଶିକ୍ଷା ତଥା ପ୍ର ... ଜାଲ କାମ ପାଇଁ ଗ୍ରାମ କୃଷି ସେବକ ଓ ଗ୍ରାମର ଅଗ୍ରଣୀ କୃଷି ... ାରୀ ଙ୍କ ସାହାଯ୍ୟ ନିଆଯିବ ।

୬.୨ ରୋପଣ, ଜୁକୁଡ଼ା ପାଳନ, ମାନ୍ଥ ଚାଷ, ମହୁମାଛି ପାଳନ ପାଇଁ ଗ୍ରାମ ସେବକ, ବା ସଂପୃକ୍ତ ବିଭାଗର କ୍ଷେତ୍ର କର୍ମଚାରୀଙ୍କ ସାହାଯ୍ୟ ନିଆଯିବ ।

୬.୩ ରୋଗ ପ୍ରତିଷେଧକ, ପରିବେଶ ପରିଷ୍କରଣ, ପିଲାମାନଙ୍କର ସାମୟିକ ସ୍ୱାସ୍ଥ୍ୟ ପରୀକ୍ଷା ଆଦି ପାଇଁ ସ୍ୱାସ୍ଥ୍ୟକ୍ଷେତ୍ର କର୍ମଚାରୀ ଓ ସ୍ୱେଚ୍ଛାସେବକଙ୍କ ସାହାଯ୍ୟ ନିଆଯିବ ।

୬.୪ ଶିକ୍ଷକଙ୍କ ଅନୁପସ୍ଥିତିରେ କନ୍ୟା ଛୋଟ ବସ୍ତିରେ ଶାଖା ସ୍କୁଲଟିଏ ଚଳାଇବାରେ ଆଖ ପାଖ ଗ୍ରାମର ଶିକ୍ଷିତ ଯୁବକ.କନ୍ୟା ଅବସର ପ୍ରାପ୍ତ କର୍ମଚାରୀଙ୍କୁ ଅର୍ଦ୍ଧକୁଶଳୀ କାରିଗରଙ୍କ ଦୈନିକ ବେତନ ଭଳି ନିଯୁକ୍ତ କରାଯାଇ ପାରେ ।

୬.୫ ଏକାଧିକ ପରିସ୍ଥିତିରେ ଝିଅମାନଙ୍କ ପାଇଁ ସ୍ୱତନ୍ତ୍ର ସ୍କୁଲ ବା ଶାଖା ସ୍କୁଲ ପରିଚାଳନା ପାଇଁ ଉପରୋକ୍ତ ବ୍ୟବସ୍ଥା ଗ୍ରହଣ କରାଯିବ ।

୬.୬ ଗ୍ରାମର ସ୍କୁଲକୁ ଗ୍ରାମ ବିକାଶର କେନ୍ଦ୍ରବିନ୍ଦୁ ଭାବେ ପରିକଳ୍ପନା କରାଯାଉ ଥିବାରୁ ସ୍କୁଲରେ ଶିକ୍ଷକ ସବୁଦିନ ରହିବେ । ସେ ସାମୟିକ ଅନୁପସ୍ଥିତ ରହିଲେ କୌଣସି ଶିକ୍ଷକ ଗ୍ରାମବାସୀ କିମ୍ବା ଅବସରପ୍ରାପ୍ତ କର୍ମଚାରୀଙ୍କୁ ଦାୟିତ୍ୱ ଦେଇଯିବେ ।

୬.୭ ଝିଅମାନଙ୍କର ପାଠପ୍ରତି ଆଗ୍ରହ ବଢ଼ାଇବା ପାଇଁ ଯଥା ସମ୍ଭବ ଶିକ୍ଷୟିତ୍ରୀ ନିଯୁକ୍ତ ହେବେ ଓ ଗ୍ରାମର କୌଣସି ମହିଳାଙ୍କୁ ଆଂଶିକ ସମୟ ପାଇଁ ନିଯୁକ୍ତ କରାଯିବ ।

ଭାବରେ ଗଢ଼ିବା ପାଇଁ ଶିକ୍ଷକ ତଥା ଗ୍ରାମବାସୀ ଉଦ୍ୟମ କରିବେ ।

୪.୯ ସ୍କୁଲ ଶିକ୍ଷା ପରଉରା ନିରନ୍ତର (ଜୀବନ ବ୍ୟାପୀ) ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମର ପରିଚାଳନା ସ୍ୱରୂପ ନିର୍ଦ୍ଧାରଣ ପରିଚାଳନ ତଥା ମୂଲ୍ୟାୟନରେ ଉଭୟ ଜାତୀୟ ଅଧିକାରୀଙ୍କୁ ସଂପୃକ୍ତ କରାଯିବ ।

୫. ଶିକ୍ଷକ/ସହାୟକ ମାନଙ୍କର ନିରନ୍ତର ତାଲିମ କିପରି ହେବ ?

ତାଲିମ ପ୍ରତିଷ୍ଠାନ/ସଂସ୍ଥା

୫.୧ ଅଣତାଲିମପ୍ରାପ୍ତ ଶିକ୍ଷକଙ୍କ ପାଇଁ ଦୁଇବର୍ଷ ମଧ୍ୟରେ ତାଲିମ ବ୍ୟବସ୍ଥା ।

୫.୨ ତାଲିମପ୍ରାପ୍ତ ଶିକ୍ଷକମାନଙ୍କ ପାଇଁ DIET/ଟ୍ରେନିଂ ସ୍କୁଲ ମାଧ୍ୟମରେ ପ୍ରତି ତିନି ବର୍ଷର ନବୀକରଣ ତାଲିମର ବ୍ୟବସ୍ଥା ।

୫.୩ ପ୍ରତି ଦଶଗୋଟି ସ୍କୁଲ ପାଇଁ କେନ୍ଦ୍ରସ୍କୁଲ ସ୍ଥାପନ କରି ଶିକ୍ଷକ-ମଣ୍ଡଳ କାର୍ଯ୍ୟକ୍ରମକୁ ସକ୍ରିୟ ଓ ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ ଅଭିମୁଖୀ କରାଇବା ।

୫.୪ ପ୍ରତି ବ୍ଲକରେ ଏକ ବ୍ଲକ-ସାଧନ-କେନ୍ଦ୍ର ସ୍ଥାପନ କରିବା ଯେଉଁଠାରେ ସ୍ୱତନ୍ତ୍ର ତାଲିମ (ଯେପରିକି ଧଦ୍ୟ ବିଷୟରେ, ନୂତନ ଶିକ୍ଷାନୀତି ସମ୍ପର୍କରେ ଇତ୍ୟାଦି) ଓ ଗବେଷଣା ତଥା ପରିଚାଳନା ସମ୍ପର୍କିତ ତଥ୍ୟ ସଂଗ୍ରହ ଇତ୍ୟାଦି କାର୍ଯ୍ୟ ହାତକୁ ନିଆଯାଇପାରେ ।

୫.୫ ଚାକିରୀ ପ୍ରବେଶ ହେଉ ବା ସେବା କାଳୀନ ହେଉ ସମସ୍ତ ଶିକ୍ଷକ-ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମରେ, ଶିକ୍ଷକଙ୍କର ଗ୍ରାମୀଜୀବନର ତଥା ଗ୍ରାମର ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ରହିଥିବା ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ସ୍ଥାନ ଓ ତତ୍ ସମ୍ପର୍କିତ କର୍ତ୍ତବ୍ୟ ପ୍ରତି ଗୁରୁତ୍ୱ ଆରୋପ କରାଯିବ ।(ଶିକ୍ଷକ, ଗୋଷ୍ଠୀର ଅନ୍ୟତମ ନେତୃସ୍ଥାନୀୟ ବ୍ୟକ୍ତି ହୋଇଥିବାରୁ ଶିକ୍ଷାବ୍ୟବସ୍ଥାକୁ ସଫଳ କରିବା ପାଇଁ ସବୁ ଛାତ୍ରର ନାମଲେଖା, ଉପସ୍ଥାନ ତଥା ଶିକ୍ଷା ଗ୍ରହଣର ସୁବିଧା ସୁଯୋଗ ଇତ୍ୟାଦି ବିବିଧ ବିଷୟ ପ୍ରତି ଦୃଷ୍ଟିଦେବା ଆବଶ୍ୟକ)

୬. କିଏ ତତ୍ତ୍ୱାବଧାନ କରିବେ ?

ସ୍କୁଲ ଜାତୀୟ ଦେଖିବାକୁ ଏକତ୍ରରେ ତତ୍ତ୍ୱାବଧାନ ଦାୟିତ୍ୱ ଅଛି । ପୂର୍ବରୁ ଏହି ଦାୟିତ୍ୱ ଜାତୀୟ ଦେଖିବାକୁ ଏକତ୍ରରେ ପ୍ରଦତ୍ତ ହୋଇଥିଲା । ଏବେ ତତ୍ତ୍ୱାବଧାନ ଜାତୀୟରେ ଶିକ୍ଷାଜଙ୍କୁ ସାହାଯ୍ୟ କରିଥାଏ । ଏହି ସ୍କୁଲ ଜାତୀୟରେ ଉପରେ ଦେଖାନ କରାଯିବା ନିମ୍ନଲିଖିତ ମତ ଥାଇ । ଯେଉଁ ସଜମତ ହୋଇଲେ ଚିହ୍ନ ଦିଅନ୍ତୁ । ନ ହେଲେ ଅନ୍ୟ ସୂଚନା ଦିଅନ୍ତୁ

୬.୧ ପ୍ରାଥମିକ ସ୍କୁଲର ଜାତୀୟ ଅନୁନିରୀକ୍ଷକ (S. I. of schools) ପ୍ରତି ତିନି ମାସରେ ଥରେ ତତ୍ତ୍ୱାବଧାନ କରିବେ ।

୬.୨ ଉପ୍ରାଥମିକ ସ୍କୁଲ ଗୁଡିକର ଜାତୀୟ ପ୍ରତି ତିନି ମାସରେ ଥରେ ଉପନିର୍ଦ୍ଦେଶକ ବା ଜିଲ୍ଲା ଶିକ୍ଷା ନିରୀକ୍ଷକ ଏହା ତଦାରଖ କରିବେ ।

୬.୩ ଉନ୍ନୟନ ବିଭାଗର ଜନପ୍ରତିନିଧି ମାନେ ସଂପୃକ୍ତ ଅଞ୍ଚଳକୁ ଗସ୍ତ ସମୟରେ ସ୍କୁଲକୁ ଆସି ସ୍କୁଲର ଅବସ୍ଥା ଜାଣିବେ ଏବଂ ନିଜ ବିଭାଗ ଜାତୀୟ ବିଷୟରେ ଶିକ୍ଷକମାନଙ୍କ ସହିତ ଆଲୋଚନା କରିବେ ।

୬.୪ ଗ୍ରାମ କମିଟିର ସଭ୍ୟମାନେ ପ୍ରତି ମାସର ଶେଷ ଶନିବାର ଦିନ ସ୍କୁଲର ଅଭାବ, ଅସୁବିଧା, ଶୃଙ୍ଖଳା, ସମସ୍ୟା ଆଦି ବିଷୟରେ ଶିକ୍ଷକଙ୍କ ସହ ଆଲୋଚନା କରି ଅଭାବ ଦୂର କରିବେ ।

୬.୫ ଗ୍ରାମ କମିଟି ସଭ୍ୟମାନେ ସ୍କୁଲ ଉନ୍ନତି ମରାମତି ସଂପ୍ରସାରଣ ଗ୍ରାମ ଉନ୍ନୟନ ଆଦି ବିଷୟର ତତ୍ତ୍ୱାବଧାନ କରିବେ ।

୬.୬ ଆବଶ୍ୟକ ସ୍ଥଳେ ପାଖ ଆଖର କୁଶଳୀ କାରିଗର, ଅଭିଜ୍ଞ ବ୍ୟକ୍ତି, ଅବସର ପ୍ରାପ୍ତ ବ୍ୟକ୍ତି, ବ୍ଲକ ଉନ୍ନୟନ ସହ ସଂପୃକ୍ତ ଜନପ୍ରତିନିଧି ମାନଙ୍କୁ ନିମନ୍ତ୍ରଣ କରି ସ୍କୁଲରେ ଆଲୋଚନା କରିପାରିବେ ଓ ସିଲାଙ୍କୁ ସଂପୃକ୍ତ କରାଇପାରିବେ ।

୬.୭ ଅନ୍ୟ ଶିକ୍ଷା ଯୋଜନାଗୁଡିକୁ ଗ୍ରାମପଞ୍ଚାୟତ ପ୍ରତି ମାସରେ ଥରେ ଯୋଜନାଏଁ ନିରୀକ୍ଷଣ କରିବେ ଓ ଆବଶ୍ୟକ ସ୍ଥଳେ ସାହାଯ୍ୟ କରିବେ ।

୬.୮ ଗସ୍ତ ସମୟରେ ଜିଲ୍ଲା ଶିକ୍ଷା ନିରୀକ୍ଷକ ଓ ମଣ୍ଡଳ ଶିକ୍ଷାଧିକାରୀ ସ୍ଥାନୀୟ ପ୍ରାଥମିକ ସ୍କୁଲର ତତ୍ତ୍ୱାବଧାନ କରିବେ ।

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