

**Quality Monitoring
A Report on the Study of
Learning Achievement Tracking System
(LATS)
in Orissa**

2005

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Department of EE & I - MHRD
in collaboration with
Pedagogy Unit,
Technical Support Group (SSA)**

**Quality Monitoring
A Report on the Study of
Learning Achievement Tracking System (LATS)
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**Madhumita Pal
Jaipur, September, 2005**

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Madhumita Pal
September 2005

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INTRODUCTION

Concerns for quality of education: a perspective

The National Policy of Education (NPE), and its Program of Action (POA) 1986 and modified in 1992 envisaged improvement and expansion of education in all sectors; elimination of disparities in access and emphasis on improvement of quality at all levels. There was also a realisation that if the challenging goals of UEE had to be achieved, it was necessary not only to initiate or expand programmes but also to increase participation and ensure good quality education to all children.

As far as the provision of access and coverage are concerned India today boasts of its educational system being as one of the largest in the world (Aggarwal, 2001). Efforts were concentrated on increasing the number of schools within a distance of one kilometre and introducing schemes and incentives to students from socially disadvantaged groups/deprived sections thus ensuring their enrolment and retention. Several schemes have been launched by the Central Government to meet the needs of the educationally disadvantaged and for strengthening the social infrastructure for education namely, Operation Blackboard (OB), District Primary Education Program (DPEP), Mid-Day Meal Programme, Janshala, Education Guarantee Scheme (EGS). However, with emphasis on access little effort was made to improve the quality of existing primary schools. While the development planners have recognised that expansion of educational facilities has to be accompanied with significant improvements in quality and relevance of education at all levels, the outcome is quite disappointing (ibid 2001).

The quality of primary education has become a major area of concern among educationists today (Aggarwal, 2001, Ramachandran, 2004, Sadgopal, 2004). Reforms in the quality of education have received serious attention only in the last few years and there is urgency to address the quality concerns in schools education on a priority basis. The proposed system of continuous and comprehensive evaluation has yet to be implemented on sustainable basis.

Learners achievement and quality of education

In the 1990, the measurement of learner achievement became a part of several EFA projects such as Lok Jumbish, Shiksha Karmi Project and DPEP, which were launched in the country, to bring about a qualitative improvement in primary schooling. Review of major research studies and achievement surveys¹ of DPEP Phase I district indicate certain broad trends:

¹ Studies were commissioned by the MHRD and were aimed at evaluating the impact of pedagogical intervention in formal primary schools in the DPEP Phase I districts. Digantar in Kerala, Bodh-Shiksha Samiti in Maharashtra, RSPIE in Haryana, Vidya Bhawan Society in

- Academic performance of students at the terminal stage of primary schooling has been found to be disappointingly low. Studies revealed that achievement levels in classes II and I are reasonably high, but performance declined as students progressed to higher classes.
- Studies indicate poorer performance of children in mathematics as compared to language.
- Wide variation in learning achievement, between states and districts.
- Rural and urban variation was minimal and gender disparities did exist to some extent (Dhankar, 2002; Batra, 2002; Agnihotri, 2002; Dewan, 2002; Sambhav, 2003)

In 2001-02 Government of India launched the Sarva Shiksha Abhiyan with the effort to 'take a holistic and comprehensive approach to the issue of quality'. The main strategies of SSA inter alia, are:

- Community ownership of school based intervention through effective decentralization and involvement of various institutions at all levels;
- Focus on special groups - inclusion and participation of children and children with special need;
- Emphasis on quality - education at this level should be made useful and relevant by improving the curriculum, including child-centers activities, effective and innovative teaching aids and strategies and laying stress on teacher's training;
- Community based monitoring with full transparency - the Educational Management Information System (EMIS) will correlate school level data with community based information with micro planning and surveys.

Thus improving quality and efficiency at the school - classroom level is a major thrust in all the states. This is being done through systematic planned intervention in different key areas like strengthening the resource groups, teacher development, material development, capacity building of key institutions, textbook development, learner's evaluation, academic support and sharing of good practices.

UEE in Orissa

DPEP in Orissa was launched in the second phase 1996-97 covering 5 districts namely Kalahandi, Raygada, Bolangir, Gajapati and Dhenkanal, which was later extended to another 3 districts next year namely Sambalpur, Bargarh and Keonjhar. DPEP III was launched in 8 more districts from 2001. SSA now covers the remaining districts, which are not covered by DPEP. SSA also covers the 2nd phase districts in respect of upper primary stage of education i.e. Classes VI-VIII.

Baseline Assessment Studies (BAS), DPEP, 2001 revealed that levels of learner achievement measured in terms of the quantum and quality of learning acquisition abysmally low. Wide variations in levels of learner achievement among boys and girls, rural and urban, children from SC/ST and non-SC/ST communities were indicated. Further the Terminal Assessment Survey (TAS) conducted for the first phase districts by

Karnataka and Tamil Nadu and Sambhav in Madhya Pradesh and Haryana conducted the studies.

NCFRE in DPEP districts did not indicate any significant improvement. The 'no retention policy' followed as per the national guidelines led to students being promoted to higher grades even though they were not familiar with the fundamentals of reading, writing and computing.

With the formal launch of SSA in 2001-02 the primary focus has been on improving quality of elementary education and all interventions are geared towards this direction. Evaluation has been seen as an integral part of teaching learning process. The state has initiated Common Annual Examination (CAE), with question -cum answer booklets having been developed by DRG and DIET members. The outcome of this is being put into statewide database to provide a Learning Achievement Tracking System (LATS).

Achievement mapping or LATS is an innovative program developed with the objective to:

- To track the learning achievement of the students
- To plan to increasing the performance of the learners
- To focus on teachers training
- To prepare school based plan to raise the achievement level of the individual student and the school.

LATS is only in the second year of operation. Concerns were voiced from the field that it was too early to undertake this documentation - time needed to be given to reach some maturity before it can emerge as a good practice to be replicated in other states for experimentation and learning.

The study

The impetus for this documentation came from Aide Memoir (21st Joint Review Mission, DPEP; 5-16 May 2005). The Mission recommended that a national forum is needed to be provided by the GoI for sharing of project experiences and experiments that could lead to formulation of a framework for states to build on. The key areas as prescribed by the JRM included continuous and comprehensive evaluation, academic support and monitoring etc.

Accordingly it was planned to quickly document pupil assessment/school monitoring systems developed in Andhra Pradesh, Maharashtra, Orissa, Uttaranchal and West Bengal. In Orissa documentation of Learning Achievement Tracking System was undertaken in August - September 2005.

An overview of the study

The primary objective of this study is to document the shifts in learner evaluation. Many practices have emerged that are worthy of emulation and can indeed be replicated.

The study is organised into six chapters. Chapter I, the introductory chapter, briefly provide a perspective on quality concerns in primary education in India. The objective of undertaking the documentation is discussed. Chapter II, discusses the background of

the study, and methodology adopted. This chapter also describes the field setting and the research process.

Chapter III, looks at the full potential of the Learning Achievement Tracking System and the overall changes or shifts that have taken place in the area of student evaluation. Chapter IV presents an analysis of the LATS data in the subject areas of Language (Oriya), Mathematics, Science and Social Studies of class I - VI. This chapter, presents sample questions of the Common Annual Examination 2005, district Malkangiri.

Chapter V, dealt largely with the perceptions of learners, teachers, community and the role of DIET and SCERT. Opinions are expressed on the LATS program and concerns articulated. Chapter VI, the concluding chapter recapitulates the finding of this study. It reflects on some important issues that have emerged from this documentation.

II

METHODOLOGY

National and state workshops, has shown that sharing of ideas, activities and experiences among different groups of people enriches all. The states would benefit a great deal from a sharing of the varying practices and experiences all over the country, especially the experiences, where experiments or innovations have met with success. This documentation of selected good practices for quality improvement was undertaken in five state namely, Uttaranchal, West Bengal, Andhra Pradesh, Maharashtra and Orissa.

The methodology of the study is described under the following heads:

- Objectives of the study
- Details of Procedure
- Design of the Study

Objectives of the study

- To capture the elements and essence of the innovation, its usability, efficacy and how it has helped in quality improvement. The document should be a learning tool for others who read it and desire to replicate/adapt it.
- To prepare a report and share the highlights of the programme in a national meet.

Design of the Study

Keeping in view the objectives, the study included the following components:

- Focussed group and individual interaction
- Study of relevant documents.

Details of Procedure

A preparatory meeting was organised by, Ed. CIL. (TSG) and DPEP Bureau in August 22, 2005 for formulating the documentation parameters of the selected good practices for quality improvement in five states. The researchers along with the Pedagogy Unit and the representative of TSG discussed on the following issues.

- a. Expectations from the documentation exercise
- b. Modus operandi of the documentation
- c. Analysis of the information available from the states
- d. Outline of the report
- e. Travel plans
- f. Time frame for the documentation

The co-ordination team had collected some basic information from each state in the area of contact details of the persons associated with the program (at state, district, block, and cluster level), salient features of the program, area of operation documents available at different levels. Besides this the experts were provided with additional information collected from presentations made by states on different occasions. AWP & B documents, Aide Memoirs of JRMs, special write-ups.

Since the study is exploratory in nature, we did not have a great deal of prior information about the LATS program. Also since the objective was to document positive practices, the state was requested to suggest the names of districts where the program was currently underway. Koraput and Malkangiri selected for the study are one of the most backward districts of Orissa with a large tribal population. A time frame of ten-days was given for fieldwork beginning from last week of August to first week of September 2005.

The researcher took a briefing from the SPO before leaving for field visits. A research Associate from the SPO accompanied the researcher to facilitate in the translation process. About three days was spent in each district. Upon arrival to the district the researcher in consultation with the Pedagogy Co-ordinator randomly selected the blocks and clusters. It was left to the researcher to make the final selection of the schools. The eight schools visited for the study are spread over two districts namely Koraput and Malkangiri. In each district, the DPC, Pedagogy Unit Co-ordinator, MIS in-charge met the researcher and provided the necessary information and clarifications about the LATS program. The following are the list of schools visited in each cluster and blocks in the two districts.

Table 1: Districts Koraput and Malkangiri

Name of district	Name of block	Name of cluster	Name of school
Koraput	Koraput	Kolabnagar	Project Primary School, Kolabnagar
	Pottangi	Maliput	Maliput Upper Primary School
			Ex-Board Primary School, Maliput
Malkangiri	Korukonda	M-V-17	U.G.M.E. School B.B Guda
			M-V-17 Primary School
			Sikhapalli Ashram School
	Kudumulaguma	-	Upgraded Middle School
		-	UGME School, Kudumulaguma

Source: Field visit August 29 - September 4, 2005

In each state the researchers interacted with:

- SCERT, SPO, SRG at the state level state level structures
- DPO, DI of schools, DRG, DIET at the district level
- BEO, BRCC, BRG at the block level
- CRCC and SI of schools at the cluster level
- Children
- Teachers
- Parents
- Community members
-

The state was requested to provide to the researcher all the main documents related to the program. As very little documentation was available the study relied largely on in-depth discussions and meetings with concerned persons at state/block/cluster/school and communiqué from State Project Office to the districts. The intention of these discussions was to understand the state's evolving vision and future perspective. Also how much of the state's vision, had been internalised by the district right up to the cluster and school level.

The information compiled from different sources described above was consolidated and analysed keeping in view the objectives of the study. The major observations and recommendations from the two districts and state are presented in the following chapters.

EARNING ACHIEVEMENT TRACKING SYSTEM

Achievement mapping or the Learning Achievement Tracking System (LATS) cannot be studied in isolation. In order to understand the full potential of the program it was important to understand the overall changes or shifts that have taken place in the area of student evaluation and the processes as it exists now. This chapter is an attempt in this direction.

Based on carefully collected observations the chapter provides a glimpse of the evaluation strategies initiated by the state. Further, an attempt was made to document the genesis, structure and processes till date. Insights into the strengths and gaps of the pedagogical intervention were identified.

SECTION I: THE CONTEXT

The vision

Improving the quality and efficiency at the school, classroom level is a major thrust area since SSA categorically highlights the need to provide education of a satisfactory quality in achieving the goal of Education For All. The focus on access, enrolment and retention without resulting in betterment of learning levels becomes wastage of resources, besides adversely affecting school effectiveness. We have to make all pedagogical improvement programmes achievement oriented. It is imperative; therefore, those efforts towards achievement of quality in terms of learning achievement of students are planned, monitored and evaluated in proper perspective (SPO 2005).

LATS is an innovative program; it is new in concept and in practice. It is qualitatively different and concentrates on a specific area and particular activity. The present chapter attempts to describe the processes through which the vision of LATS materialised over the past two years.

Philosophical concerns and sources of inspiration²

In 2001-02 it was decided that the examination system followed in the school be given a close look. It was found that since there was 'no retention policy' valid, the schools were conducting the examination in their own way and some schools had conducted the exams in a perfunctory manner. There were neither written records of marks scored

² Since the program is only in the second year of operation and barring few communiqué from the SPO there is near absence of documentation available either at the state or district level. This section is primarily based on detailed discussion held with Dr. Mohit Mohanty one of the people among others responsible for providing the vision for the LATS program. This section also includes contributions from members of the State Pedagogy Unit and Mr. Tapash Kumar Nayak from SCERT who have helped me to gain meaningful insights on the 'need' for achievement mapping at the district level.

available nor any answer paper. It seemed that some schools had not even conducted any examinations whether half-yearly or annual. Also in majority of the school examinations were conducted where Teachers Association prepared question papers¹. These papers were not in compatible with the Activity Based Approach the new pedagogic vision that the SPO was promoting through changes in textbooks. Also, as schools within a cluster or district never shared the performance, there was no way to measure school effectiveness, this being an important indicator.

Further the state was also confronted with challenging situations:

- *Despite many pedagogical interventions and inputs like ILM grant, different rounds of training², activity based textbook and handbook with different type of supplementary reading material, short-term training initially 7 days to be followed by 13 days divided over the academic period, intensive community mobilisation – involving the community in pedagogical activities and massive infrastructure built up . . . there was not much significant improvement in the achievement levels. What could be the reasons . . . we had to explore them. We had to show visible changes in learning achievement in the next phase of the programmes. We wanted to ensure that this should not be repeated in DPEP II and SSA.*
- *In DPEP districts achievement levels had not changed . . . we found that from BAS to MAS there were achievement gains but from MAS to IAS the gains could not be sustained. The IAS report came out at the end of 2003. The report revealed no substantial increase in learning achievement had taken place. So it was a question why are we failing . . . This put a severe question mark on the pedagogical inputs provided by DPEP. A kind of self-introspection was being needed. The reason could be that during DPEP we did not insist on evaluation. We changed or focussed on classroom environment and practices. Though teachers were given training on evaluation methods they did not focus on learning achievement nor did the state follow it up with vigour. The results of IAS greatly troubled us to think how to sensitise the teachers, students and parents to demonstrate higher achievement. In other words the IAS report made us to seriously think about learning achievement.*

Even in the DISI data we faced some problems – as per the DISI report the percentage of pass is calculated on the reported number of children who passed the examination divided by number of children in the examination. But since no detention policy was in vogue the number of students who have completed all the papers in the examination were declared to have passed irrespective of the marks they have secured. Therefore the percentage of pass although it exceeded 95% in most cases was actually the percentage of students who have completed the examination. The percentage of students who have passed with more than 60% of marks revealed the level of performance of the students which was quite abysmal. The complexity of the problem and the urgency to address it called for a well thought out, appropriately designed, focussed strategy.

¹ State level Teacher's Association - All Orissa Primary Teacher's Federation (AOPTF) and All Orissa Lower Secondary Teacher's Association (AOLSTA)

² Teachers in primary school underwent four rounds of training in DPEP districts while other districts were covered under 2 rounds.

Another compelling reason for going in for CAE was that planning for pedagogical activities from the grass root level. Earlier planning for pedagogical activities of the district were based on the indicators like enrolment, GER, NER and some data regarding the support services available at school like TLM, textbook and infrastructure facilities. So in fact learning achievement as an indicator was not used for planning device for pedagogical activities. As we reviewed TAs report the challenge in front of us was that how to use the results of CAE since we were investing so much and utilising so little. Also despite all pedagogical inputs it was very difficult on the part of the system to track the learning achievement of children and schools identifying poor performing CRCs and BRCs. At the beginning of 2004 we decided to map the results of academic achievement, develop a systematic database. So it was in this context Learning Achievement Tracking System (LATS) was conceived.

Through LATS different level of learning achievement could be systematically recorded and documented and future course of action is taken. In other words training could be need based and action taken could be on the basis of concrete evidence i.e. data based. We thought that every year at a certain point of time at the end of session a stock taking might be done in the form of CAE. Accordingly LATS format was designed by Pedagogical Improvement Unit and software developed by State MIS to track the individual learning achievement of children. We thought to use a simple format, which will not require special training for the users for recording (Interviews and discussions with SPO and SCERT: 2005)

Common Annual Examinations (CAE)

In 2001 a state level meeting was held where Commissioner cum Secretary School and Mass Education, State Project Director, Elementary and Education Director, Director of SCERT and Additional Director DPEP participated. At this point SPO thought of conducting Common Annual Examinations with three main objectives in mind:

- the performance of the students in different grades of schools in each subject (inter and intra cluster and blocks within a district) within cluster and across clusters would be compared.
- the results when it would be shared with parents would likely to sensitise them about the performance of their child in comparison with other children within the cluster.
- it can be very well be used for adapting school level curricula activities and planning teacher training within a cluster and block and plan for pedagogical improvement within the district.

In February 2002 the decision to conduct Common Annual Examination (CAE) for grades I to V was taken. Class VI was not included in the first year. In the same year too, a set of model questions were prepared by the state. The members of the State Resource Group (SRG) had developed a set of model questions on each subjects of classes I to V (sample question papers of subjects – wise and class-wise are enclosed). For the first time, questions to be answered orally were included. The resource group comprised of good primary school teachers and headmasters subject experts from Board of Secondary Education, Orissa and English Language Training Institute and faculty members of SCERT and DITs, retired primary school teachers. The questions papers

were intended to serve as models for the districts to prepare for their respective districts at their level so that there will be a broad structural as well as content uniformity. CAE is the last or culminating aspect of the continuous and comprehensive evaluation practices that was being promoted through DPFP and SSA in the form of unit tests.

Two districts Balasore and Jajpur did not conduct the CAE as it was too short a notice. Being the first year the state too did not insist. In Balasore the district authorities faced problems in printing while Jajpur being the stronghold of Teachers Association objected to conducting of CAE. Also in certain blocks of Dhenkenal and Cuttack teachers association raised objections – sole reason being financial consideration as earning from selling questions papers was being lost. However when the parents and public came to know that OPEPA was conducting the CAE with question cum answer sheet supplied free of cost, they demanded the conduct of examinations in these districts too.

In district Kalahandi special meetings were held with PTA for sharing the results. But the results were not used for any other purpose. Thus with such positive response it became easier for the SPO to conduct the examinations from second year onwards.

Learning Achievement Tracking System
2002: Introduction of CAE
2003-04: CAE and Introduction of LATS
2004-05: second year of CAE and LATS

From 2003 onwards the CAE became district specific with DRG, DIET and DPO involved in preparation of question paper, planning and implementation.

A brief note on other evaluation processes

Continuous And Comprehensive Evaluation (unit test): Evaluation has been seen as an integral part of teaching learning process with a unit test based system having been put in place. The state had instructed the districts to hold at least four to six unit tests (August, September, November, January, March and April) and half-yearly examination in December. The question paper for the teachers and marks set the unit tests recorded though these are not included in the CAE (sample of unit test papers have been enclosed). The question papers were not so imaginative, but fairly interesting. The significant thing is that such exercises done at the school level do bring in variations in quality but it is in a sense an exercise in empowerment for the teachers.

Some schools had a separate register for unit tests while others full scalp sheet were used. During field visits it was apparent that unit tests were being conducted though the number varied from cluster to cluster. In majority of the schools students performance was being recorded, though the recorded format was not common to all the schools.

Also SPO mentioned that:

Poor performing students/slow paced learners remedial teaching should be initiated and in every week two to three periods should be earmarked for remedial teaching. Teacher can do the remedial teaching either himself or herself or through the process of peer learning i.e. using the fast paced

learners to pass on the knowledge to the slow paced learners through group based activities, quizzes etc. (Source SPO, 2005)

Half yearly: These exams are held in the month of December. Question papers⁵ (sample of unit test papers have been enclosed) are purchased from teacher's association by schools with 'good reputation', where enrolment is high around 300-400 and where VEC and PTA are aware and functioning well. A minimum fee is charged from the students (all subjects) :

Class I – Rs 1.50

Class II – Rs. 1.50

Class III – Rs. 2.00

Class IV – Rs. 3.50

Class V – Rs. 3.50 - Rs. 4.00

Class VI – Rs. 4.00

Class VII – Rs. 4.00

However in rural, tribal and interior schools where it is difficult for the children to pay teachers collect the sample questions papers from various teachers association and design a new set which is either zeroxed or questions written on the board. The fund for the exams in these schools is taken out from the School Improvement Grant.

In practice, neither the result of the half-yearly examinations, were given weightage in the CAE. The teachers observed that in recent years with a shift in the pattern of questions the associations too have reflected these changes in the half-yearly examination question papers.

Introducing LATS: 2003-2004

As indicated earlier that despite all pedagogical inputs it was very difficult on the part of the system to track the learning achievement of schools, identifying poor performing CRC and BRCC.

Quality Elementary Education is one of the important components of UEE. In order to achieve this goal Learning Achievement System (LATS) was introduced in the academic session of 2003-2004 along with the CAE. Achievement mapping or LATS is an innovative mechanism developed to track the learning achievement of the students to plan to increasing the performance of the learners, focus on teachers training and preparation of school based plan to raise the achievement level of the individual student and the school.

A letter from SPO (15.3.2004) clearly outlines 'why' the need for this program.

The marks scored by the students in different examinations are considered among others, as the prime inductor of the quality education in the schools. In order to plan for quality education, it is essential to know the schools with their levels of performance in terms of marks in different

⁵ A brief look at the question papers of district Koraput revealed that printed papers were small in size, less writing space and did not include much activity based questions

examinations. Although we are conducting Common Annual Examination through out the district we are hardly able to pursue the results and base our plans for quality education on these marks. As a result the schools continue to perform at different levels in spite of various intercentious provided for the enhancement of quality of education in primary and upper primary levels. Therefore, it is now felt essential that the achievement levels of the schools need to be mapped throughout the district basing on the results of the Common Annual Examination, 2004 (SPC: 2004 Letter No. 7452 (3)/TT/04).

Once mapping is done along with the result, school categorisation format (Annexure IX) was provided whereby re-categorisation of school would take place considering the performance of the students. The poor performing schools at clusters and blocks would have to be focussed upon. Extra efforts were to be provided for enhancement of quality of education without which all the efforts of the SSA will be fruitless.

Thus, the LATS program was introduced with the objectives to:

- Ascertain the promotion rate and dropout rate.
- Eliminate gender gaps in achievement.
- Determine focus of the in-service training needs.
- Classify good performing and poor performing schools in terms of learning achievement of the students.
- Take corrective measures for low achievers.

Box I
Achievement Mapping

What then is LATS?

LATS refers to

- *Compilation of the CAE results*
- *Consolidation of results at school, CRC, BRC and district level*
- *Class-wise and subject-wise tracking of examination results*
- *Analysis of CAE results of both formal school and EGS centres*
- *District-wise compilation of results.*

What is there in LATS?

- *Number of children (boys and girls) admitted to formal schools and EGS centres and number of them appearing at the CAE*
- *Average marks secured by boys and girls in each subject and in each class i.e. from Class I-VII*
- *Number of boys and girls in four different levels of achievement (A - more than 80%, B - 60% to 79%, C - 30% to 59%, D - less than 30%.*

Source: SPC, 2005

In order to map the achievement of students the SPO had centrally prepared two categories of performance (Annexure VII) to be sent to the districts:

- School level format for examination results of the students appearing at the CAE from class I – VI
- Consolidation format to be done at the cluster level
- The procedures for filling of this format (in Oriya) were also attached for the CRCC.

Which information can we get from LATS?

- Overall picture about learning achievement and the level of achievement of the students
- Information about the students appearing at the CAE school wise and cluster wise. This would include the actual grade completion of enrolled students (gender wise break up) within an academic year
 - Total enrolment in the class during the beginning of the session
 - Total number of students appearing at the CAE
 - Number of dropouts⁷
- The average performance (marks secured) and the levels of performance in different subject areas (Language, mathematics, Social Science, Science, History, English and geography) for classes I to VI.
- Gender-wise, class-wise and subject-wise break-up of different achievement levels in the schools.
- Class wise and subject-wise number of boys and girls in different levels of achievement in schools.
- Identification of cluster-wise and block-wise good performing schools and EGS centres.

How can LATS be used?

LATS can be used to make:

- Intra school comparison at the cluster level and aggregate view of the performance of children at the school.
- Inter cluster comparison and analysis of overall performance of the block. The objective behind manual consolidation of results at the cluster level was to map the achievement of students at different schools and at different levels.
- The results could be used planning pedagogical activities at the district and state level.

Meaningful pedagogical inputs and support could be provided like:

- Identifying in-service training needs of teachers and organising short duration content based training at the cluster level.

⁷ The districts have translated the LATS performance in Oriya language. There are separate performance for each subject.

There is some confusion regarding the word 'dropout' as mentioned in discussions during fieldwork. Dropout here refers to those children who are enrolled and have attended school in the current academic session but due to some unavoidable reasons are not been able to take the CAE.

- Designing specific strategies for improving the level of achievement of the students who are 'low achievers.'
- Identifying different hard spots in different subject and classes
- Minimising gender gap in achievement
- Planning disaggregated district, block and cluster specific strategy for enhancing learning achievement
- Sharing of results among the parents, guardians and community members and involving them in improving achievement level of the students.
- Making all pedagogical improvement programmes achievement oriented.

With the broad strategy in place the immediate concern was to get started. Decentralising the examination system meant strengthening the grassroots operational base through orientation workshops, involving the DRG members' development of question papers, formulating the guidelines for determining the weightage of questions and mechanism for consolidation of the LATS data. The program was launched simultaneously in all the 30 districts in Orissa in 2003-04. However, field trialling of the program did not take place.

Changing the nature of question papers for the CAE

With the introduction of activity based textbooks not only 'how but understanding what needs to be evaluated and the nature of questions also changed. Unlike in the half-yearly examination the papers used in the CAE are prepared in the district with the help of DRG members, subject specialist and DIET faculty (the process will be dealt later).

Guidelines are provided by the SPO:

- Each paper had two components, oral and written questions, to be administered separately. The weightage on oral and written parts at class I level has been assigned to be 70% and 30% respectively and gradually increasing load on written parts to about 80% at class V level.
- 20% of marks had been reserved for the formative tests (to be conducted at 1 ½ to 2 months internally).
- Questions are more intended to help children to respond. These are intended to measure success rather than failure.
- The instructions and wording of questions to be as simple and direct as possible so as not to create any difficulty in children's understanding.
- Questions with more number of responses have also been given so that even the *slowest learner* can respond to those while an advanced can give more responses and the levels of achievement can also be differentiated
- Questions for English have been set for classes IV and V and not for classes II and III as English is a non-examinable subject in the lowest two classes (SPO: 2002 Letter No.: 1103/ T1/02).

These guidelines were improved upon in the academic session 2004-2005. Oral tests were introduced in English for Class III students and in language Oriya for Class V and VI students. The 20% marks (mentioned earlier) reserved for the formative tests to be conducted at 1 ½ to 2 months are not included in the CAE results.


The question papers are definite departure from the 'conventional methodology', in the sense that there is emphasis on non-textbook as well as open ended questions and introducing oral evaluation. The questions were more activity and application oriented, giving space to multiple responses. The changes were not uniform through out the districts yet small steps were taken towards bringing about constructive changes in the evaluation system.

There was an improvement in the layout and presentation. The size of the paper was larger, questions well spaced out and easier for small children to hold. Many pictures had been included in the paper especially for the lower classes making it attractive and friendly (sample questions papers enclosed). The children are required to answer in the space provided after the question. In other words there are no separate answer sheets or loose paper.

Some glimpses of the question papers⁸ used in the CAE in district Malkangiri:

Class I.

Written

- Write the names of objects shown in the picture (cap, brinjal, umbrella, eye, and peacock) - Language
- Draw circle  round the names of animals living in forests - EVS
- See the picture and write the names of different parts of the body - EVS
- Fill the missing number - Maths

Oral

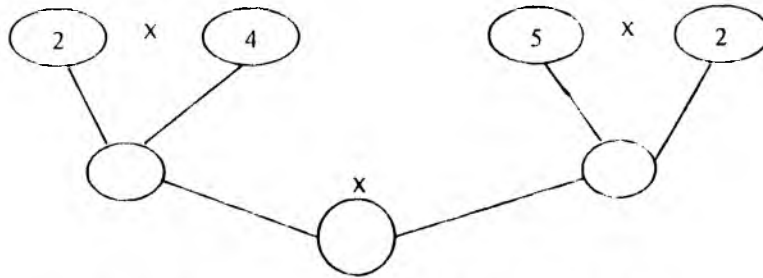
- How many legs 2 hens and 1 goat have? - Maths
- How many wheels are there in a rickshaw and a cycle? - Maths
- Tell the name of two domestic animals? - Language
- Students will collect different types of leaves available locally. They will identify and tell the names of tree of which the leaves belong to? - EVS

⁸ The question paper of CAE of Malkangiri has been translated with help from Shri Ananata K. Swain, Pedagogical Associate in State Project Office, Bhubaneswar.

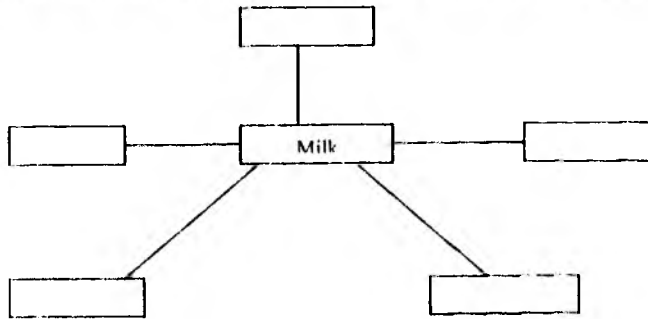
Class II

Written

Fill in the missing numbers - Maths



- Write the names of things that we get from milk? - EVS



Oral

- Which month has the least number of letters? - Maths
- Tell a two digit number in which the digit in the tenth place is 6 - Maths
- Make the sounds of the following animals - dog, goat, hen, cat and cow - English
- Tell the names of vegetables, which are available in the rainy season - EVS

Class III

Written

- The bus fare from Malkangiri to Bhubaneswar is Rs 285. A family of eight members is travelling from Malkangiri to Bhubaneswar by bus. How much would spend on bus? - Maths
- See the example given below and fill in the blanks - Language
 - Example: A person who travels in the space traveller.
 - A person who travels by train _____.
 - A person who travels by air _____.
- Which objects are seen in the sky? - Science
 - In the day time _____.
 - In the night _____.
- What are the duties of a nurse in a hospital? - Social Studies
- How do we use water in different purposes? - Social Studies

Oral

- The first Sunday in a month is on the 8th. On which date is the 3rd Sunday of the same month? - Maths
- Tell us five sentences about your school - Language
- Tell the name of trees, which has thin leaves? - Social Studies
- Why don't stars appear in the sky during daytime? - Social Studies
- Tell the names of two institutions functioning in your villages? - Social Studies
- In which places should we stand in queue? - Social Studies

Class III

Written

- The price of 1 kg potato is equal to the price of 2 kg brinjal. If the price of 25 kg potato is Rs 200/, then how much is to be spend for buying 15 kg brinjal ? - Maths
- Draw angles of 75 degree and 105 degree by using scale and protractor? - Maths
- Write the passage given below by using appropriate punctuation marks in appropriate places? (an unseen passage given) - Language
- Why are these place famous for? - Social Studies
 - Puri
 - Rourkela
 - Berhampur
 - Cuttack
- Identify different parts of a tree with picture and explain their functions?

Oral

- Which geometrical instrument is used for measuring instruments? - Maths
- Recite a poem which you like best from your Oriya text - Language
- Which things are there in the western direction of your school? - Social Studies
- What should you do when a guest comes to your house? Social Studies
- Tell the names of some harmful worms? - Science
- Which part of the tree prepares food - Science

Class V

Written

- The length of a room is 17 metres. How many pieces of 1 metre length square size marbles are required to cover the surface of the room? - Maths
- Draw a circle of 3.8-cm radius. Name its centre, radius and diameter? - Maths
- Read the passage below and answer the questions? (a passage from the textbook is given which is followed by objective type of questions) - Language
- Write a letter to your friend requesting him to visit your house during summer vacation -/ - Language
- How does science help us in the field of medicine? - Science
- Why don't wet clothes dry quicker in the rainy season? - Science

- Draw the map of Orissa and mention the names of the districts, seas and ocean surrounding it? - Social Studies
- Write the names of the capital and principal language of the state given below? - Social Studies

Name of the State	Capital	Language
Tamil Nadu		
Kerala		
West Bengal		
Maharashtra		
Uttaranchal		

Oral

- How many days are there from 26th January to 15th February? - Maths
- What does H.C.F. mean? Give an example - Maths
- Recite the last stanza of the poem KALIJAI - Language
- Explain the scene of a house on fire or the scene during flood? - Language
- Why do we use mosquito net when we sleep? - Science
- Tell the names of two diseases caused by water? - Science
- Tell the names of two ports in Orissa? - Social Studies
- Which railway line goes through our state? - Social Studies

Class VI

Written

- Write a letter to your friend describing him how you observed Saraswati Puja in your school? - Language
- Read the passage below and answer the questions followed by it? (a passage from the text has been given) - Language
- The H.C.F. of two numbers is 180 and L.C.M. is 720. If one of the numbers is 90, what is the other number? - Maths
- $\frac{3}{4}$ of a tank is full of water. The tank will be full if 12 litres of water is put into it? How much water does the tank contain? - Maths
- There is no highest counting number in maths? Justify it. - Maths
- How was the family life and caste system of Aryans? - Social Studies
- Who is the head of the Gram Panchayat? How is he elected? Social Studies
- What are the functions of a co-operative bank? Social Studies
- What do we mean by food cycle? - Science
- What are the different methods that can be adopted to meet the shortage of energy? - Science
- Draw the picture of a globe. Show the tropical region, Tropic of Cancer and Tropic of Capricorn in the picture? - Geography
- Why are these places famous? - Geography
 - Zanzibar
 - Accra

- Dubai
- Buenos Aires
- Pretoria

In the above examples effort has been made to move away from the conventional method of evaluation. Introducing oral exams to be marked, changing the nature of question to make it more open ended, involving teachers at the district in the setting of question papers are some of the significant changes that have been introduced.

In 2004-2005 examination year it was found that in four to five districts like Rayagada, Cuttack, Jajpur and Nuapada traditional memory based questions had crept in the examination papers. So the SPO requested the DRG to send the papers. These papers were analysed and feedback provided. Even though the extent to which the nature of questions varies, the fact that non-textbook questions are finding place in summative exams is in itself worth appreciating..

SECTION II: IMPLEMENTATION

Systems and processes

As mentioned earlier the introduction of activity based textbooks and development of teacher's handbook brought in changes in the evaluation system. Along with continuous and comprehensive evaluation - unit tests, half-yearly and common annual examination have gained importance. In order for the CAE and LATS program to take off, multi-pronged strategies were initiated simultaneously at different levels of programme implementation. We take a look at these strategies in terms of preparation of question papers, printing, monitoring and supervision, recording and marking system, sharing of results with parents and computerisation of the data at the district level

Training

In 2004 the districts carried out the exercise of implementation of LATS without any adequate preparation. However, in the second year the districts were more equip to handle the CAE and filling up of the LATS formats. This was because the teachers had undergone a seven-day training on UNMESHHA II (teachers training module) where on the sixth day one session was devoted to the modus operandi of LATS. District Resource Group (DRG)⁹ also oriented the BRCC and CRCC on the objectives of the program and consolidation of the results at the cluster and block levels. A three page note in Oriya was handed to the BRCC and CRCC detailing out the methods of consolidation and calculation of average marks.

As an SRC member pointed out: *in the first year of LATS, 2004 the teachers were only involved in filling up the format with based on the instructions sent to the schools and with help*

⁹ District Resource Group (DRG) members are selected through visioning tests conducted by DIET over a period of two days.

from CRC. But they did not have a concrete idea about the details of the program and how the formats were to be used

Why only one session? The assumption was that since they had filled the format once, the teachers would have some knowledge. So one session was enough to explain the use of the formats. The training focussed on:

- different sections of the format
- various information obtained from LATS
- use of the data
- who are the beneficiaries

It was decided that UNMISHA II, a training module for primary school teachers would devote more sessions on evaluation strategies with special emphasis on LATS. During fieldwork of this study selected DIET members were undergoing a seven-day training on UDAYA II (training module for upper primary teachers) where the main focus was on achievement mapping or LATS. The following points were covered:

- Meaning nature and scope of LATS
- Why is LATS called achievement mapping
- Different sections of LATS format was discussed
- What kind of data will be available from LATS
- Use of LATS data – at what levels, by who and how
- Comparative picture of school wise performance in a cluster
- What more analysis can be made of CAE results beyond LATS (besides class, subject and gender wise break up LATS format would also include learning achievement of different social categories)?

As a matter of fact the trainees were required to come to the training programme with the filled LATS format of their own school. These formats are to be analysed and strategies chalked out for improving the learning achievement of their students

Examinations begin to take shape with the announcement of the dates by SPC, in April. From 2004-05 an Examination Committee is formed at the district office to handle the entire implementation of the CAE right up to the consolidation of the LATS data.

Preparation of question papers

The process of examination starts with the setting question papers. The steps followed are -

1st step: tentative date for the CAE is fixed by the state and districts are informed through a letter.

2nd step: a letter is sent to the DPC who together with Pedagogy Unit begins the preparation for CAE by calling a meeting of the DRG, DI and SI of schools and other concerned persons.

3rd step: the DPC then sends letters to some experience teachers DRG, BRG, DHEI members inviting them for a five day (earlier three day) workshop for the preparation of

question paper. The members are also informed to come prepared with subject wise question paper. 15 days are given for this preparation. The process may slightly vary from district to district. In Malkangiri for example the resource group sent in their question to the DPO/Pedagogy Unit before the workshop. The papers are then finalised through a workshop mode.

4th step: moving away from model or centralised question papers (as it was done in the first year in 2002 when CAE was introduced) the setting of question papers have been decentralised. The resource group (DRG) comprising of DIET faculty members, subject experts and District Pedagogy Unit meet in the DPO office in the month of February and over a period of five days finalises three sets¹⁰ of question paper.

On the first day of the workshop, the DIET member provides guidelines/blueprint on how to prepare the question paper:

- full and total marks
- time for written and oral test,
- competency level
- pattern of questions - long, short, very short, matching questions, multiple choice etc.

With this blueprint the DRG members are then divided into groups related to their subject specialisation. They then verify the questions that come from the blocks. Question papers are analysed on the basis of competency, difficulty level, and relevance of the test items. The marking system for the question paper of a particular subject is also decided and sent to the schools. The broad guidelines for weightage for each subjects has been outlined by SPO:

Table 2: Guidelines for determining the weightage of questions in a test paper specification of question papers - cum - answer sheets: 2004-2005

Class	Subject	Marks in			Number of pages to be in the question cum answer sheet		Remarks
		Written test	Oral test	Total	Written test (with the scoring sheets (*))	Oral test (**)	
I	Language (O)	30	70	100	-	1	-
	Mathematics	60	40	100	-	1	-
	EVS	20	30	50	-	1	-
II	Language (O)	40	60	100	-	1	-
	Mathematics	60	40	100	-	1	-
	EVS	20	30	50	-	1	-
III	Language (O)	50	50	100	-	1	-
	Mathematics	80	20	100	-	1	-
	Science	35	15	50	-	1	-
	Social Studies	35	15	50	-	1	-

¹⁰ In 2003-04 CAE only one set was prepared. This pattern changed in the next year 2004-05.

	English	-	30	30	-	1	Picture identification - 10 Rhyme recitation - 5 Listening and doing - 5 Reading aloud a passage - 10
IV	Language (O)	70	30	100	4	1	-
	Mathematics	80	20	100	4	1	-
	Science	80	20	100	5	1	-
	Social Studies	80	20	100	4	1	-
	English	60	40	100	3	1	-
V	Language (O)	70	30	100	5	1	-
	Mathematics	80	20	100	5	1	-
	Science	80	20	100	4	1	-
	Social Studies	80	20	100	4	1	-
	English	60	40	100	5	1	-
VI	Language (O)	80	20	100	6	1	-
	English	70	30	100	6	1	-
	Mathematics	100	-	100	6	-	-
	History	50	-	50	4	-	-
	Geography	50	-	50	4	-	-
	Science	100	-	100	6	-	-

Source: SPO, 2005

Faculty members of DIET certify question papers. In addition editing and proof correction of question paper is the responsibility of DIET members. After the workshop the resource group finalises three sets of question papers. DPC and Pedagogy Unit Co-ordinator randomly selects one from these.

Printing and financial costs

Separate budget has been kept aside for conducting the CAE. For other activities like preparation of question paper, advertisement for tender, printing of LATS the expenditure budget is taken out from the head 'Research and Evaluation.' The tentative budget for district Malkangiri, 2004-05 is as follows:

Workshop for preparation of question paper:	Rs. 1,600
Process of Tender:	Rs. 30,216
Printing of question paper:	Rs. 1,84,973
LATS format.	Rs. 1,753

Tenders are invited through advertisement for the printing of question papers with a prescriptive price norm. The guidelines indicating approximate cost estimate, quality and size of question paper has been provided by the SPO. The firm/press responsible for printing undertakes the delivery of questions papers (sealed packets subject and class wise) and LATS performa to the DPC office. The BRCC collects the papers for the

clusters in the block. The Headmaster collects the question papers from the cluster office a day before the commencement of the examinations. In some clusters CRCC delivers the question papers. The school keeps the paper under lock and key in steel almirahs. Each school is given two sets of LATS format. One is to be kept at school and the other to be sent to CRCC/BRCC.

Table 3: Exemplar Cost Estimate

Sr. No.	Item	Quantity	Rate	Cost
1.	Paper	2 pages X 10,000 = 2500 sheets	@ Rs. 240/- per 500 sheet	Rs. 1224.00
	Spoilage (2% of 2500)	8		
2.	Printing	2 pages X 10,000 = 20,000	@ Rs. 6.50 per 100 pages single side	Rs. 130.00
3.	Plate making	One	150.00 per pages	Rs. 150.00
4.	Packing	10,000 X 2 = 20,000	Rs. 2.00 per 1000 pages	Rs. 40.00
Total				Rs. 1544.00

Norms for printing of questions papers

- quality of paper - 54 GSM white printing
- size of question - cum-answer sheets - demi ¼
- cost of paper per ream (500 sheets -demi size)
- DTP copies of question papers to be supplied by the office (as per OPI/PA norms i.e. Rs. 20.00 per page)
- The printing cost should be inclusive of plate making cost. If the number of printed questions is less than 50,000, then one plate making charge @Rs.150/- performa (i.e. 8 pages) will be allowed
- 2% spoilage in paper is allowed (e.g. for printing 1000 demi ¼ size questions papers, 1000/8 = 250 sheets of demi size paper required spoilage (2% of 250). 5 sheets is allowed. So, total 255 sheets are allowed to print 1000 pages of question paper
- folding, trimming and packing up to 1000 pages is Rs. 2.00
- transportation from press to the office (or destination) will be charges as per local rate

In case of deviation from the norms, the districts should obtain prior permission by giving sufficient justification for deviation.

Source: SPO, 2005

Timetable

For conducting the CAE a timetable is prepared by the district. The timetable may vary from district to district. The timetable of district Koraput for 2005 is given below:

Table 4: Timetable for CAE 2005, District Koraput

Class	Date									
	14.3.2005		15.3.2005		16.3.2005		17.3.2005		18.3.2005	
	1st Sitting	2nd Sitting	1st Sitting	2nd Sitting	1st Sitting	2nd Sitting	1st Sitting	2nd Sitting	1st Sitting	2nd Sitting
I	Lang.		Math		EVS					
II	Math.		EVS		Lang.					
III	Social Study		Gen. Sc.		Math.		English		Social Study	
IV	Lang.		Lang.		English		Math.		Gen. Sc.	

V	Lang.		Math.	Geogra- phy	Social Study		English		Gen.Sc	
VI	Lang.		History		Math		English		Gen.Sc	

N.B The first sitting examination will start at 6 am and second sitting examination will start at 9.30 am. The timetable may vary from district to district.

Source: DPO Koraput, 2005

The atmosphere of the examination

On the day of the examination the headmaster opens the sealed question papers in front of other teachers. Members of VEC, especially president is also present. The timetable is pasted on the wall. Examinations bell by ringing the bell. The atmosphere is formal very much like the board exams - with organised seating arrangement, evenly spaced out in rows and columns. Teacher moves around to check that no one cheats. The pattern may vary from school. Children of class I sit separately. An example of seating arrangement is given below:

5	4	3	2
4	3	2	5
3	2	5	4
2	3	4	5
5	4	3	2

Supervision and support

With the announcement of the dates for CAE a control room is set up at the DPO office. All monitoring and supervision is done from this office. The teams move from around from school to school and observe the examination process. Three levels of monitoring structures are in place namely:

Cluster level: the CRCC visits all the schools and EGS centres in the cluster.

Block level: a team consisting of 8 to 10 members headed by BDO make a random visit of 10 - 15 schools. Other team members are SI, BRCC, members of BRG, and extension officers like GOP and PEO. A route chart is prepared and two members visit each school from the team.

District level: a team consisting of 8 to 10 members headed by DPC, members of DRG, district Intervention Heads and DI visit some sample schools not covered by other teams.

Marking, recording and progress report

Once the examination is over the teachers of the school mark the answer sheets. It takes about a week to mark the answer sheets and another week for filling the LATS formats. In some schools we found individual teacher consolidated the scores and filled the formats while in others one or two teachers took upon this responsibility. Some CRC C

and BRCC mentioned of visiting schools primarily to check whether the teachers faced any difficulties while filling the formats.

Table 5: Sample Progress Report: Annual Examinations 2005

U.G.E School - Kudumuluguma, Malkangiri : Class IV										
Roll No.	Name	M.I.L. (O)	English	Math	Science	History	Geography	Secured Marks	Grade	
1	Sushant Kumar Gouda	67/100	90/100	70/100	82/100	33/50	39/50	381/500	A	
2	Archana Mallick	74/100	80/100	56/100	66/100	30/50	37/50	343/500	A	
3	Bijaya Kumar Kilaka	77/100	66/100	73/100	70/100	24/50	30/50	340/500	A	
4	Nhar Kanta Sahu	68/100	82/100	45/100	72/100	37/50	38/50	342/500	A	
Parents/Guardian			Class Teacher				Headmaster			
N.B. - The parents are requested to meet the Headmaster within a week										

The marks are entered in a register bought from the local market. Only after sharing of results with parents takes place the marks are entered in the register. We came across one school, which had printed recording sheets/individual information sheet for each child. The recording format was not common to all schools. After signature from parents the results are sent to the SIs for approval who then sends it to BDO. For EGS the results are sent to BRCC for approval.

Computerised report cards were seen in one school. This school was being aided by the Tribal Welfare Department had access to computer facilities. The CRCC collects the formats from the school or the head teacher if need be delivers it to the cluster office.

Sharing of results

A positive development that has taken place is the shift from the practice of mere declaration of results to sharing of individual child's progress with parents. Last year 2003-04 the teachers did not show the answer sheet to the children. Only marks were informed. This year 2005-05 the pattern changed and a day was set aside where both parents and children were provided with an opportunity to look at the answer sheets. This pattern was not however uniform to all the districts.

But the process of sharing differed from school to school:

- Teachers wrote the marks of the child on a piece of paper to be taken at home.
- Through report cards given to the children. Children are not allowed to take question/answer sheets home.
- On a pre-decided day (informed earlier by the teacher) parents came to school and results were discussed and shared by the teacher. After sharing the marks parents were asked to sign in the space provided in the answer sheet.
- The teacher during monthly meeting of PTA, MTA and VEC shared the results of CAE and progress of the schools.

Consolidation

A proposed dateline for the completion of LATS cycle is sent by the SPO to the districts:

- The school level performa should be completed after evaluation of the answer sheets in order to send to the CRCC by May 15th.
- The CRCC after compilation and consolidation of the school level format in the prescribed LATS performa shall send the required information to the BRCC's by May 22nd.
- The BRCC's should send the consolidated format received from CRCCs to the District Project Office by June 5th.
- At the district level the results have to be computerised and both hard and soft copies of this compilation should be completed and should be sent to the State Project Office by June 30th (SPO, 2005).

Computerisation

Arrangements have been made to computerise the consolidated results of block and cluster at the district level. For this the MIS Unit of the SPO has developed a software program. This has been sent to the districts. Training to the district MIS District Unit has been provided on the use of LATS software.

Sustaining and replicability

Is the program replicable? Can it be taken to other parts of the country in different socio-political contexts? Being a government program, LATS is deeply embedded in the system. Therefore, theoretically at least sustainability should not be a major issue. All new programmes need time to stabilise and establish its worth. If we go by the discussions during fieldwork, we could say with a reasonable degree of confidence the program has received support and visibility from all quarters. In the ultimate analysis, the sustainability of LATS program hinges on whether its principles and processes are accepted and internalised by everyone – be it planners, educational administrators, stakeholders and learners

Challenges ahead

Some of the immediate concerns and systemic issues that needs to be addressed are:

- In the absence of any clear-cut instruction from SPO individual schools and even clusters have developed their own mechanism to deal with children who are absent on the day of the examination or referred to as 'drop-out' in the LATS format. These children were fairly regular in the school throughout the year but due to illness or unforeseen circumstances at home were unable to take the examination. In such cases children were asked to take the examinations 15 days after the CAE was over. In other places marks of the half-yearly exams were indicated in the LATS format. The state and the district were unaware of this practice. Some schools detained children who did not take the CAE.
- Teachers mentioned about students being enrolled at the beginning of the session but were irregular through out the year. These children also took the CAE. During

field visit we were informed of instances where number of children appeared was more than the number of children enrolled. The DISE data on enrolment is often incorrect as this information is collected in the month of September. Therefore in the second year of LATS, DPO had to collect the enrolment and dropout data prior to placing the printing order for question paper. In spite of such steps there were reports of shortage of question papers in schools.

- In the printed question papers errors were found - spelling mistakes, diagrams and maps missing. The final copy was not shown to the DIET members.
- Conducting the CAE lakhs of students is a challenging task. There is the issue of confidentiality of the question papers. A possibility of leakage of question papers was mentioned, as was in the case of district Koraput. This incident was reported in the local newspaper.
- One major problems faced is the consolidation of the LATS format in stipulated time. Repeated reminders have to be sent to the block and cluster office. This problem is further aggravated with part-time appointments of BRCC and CRCC.
- Lack of personnel in the MIS Unit delays the data entry process, as was the case in Koraput. This district also mentioned of computer not having adequate memory to handle the large volume of LATS data.
- There are no mechanisms to verify the authenticity of the consolidated data at the school and cluster level.
- Two copies of LATS pertoma were to be filled by the school. One copy is meant for the CRCC for further consolidation and the other school record. In practice it was found that one copy was sent to the CRCC and the other to BEO/SI.
- Only two schools out of the eight visited mentioned of staff meetings where attempt have been made to find out which questions have been left unanswered, finding out difficulty levels of students.
- There is lack of clarity on 'what and how' of remedial teaching. Except for instructions from SPO/DPO that remedial teaching should take place, how to go about it remains a question for the teachers? To facilitate this process second half on Saturday is kept for remedial teaching in some schools. While in others it is the last period. A Headmaster of a school mentioned that 'remedial teaching takes place on Sunday.' But there is no proper understanding of it entails (does it simply mean taking extra classes) not is it systematic or organised. It is left to the schools develop strategies to address the different levels of learning of students.

Some suggestions:

- Members of DRG should meet at a one-day block level workshop to ensure coverage and accuracy and to verify the data compiled by CRCC.
- A resource group has to be constituted who will be accountable for data collection, computerisation analysis and other follow up action.
- A review of LATS format and problems faced by district MIS Unit in computerisation of the data has to be taken up with seriousness. The LATS software needs to be updated and made more technically sound. Steps may be ensured to crosscheck the data so that the figures of format I will be equalised with related figures of format II

- Community ownership and parents participation needs to be consolidated to transform into real ownership of the program.

IV

WHAT DOES LATS DATA INDICATE?

In the first year 2003-2004 only 19 districts out of the 30 districts were able to send the completed computerised LATS data to the state. While in the second year only 15 districts, (till the time of fieldwork in September, 2005) had sent the LATS data to SPC.

Using the LATS data of 2003-04 and 2004-05 this chapter presents a brief analysis of the achievement of children's learning in the subject areas of Language (Oriya) and Mathematics, General Studies and Science of classes I- IV. Also included in the analysis are the enrolment, appearance and dropout data.

RESULTS AND ANALYSIS OF LATS DATA

What do the CAE and LATS data indicate for the year 2003-2004?

In the first year 2003-2004 only 19 districts out of the 30 districts were able to send the completed computerised LATS data to the state. On the basis of the available data the state had analysed the appearance, enrolment and dropout data and the performance of children in language - Oriya. Some of the highlights of the CAE 2004 have been given below:

Appearance at the exam in relation to enrolment:

- When the percentage of boys appearing at the CAE Class I-VI varied from 74% in District Malkangiri to 100% in Jagatsingpur, the percentage of girls also varied from 70% to 100% in the same district.
- The gender gap in appearing at the examination is significant in districts like Kalahandi, Nuapada and Malkangiri where less number of girls appeared at the annual examination compared to boys. The reasons for this gender gap have yet to be explored. Annexure I give the gender-wise graphical representation of student's appearance in 15 districts of the state.

Performance analysis of Class III (Subject-Oriya).

- More than 7% children are in grade A in Dhenkanal and Khurda. The percentage of boys in A grade is more in Dhenkanal, while the percentage of girls in A grade is more in Khurda.
- In district Deogarh there is a huge gender gap, where boys excel girls in language - in Oriya (Annexure II).
- In districts like Deogarh, Jharsuguda, Nuapada and Sonepur majority of the children were in grade D.

- The gender gap do not appear to be significant among children in grade D (Annexure III)

Performance analysis of Class IV (Subject-Oriya)

- District Dhenkanal has the highest number of children in grade A whereas Koraput, Jharsuguda and Kalahandi have few children in grade A.
- In Deogarh the performance of boys is better than girls whereas in Khurda girls excel boys in language – Oriya (Annexure IV).
- Language problem continues to be highest in district Sonepur. Similarly districts like Deogarh, Nuapada and Jharsuguda did not perform well in language – Oriya (Annexure V). These districts are part of Western Orissa where they use a different language other than the regional language.

Language as medium of instruction is an important issue in schooling. The results indicate the difficulties faced by the children in the transition from the local dialect to regional language. The issue of multilingualism in the classrooms has to be addressed in in-service training programmes.

Case Study of Koraput and Malkangiri¹¹: 2004-2005

When this study was undertaken in September 2005 the districts were in various stages of analysis with regard to LATS data. The SPO had received the consolidated computerised data from 15 districts but analysis of the data in SPO was yet to be undertaken. We were informed that checking of the LATS data from the districts was currently in process.

During field visit in September 2005 MIS unit was able to share some of the LATS data. However detail analysis of subject and class wise performance was in process. The tables below are based on the LATS data indicating the learning achievements in the two districts. They only attempt to identify broad patterns by grouping the finding together. No attempt has been made to come up with one's own postulates in this study.

District Malkangiri: results and analysis

The tables in this section are divided into:

- Summary report on Enrolment and Examination Absentees (Block wise) 2004-2005
- Average marks secured (subject and class wise) 2004-2005
- Average marks secured (subject wise, class wise and gender wise)

¹¹ Analysis of LATS data is based on the tables made available by the district Pedagogy and MIS Unit at the time of fieldwork. The tables may vary between the two districts. For example in district Malkangiri the overall average performance – subject wise, class wise and gender wise break up has been given. While in the case of district Koraput information of only one block is provided. The district was unable to furnish the overall performance and detail tables as the MIS personnel had recently resigned from the job.

- Percentage of children as per their class and grades
- Total number of children and their grades

Table 6: Summary Report on Enrolment and Examination Absentees (Block wise) 2004-2005

Block	No. of Schools	Enrolment			Appearance in CAE			Dropouts			% of Dropouts		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kalimela	272	10266	8940	19206	8087	6955	15042	2179	1985	4164	21.23	22.20	21.68
Khairput	108	3766	2993	6759	3034	2329	5363	732	664	1396	19.44	22.19	20.65
Korukonda	278	11097	9251	20348	8897	7217	16114	2200	2034	4234	19.83	21.99	20.81
Kudumuluguma	139	5383	4170	9853	3876	3033	6909	1507	1437	2944	28.00	32.15	29.88
Malkangiri	123	5551	4654	10205	4178	3226	7404	1373	1428	2801	24.73	30.68	27.45
Malkangiri NAC	22	1795	1587	3382	1444	1307	2751	351	280	631	19.55	17.64	18.66
Mathili	276	7740	6193	13933	5751	4238	9989	1989	1955	3944	25.70	31.57	28.31
Podia	144	5411	4663	10074	4197	3511	7708	1214	1152	2366	22.44	24.71	23.49
Total	1362	51009	42751	93760	39464	31816	71280	11545	10935	22480	22.63	25.58	23.98

Source: DPO Malkangiri, 2005

- Girls dropout is little higher than boys (22.63% for boys and 25.58% for girls).
- The dropout rate in Kudumulugumma is the highest in the district (29.88%).
- Highest number of girls appearing in the CAE is from Korukonda.
- The ratio of boys to girls enrolled does not vary very much in any districts, boys being more than the girls

Table 7: Average Marks Secured (Subject and Class wise) 2004-2005

Subject	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII
English	-	-	16.28	37.58	40.89	38.33	32.14
General Science	-	-	26.59	37.31	37.29	23.72	27.62
Mathematics	38.65	39.24	37.55	35.10	36.67	30.89	33.80
Oriya	35.23	36.20	37.12	32.83	35.47	32.95	29.91
Social Science	26.15	26.17	25.20	35.20	35.96	23.06	24.99

N.B.: The results of Class VII are based on the board examinations

Source: DPO Malkangiri, 2005

- Areas of learning difficulties continue.
- The average performance of children of Class IV is better than any other classes.
- Children have low scores in English. However this is only an oral test out of 30 marks.
- All classes show better performance in Mathematics.

**Table 8: Average Marks Secured (Subject wise, Class wise and Gender wise)
2004 –2005**

Subject	Class I		Class II		Class III	
	Boys	Girls	Boys	Girls	Boys	Girls
English	-	-	-	-	16.75	15.70
Gen. Science	-	-	-	-	26.78	26.39
Mathematics	39.29	37.93	39.77	38.62	38.44	36.48
Oriya	35.62	34.79	36.38	35.98	37.63	36.50
Social Science	26.31	25.96	26.65	25.59	25.52	24.80
Subject	Class IV		Class V		Class VI	
English	38.21	36.78	41.60	39.86	38.67	37.81
Gen. Science	38.37	36.07	38.13	36.08	23.87	23.48
Mathematics	35.62	34.45	37.16	35.98	31.38	30.14
Oriya	33.08	32.53	36.02	34.70	33.44	32.24
Social Science	35.88	34.33	36.47	35.22	23.21	22.85

Source: DPO Malkangiri, 2005

- The average marks scored by both boys and girls of each class are similar, i.e. there is not much gender variation within a class.
- Social Science has lower average marks around 25.00 for all classes except Classes IV and V where the marks are around 35.
- Students of Class III needs attention more attention in English as it is introduced from this class.
- Class VI has lowest score in General Science. In other classes - III to V the average score was above 26, with classes IV and V scoring above 36.
- Comparing English and General Science scores of class III students, both boys and girls have performed better in General Science with the average mark well above 10% of that of English - considering the fact that students were introduced to both the subjects first time in class III.

Table 9: Percentage of Children as per their Class and Grades 2004-2005

Subject	Class I				Class II				Class III			
	A	B	C	D	A	B	C	D	A	B	C	D
English	-	-	-	-	-	-	-	-	4.69	14.30	52.51	28.49
Gen. Sc.	-	-	-	-	-	-	-	-	5.76	21.12	52.23	20.88
Maths	2.50	11.19	61.94	24.37	2.05	11.47	65.33	21.14	2.27	9.79	65.81	22.12
Oriya	1.10	7.74	62.51	28.65	1.28	7.64	64.95	26.13	2.56	9.14	68.02	20.27
Social Science	3.99	18.56	54.30	23.15	3.81	19.28	57.69	19.21	5.01	18.84	57.19	18.97
Subject	Class IV				Class V				Class VI			
English	2.81	11.33	64.60	21.25	4.69	13.88	63.70	17.73	3.16	10.23	57.70	28.91
Gen. Sc.	1.42	8.60	66.26	23.72	1.18	8.77	67.40	22.65	2.02	8.00	49.57	40.42
Maths	2.11	6.31	65.69	25.88	2.77	9.51	63.04	24.68	3.26	6.03	41.24	49.48
Oriya	1.25	6.19	64.90	27.67	2.16	8.44	66.57	22.84	0.99	6.66	50.56	41.79
Social Science	1.77	8.05	64.92	25.26	1.54	8.85	67.91	21.70	2.11	11.63	51.22	35.03

Source: DPO Malkangiri, 2005

- The proficiency levels of majority of the children are low as majorities of the children are in C and D grade.
- The different learning levels of children in the classroom have to be adequately addressed

Table 10: Number of Children and their Class-wise Grades 2004-2005

Subject	Class I				Class II				Class III			
	A	B	C	D	A	B	C	D	A	B	C	D
English	0	0	0	0	0	0	0	0	455	1388	5096	2765
Gen..Sc.	0	0	0	0	0	0	0	0	165	605	1496	598
Mathematics	417	1867	10333	4066	325	1815	10336	3345	274	1183	7949	2672
Oriya	191	1342	10837	4966	214	1279	10872	4374	334	1191	8861	2641
Gen.Sc	613	2851	8341	3556	551	2785	8334	2775	571	2147	6518	2162
Subject	Class IV				Class V				Class VI			
English	209	842	4799	1579	289	855	3923	1092	98	317	1788	896
Gen..Sc.	29	175	1349	483	22	163	1253	421	28	111	688	561
Mathematics	189	565	5879	2316	209	717	4751	1860	134	248	1696	2035
Oriya	117	580	6084	2594	171	669	5278	1811	42	282	2140	1769
Gen.Sc	151	686	5532	2152	111	638	4898	1565	153	842	3707	2535

Source: DPO Malkangiri, 2005

- In class I majority of the children are C grade in subjects Mathematics and Language (Oriya).
- Almost 50% of the students of class III in each subjects have been graded as C.
- The only class where there are more D than C in any subject is class VI (mathematics). On mathematics the number of students in C or D grade category is almost 10 times more than the number of students in category A or B.
- The number of students in A grade category is below 50 in class IV, V and VI in General Science as compared to 165 students in A category in General Science in class III, where students are taught General Science for the first time.

District Koraput: results and analysis

The tables are divided into:

- Summary report of enrolment and examination absentees - Block wise 2004-2005
- Percentage of children (class-grade and subject wise) 2004-2005
- Subject wise average marks of Block 2004-2005
- Number of children (class-grade and subject wise) 2004-2005

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Table 11: Summary report of enrolment and examination absentees - Block wise 2004-2005

Block	No. of Institutions	Enrolment	Appeared in CAE	Drop-out	% of Drop-out
Bandhugam	109	8103	7339	764	9.43
Boipariguda	129	11263	8743	2520	22.37
Borigumma	200	18742	14684	4058	21.65
Dasmanthpur	173	11151	10239	912	8.18
Jeypore	147	14440	10722	3718	25.75
Jeypore MPTY.	42	5809	5213	596	10.26
Koraput	112	7805	7382	423	5.42
Koraput NAC	85	6182	5776	406	6.57
Kotpad	114	11241	9331	1910	16.99
Kotpad NAC	23	2223	1945	278	12.51
Kundra	126	9455	7371	2084	22.04
Lamtaput	128	8698	7073	1625	18.68
Laxmipur	100	8384	7576	808	9.64
Nandapur	213	12095	9302	2793	23.09
Narayanpatna	97	5988	5722	266	4.44
Pottangi	128	7596	6506	1090	14.35
Semiliguda	133	8360	7176	1184	14.16
Sunabeda NAC	58	5682	5542	140	2.46
Total	2117	163217	137642	25575	15.67

Source: DJPO Koraput, 2005

- Sunabeda had the lowest percentage of dropout children. It is a municipal area.
- Jeypore had the highest percentage of dropout children.
- The Boipariguda has less schools than Dasmanthpur but number of children are more.
- Sunabeda Nac has only 58 schools but has the least number of dropouts and the number of children appearing in the CAE is as high as 94.44%.
- In all the blocks the number of students appearing in CAE is greater than 50% of those enrolled.
- There is no direct relation between the number of schools and students enrolled. Narayanpatna and Sunabeda NAC have a different of about 40 schools, Narayanpatna being more but the difference in the number of students is not of the same ratio. Narayanpatna has 5988 students enrolled whereas Sunabeda NAC has 5682 students enrolled.

Table 12: Percentage of Children (Class-Grade and Subject wise) 2004-2005

Subject	Class I				Class II				Class III			
	A	B	C	D	A	B	C	D	A	B	C	D
English	-	-	-	-	-	-	-	-	-	3.33	56.67	40.00
Gen. Sc.	-	-	-	-	-	-	-	-	7.69	25.32	59.22	7.77
Geography	-	-	-	-	-	-	-	-	-	-	-	-
History	9.42	24.08	60.31	6.19	22.90	23.42	46.51	7.17	14.87	29.24	49.97	5.92
Maths	9.45	21.69	60.00	8.86	11.72	16.60	62.44	9.24	2.04	12.70	70.70	14.57
Oriya	6.24	14.51	68.55	10.70	5.46	14.42	71.62	8.50	2.89	10.80	75.40	10.91
Subject	Class IV				Class V				Class VI			
English	4.88	13.34	69.53	12.25	6.89	16.03	63.30	13.78	6.66	15.22	51.69	26.43
Gen.Sc.	5.28	11.52	71.03	12.17	3.45	11.97	71.46	13.13	2.88	16.38	59.23	21.51
Geography	-	-	-	-	-	-	-	-	2.68	15.61	55.98	25.73
History	4.58	16.33	71.73	7.36	8.90	18.86	62.58	9.66	2.78	12.79	56.07	28.36
Maths	3.54	14.59	67.82	14.05	5.95	14.12	71.10	8.83	5.30	13.44	45.34	35.92
Oriya	1.83	9.52	73.39	15.26	2.75	13.45	69.69	14.10	0.46	7.52	53.94	38.07

Source: DPO Koraput, 2005

- There are no students in A grade category in class III.
- In History class II and III have almost an equal percentage of students scoring A and B or C and D i.e. almost 50% of students either scored A or B and the remaining 50% either scored C or D. This percentage goes up to 30-70% for all the other classes respectively.
- Classes IV and VI have not performed well in Oriya compared to all other classes. Almost 85% of students in Class IV and about 92% of students in class VI are in C or D category in Oriya.
- English still remains to be an area of concern for all classes. More than 77% students are in C or D category in English in each class. The percentage rises to 96.67% in C or D category in Class III. An exclusive teacher-training module of 5-day duration has been prepared in collaboration with ILTI, Orissa to train the primary school teachers to teach English effectively.

Table 13: Subject wise Average of Marks 2004-2005

Subject	Class I			Class II			Class III		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
English	-	-	-	-	-	-	34.63	35.25	34.89
Gen.Sc.	-	-	-	-	-	-	30.98	29.94	30.46
Geography	-	-	-	-	-	-	-	-	-
History/SS	31.13	30.69	30.9	34.71	34.14	34.44	34.84	34.3	34.6
Maths	49.87	49.23	49.55	49.23	47.49	48.39	42.61	42.22	42.42
Oriya	45.53	46.11	45.82	44.73	44.13	44.44	42.32	42.84	42.59
Subject	Class IV			Class V			Class VI		
English	43.87	41.37	42.77	46.27	44.96	45.74	41.38	38.73	40.31
Gen.Sc.	42.57	42.31	42.45	42.35	39.89	41.34	36.35	37.56	36.81
Geography	-	-	-	-	-	-	30.48	29.66	30.17
History	46.42	43.6	45.17	46.42	43.97	45.38	26.6	26.53	26.57
Maths	44.02	42.25	43.22	45.29	43.75	44.65	36.67	36.62	36.65
Oriya	39.52	39.12	39.33	42.17	40.88	41.61	28.69	30.69	29.47

Source: DPO Koraput, 2005

- The average marks of girls and boys in each class for each subject do not vary much
- The lowest average marks were that of class VI students in History among all classes, all subjects.
- The average marks of students of all classes in Koraput are greater than the average marks of students in Malkangiri.
- Oriya is the subject in which girls have performed better than boys in classes III VI and I
- Apart from Oriya, class VI girls scored more than the boys in General Science.

Table 14: Number of Children and their Class-wise Grades 2004-2005

Subject	Class I				Class II				Class III			
	A	B	C	D	A	B	C	D	A	B	C	D
English	0	0	0	0	0	1	0	0	0	7	119	84
Gen. Sc.	0	0	0	0	0	19	0	0	265	873	2042	268
Geography	0	0	0	0	0	0	0	0	0	0	0	0
History	327	836	2094	215	706	722	1434	221	530	1042	1781	211
Maths	324	744	2058	304	363	514	1933	286	74	461	2567	529
Oriya	208	484	2286	357	167	441	2191	260	107	400	2792	404
Subject	Class IV				Class V				Class VI			
English	143	391	2038	359	169	393	1552	338	63	144	489	250
Gen. Sc.	161	351	2165	371	83	288	1720	316	32	182	658	239
Geography	0	0	0	0	0	0	0	0	22	128	459	211
History	137	488	2144	220	210	445	1477	228	30	138	605	306
Maths	105	433	2013	417	136	323	1626	202	58	147	496	393
Oriya	56	292	2251	468	63	308	1596	323	5	82	588	415

Source: DPO Koraput, 2005

- Majority of the students in each class in each subject are category C.
- Number of students of class III secured an A grade in English.
- Random data from the table show, the number of students in classes I to III are similar, but as the level of classes increase number of students start decreasing. There is drastic fall in the number of students in class VI compared to others. It is almost 1/3rd of any class between I to III
- Classes I, II and III have almost equal number of students appearing for C/AE, however more number of students got an A grade in class III in subjects History, Mathematics and Oriya.
- The percentage of students scoring A grade in Oriya in class VI is way below students of any class.

Overview

- The different learning levels of children in the classroom need to be adequately addressed
- The problem of transition from local dialect to mainstream language (Oriya) is seen in both Koraput and Malkangiri as large number of children is from tribal areas.
- Areas of learning difficulties continue
- The proficiency levels of majority of the children are low.

PERCEPTIONS OF...

Perceptions through group discussions were elicited from SPO, DPO, faculty members of SCERT and DIET, BRCC, CRCC, teachers, parents, members of community and children. This chapter deals with views on wide ranging issues: changes in evaluation pattern, community involvement, support services and problems in implementation. The purpose was to gain insights into the strengths and gaps in the program.

Responses from:

BRCC, and CRCC

- LATS is the best diagnostic analysis for primary and upper primary students . . . we get a holistic picture of the achievement level of students and schools.
- Now the parents and VEC come to know when the exams are going to be held . . . the results/marks are shared with them, this is a definite improvement over the traditional examination pattern.
- Evaluation is important and many changes have taken place . . . and it has become more child friendly.
- This is very tedious job, not only how to track the results of the students but more importantly what use we make of the results. The districts have not yet planned anything on the basis of the evaluation results.
- In the first year the performa took us by surprise. We just followed the instructions that were there in the letter from SPO. The districts were totally unprepared for it. We did not know what was the utilisation of LATS format. Nor did we get enough time; a meeting had to be organised quickly to take immediate action. Lot of questions came to our mind but no DIET or SRG members were there to answer them.
- Our opinion nor of the teachers were taken into account . . . we have not given any feed back even after we have filled the LATS formats twice.
- Adequate facilities should be given for effective supervision - like vehicle. Because vehicles are not available officers like Social Education Officer, Welfare Extension Officer and Gram Panchayat Officer do not go for supervision Funds should be allocated for distribution/collection of question paper and printing of progress report.

Teachers

- The marking of the question papers has to be done carefully. Undue strictness is not shown towards spelling mistakes or even grammatical errors - we try to give importance to what the child has tried to convey.
- Earlier only schools kept records of children who came II III or I. LATS format is very useful, achievement level of each students are indicated clearly.
- Children like the open ended questions . . . children find the questions easy; we also give them project work.

- There is enough space provided in the question paper . . . it is not like in the earlier system where children who wrote more got more marks . . . the questions now demand pin pointed answers.
- A lot of publicity is given to the schools where majority of the students get an overall A grade – other schools also try to follow the example.

Box I

Teachers' articulating anxieties .

- In the first year of LATS the teachers were involved in filling up the LATS format but we did not have concrete idea about the program – how and why are we filling up the format . . . how will this formats be used
- There are not fees for the CAE. But for half yearly we take Rs. 2 to Rs. 3 because we have to pay for the question paper. This raises doubt . . . parents ask lot of questions – why are you collecting money for half-yearly exams and not for annual
- As the CRCC are part time, we did not get any support from them – we had problems in calculating average marks in schools where there lots of students.
- Teachers find it difficult to conduct oral examination when there are many students . . . manipulation of marks take place. . . teacher tests only 4-5 students and rest of the children are sent away.
- Questions from the textbook gets repeated in the examination.
- Question papers should have more letter writing for classes III, IV and V.
- Teachers' paper work has increased; it is difficult to manage when there are only two teachers in the school
- Children who do not appear for the examination we take a re-test. Headmaster declares a date when it would take place . . . this takes place in schools especially when there is a high dropout.
- The time limit for Classes IV and V should be extended.
- Shortage of questions were reported. . . we had to Xerox the question paper.
- Children from tribal areas find the language of the question papers difficult.
- When a child finds it difficult to understand the language of the question we then translate it for them.
- In the English paper there are questions, which deal with translation from English to Oriya and not vice versa
- The timings of the CAE need to be reconsidered as lot of local festivals takes place in the month
- At the district level there has been no systematic analysis of the LATS data, nor identification of the hard spots . . . what is the use of filling the LATS performa, so much time is spent on filling the formats . .
- The LATS format does not come with the question paper. this delays the process.

Source: Field notes and discussion with teachers , 2005

Children speak out . . .

- Annual examinations are more fun and easier . . . with lot of pictures.
- I leave the examination hall 15 20 minutes earlier . . . the questions are easy, mainly objective type.

Box 2

The day of the exam

We come to school early in the morning. I buy a new pen for the exam. After sweeping and cleaning the floor and prayers we go to our classroom where attendance is taken. The bell rings and we go to the rooms where the teachers tell us. We sit in rows . . . behind and on my side students of other class sit. We write out names on the question paper. The teacher checks whether we have written it correctly. If we have difficulty teacher explains the question in our language.

When the bell rings we hand over the paper to the teacher. We go home and then come back for the after noon exam. After 10 days the teacher tells us the marks. Teachers tell us if we have not done well and study hard. We also see the answer sheet. Our parents are called. Parents give us money to buy sweets if we do well.

Evaluation and examination have generated both enthusiasm and anxiety among children.

Source: Field notes, September 2005

Interacting with the community

- Earlier only question paper was given, but now children are provided with answer sheet . . . this is an improvement.
- The children bring the question answer sheet . . . I have to sign it . . . since I am illiterate I give my thumb impression. Teachers call me to the school and inform me how my child has done.
- I feel very happy when teacher tells me that my child has done well. I have studied only up till class V; I want my child to study hard.

Dialogue with SPO, DPO, SCERT and DIET faculty

Issues raised were:

- The state has taken a good decision to introduce the CAE . . . The teachers are under pressure . . . compulsion to finish the course . . . unless the course is finished the children will not be able to answer the questions in the CAE . . . IATS allows us to understand the hard spots faced by the teacher
- In the school level format there is no difficulty faced by the teachers in filling the three parts. We had a vision that CRCC would be using it and pedagogical planning would be done accordingly . . . but this planning is yet to take place.
- In the first year we saw the response, the schools provided the correct data . . . but at the cluster level the calculation of combined average - calculation of mean - was missing. Mean is a problem both for the teachers and for the CRCC . . . it is more for

the teachers, they do not want to exert their minds. In any project work we are not part of the mainstream so it is difficult for us to exert pressure.

- The format requires the teacher to calculate average marks – but how will the teacher use the information on average marks . . . there is no plan.
- Monitoring is one of the weakest point in this program. Some teachers in very remote areas conduct the exams on three days instead of the stipulated five days. The timetable is not followed . . . shows monitoring is weak.
- DIET members are called only to help in the preparation of question papers. They should be involved in the analysis of the LATS data. There has been only verbal discussion but no help has been sought from them. Faculty members of DIET be made responsible for monitoring, execution of plan of action and documentary record of actions taken on the basis of LATS and the outcome.
- In reality CRCC are not concerned about the LATS results - they just think it as passing on the information to the higher authorities . . . major difficulty we are facing even now
- Unless the district is serious about pedagogy nothing will be done.
- The part time policy for post of CRCC¹² . . . took advantage of this in between position . . . did neither teaching nor was able to provide academic support and this affected the LATS program.
- The CRCC is involved in other work other than pedagogical work for which they were meant . . . if we do not strengthen the CRCC no pedagogical vision or intervention will work.
- Rigorous monitoring of teams is needed during examination time and during filling of the LATS format at school, cluster and state level.
- DPC and DPO office should give more importance for the authenticity of the data

SCERT and DIET

In the first year SCERT played a crucial role in selecting the DIET members who were good, resourceful, dynamic and involved in DPEP and SSA activities. These teacher educators 30 in number were given charge of each district. However in the subsequent years the role of DIET and SCERT was limited to developing training modules, providing training (Udaya II and III and UNMISHA II) and help in the development of questions papers.

Therefore in order to streamline the CAE and follow up of LATS, SCERT had sent a 'structured proposal' on the role of institutions like DIET and SCERT to SPO. The state was yet to respond to this proposal.

Role of DIET:

- Providing necessary academic support to the DRG and BRG members for development of question papers
- Monitoring the examinations (transport facilities from DPO)
- Submitting the monitoring report to the DI of School, DPC, SCERT, OPIPA

¹² A state government policy of part time CRCC¹² was in operation, which meant 15 days in school and 15 days as CRCC. This policy was in operation in district Koraput.

- Discussing with the district level functionaries during the examination period, if any dislocations observed.
- Helping the CRCCs and BRCCs to consolidate the data in the appropriate format.
- Preparing a comprehensive district report on the learner achievement
- Sharing the findings with the DRG, BRG members, CRCCs and BRCCs

Role of SCERT:

- The members of the Quality Enhancement (QU, in SCERT) will attend workshops for development of questions at district and monitor the process.
- Monitoring the entire examination processes at district, block and school level.
- Analysing the district reports and preparing a state report
- Organising sharing meeting with members regarding the results.

Flow of Information

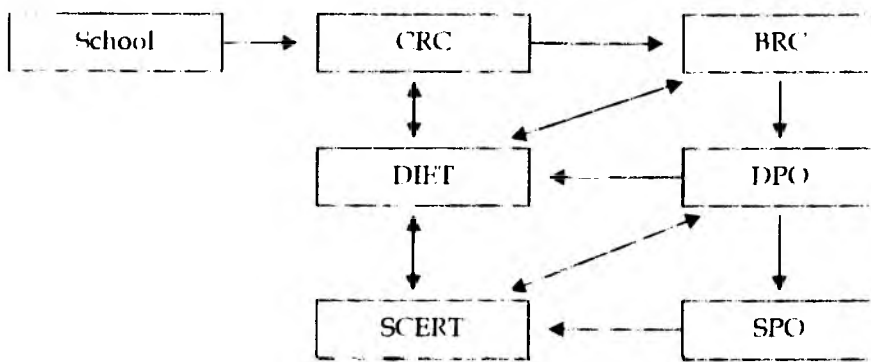


Table 13: Role of Institutions in the Achievement Mapping Process

Planning the Common Annual Examination (proposed by SCERT)			
Name of activity	Participants	Responsible	Time-Frame
Workshop preparation of question paper from Class I-VI as per OPEPA guidelines	DRG members, subject specialists and DIET faculty	DPC	January second week
Finalisation of the question papers by the State Resource Group (CCI) after necessary improvement		DPC	January third week
Printing of question paper		DPC	February first and second week
Conducting of the CAE			
Distribution of the question papers to schools as per requirement		DPC, BRCC, CRCC	February third week
Conduct of Annual Examination as per the program		Head Master of the school	Date as per the order of DPC/DI
Monitoring of the examinations by DIET faculty	DIET	DPC to arrange monitoring programme	Examination dates
Submission of the monitoring report to DPC, SCERT and OPEPA		DIET	10 days of completion of Annual Examination
Post-Examination Activities			

Evaluation of answer sheets and publication of results	DPC	Head Master, SI of schools	After 10 of completion of results
Filling of LAIS formats at school level		Head Master, teachers of school	April first week
Cluster level consolidation of the data and onward transmission to BRC	CRCCs, DIET faculty	CRCC	April third week
Submission of computerised database to SPO		BRCC	May last week
Block level consolidation of data and onward transmission to DPC		DPO/SSA	May last week
District-wise report preparation		DPO/DIET	May middle week (15 th)
Sharing workshop for the result among DRG and BRG members and the plan for raising the learning achievement of the students		DPO	May last week
<i>The Directorate and SCERT, Orissa has proposed systemic changes for the effective implementation of the CAE and tracking learning achievement. Some of them are already in place. But post examination activities and strategies for or follow up action are yet to be concretised.</i>			

Source: SCERT, 2005

There is no doubt that CAE and all - teachers, parents and children, have welcomed tracking the learning achievement of children through the LAIS program. Progress has not been smooth. There have been many ups and downs and the issues and concerns raised above need to be addressed.

VI

CONCLUSION

This study has attempted to document an innovative practice for achieving quality elementary education one of the important components of UFE. Achievement mapping or LATS is a mechanism developed to track the learning achievement of the students. As seen in the earlier chapters the program has demonstrated interesting and exciting possibilities. However observation and in-depth discussions at various levels – state, district, block/cluster and school do raise certain concerns as well which need to be addressed. These are discussed below:

Achievements and some concerns

The LATS programme has demonstrated interesting possibilities and has given a new direction to quality monitoring. There can be little doubt over the appropriateness of the program. It has provided some significant lessons, which can be very useful especially when new experiments are being encouraged. As seen in the previous chapters the program has many positive features, a framework for states to build on. The project requires systematic guidance and on-going support if it has to sustain.

Having said this there are also some concerns, which also needs to be addressed. These have been discusses below:

- The districts would have been better equipped to handle the program of such intensity if the state had introduced it with adequate preparation. Systematic trialling and piloting it in few districts prior to it being up scaled emerges as an essential component of any program.

Follow up action based on the data from LATS has yet to take place. Information from the formats was not being utilised to focus on those who consistently performed poorly - teachers had no specific plans to address neither these students - nor those whose performances had suddenly fallen. Remedial teaching should be not be seen merely as *'taking extra classes for weak students.'* It should be well planned, with greater clarity on strategies for different learning levels of students. The state could think of strengthening the program by forging linkages with other program like NPEGEL in a convergent mode. This program has special provisions for remedial teaching for girl students

Attempt has to be made to ensure that information from LATS data feed into the teaching learning process. The answer scripts should be analysed at the school and cluster level not only to find out how children respond to the questions but the kind of mistake they make

- Since the consolidation of the LATS has to be done at the district level it is very important that MIS personnel are in regular place. The capability to process, analyse, interpret effective use of the data is important. This is not only useful for planning but also for monitoring and make any changes, if necessary. A greater emphasis on the analytical skills of all involved is required before the full potential of LATS is realised.
- In trying out of any innovative programme it becomes very necessary to ensure that all the systems/structures whose involvement is envisaged in the implementation at the field level are not only in place but also adequately equipped for the task. A great deal of the success of the new initiatives rests on the efficiency of the district and block/cluster level structures, particularly for monitoring and providing on-site support. The part time nature of the appointment of BRCCs and CRCCs as seen in Koraput prevents them from taking up tasks in bringing about quality improvement.¹³ Since it is these sub-state level structures, which is responsible for implementing the program at the ground level, the need for effective and timely training and resource support to them is very significant. This also implies the need for instituting an effective system for bringing in accountability at all levels.
- A resource group drawing in expertise from SCERT, DIET and DRG, BRG and experience teachers is very useful. With proper chain in place, this can respond on the need basis in planning and implementation. Feedback and review mechanisms should evaluate the planning and implementation on an annual basis and the redressing action should be reflected in the next year's work planning. While reviewing the LATS format, the state could consider including variables like social categories, rural and urban to track the learning achievement
- Capacity building or training should take place before the whole cycle - commencement of the CAE and consolidation and analysis of the LATS data. Training should help to clarify the problems faced at the ground level.
- Language of the test paper raised by almost teachers (students from tribal areas find it difficult to comprehend the language of the question paper) is an area of concern. The First Joint Review Mission of SSA in the Orissa Visit Report has mentioned the contextual approach: *from an equity perspective that requires an inclusive and differential contextual approach, the desirability of a common state-wide or district wide test may be questioned*. On the other hand opinion was expressed from SPO that: *if we have different test paper for different schools how do we compare school effectiveness which cannot be done through contextual test i.e. formative test but through summative test . . . this comparisons is healthy for teacher and children. Also since the district is planing for SSA the district should know the relative performance of schools, what type of inputs needed for each school. Therefore we need a uniform scale.*

¹³ First Joint Review Mission of SSS in the Orissa Visit Report has also raised this issue. It has recommended that the state to re-consider this aspect

- Any new program can be successfully introduced only if it is preceded by efforts towards preparing the ground for it and creating the necessary climate. For better understanding and acceptance there is need to take into confidence the teachers, educate the community and parents and all other stakeholders. This however was not taken care of when LATS was introduced in 2003-04.
- State must realise the importance and significance of good documentation of activities and effective communication of ideas, intents and processes. It facilitates institutional memory and makes the program more visible and transparent. Good practices across the districts may be documented and shared in an interactive manner with the state, district level functionaries and other stakeholders.

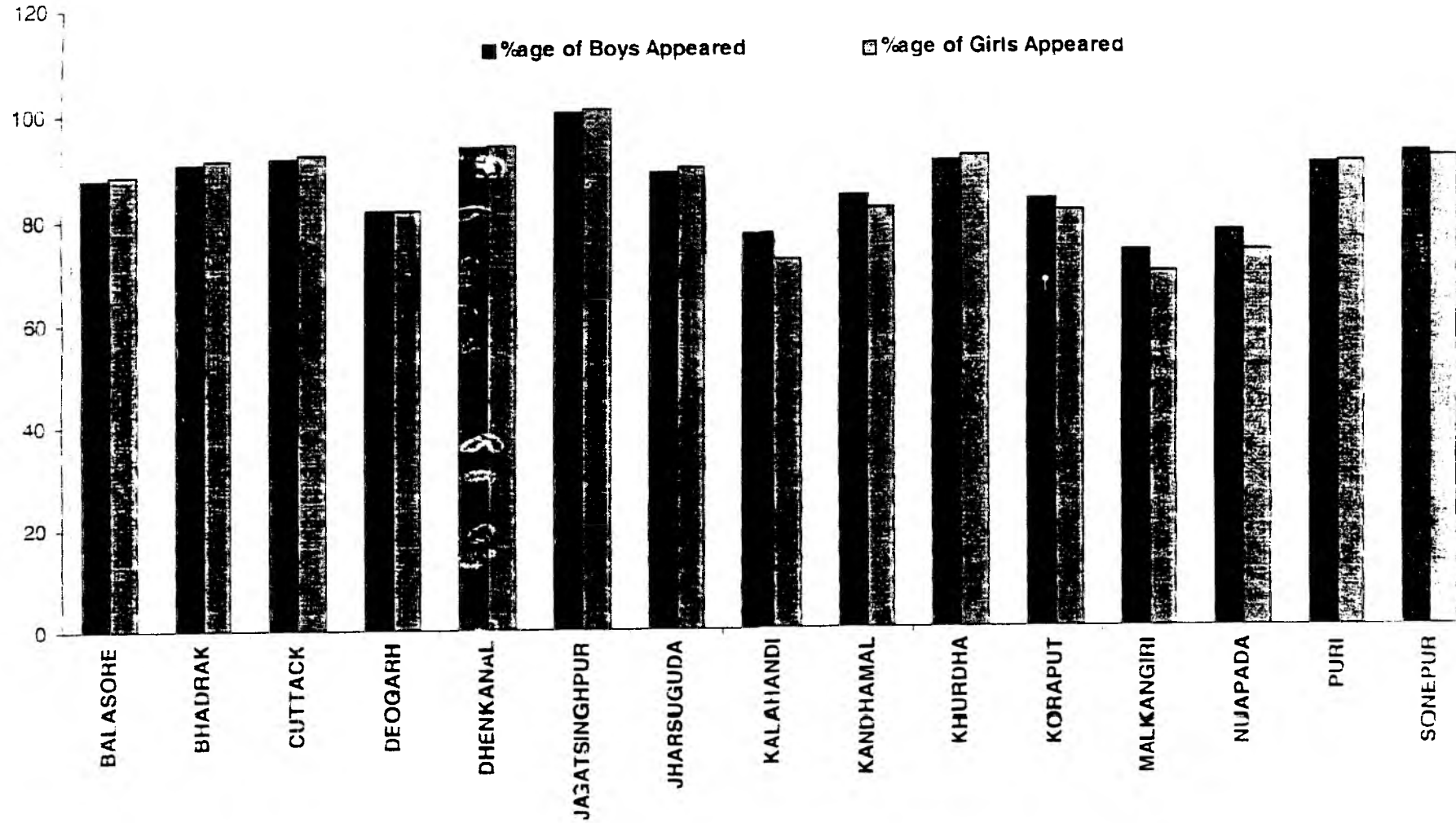
The LATS program has been the result of different priorities, ideas and processes emerging from past experience and feedback from the field. It is an interesting and innovative program – concentrating on a specific area and particular activity. Being only in the second year it is too early to make any conclusive assessment. It has provided some significant lessons for the larger system, which can be very useful. But it has to widen out, reach different contexts and sections to become a good practice. The program still continues to evolve according to felt needs. As we know all new programmes and innovations need time to stabilise and establish their worth.

ANNEXURES

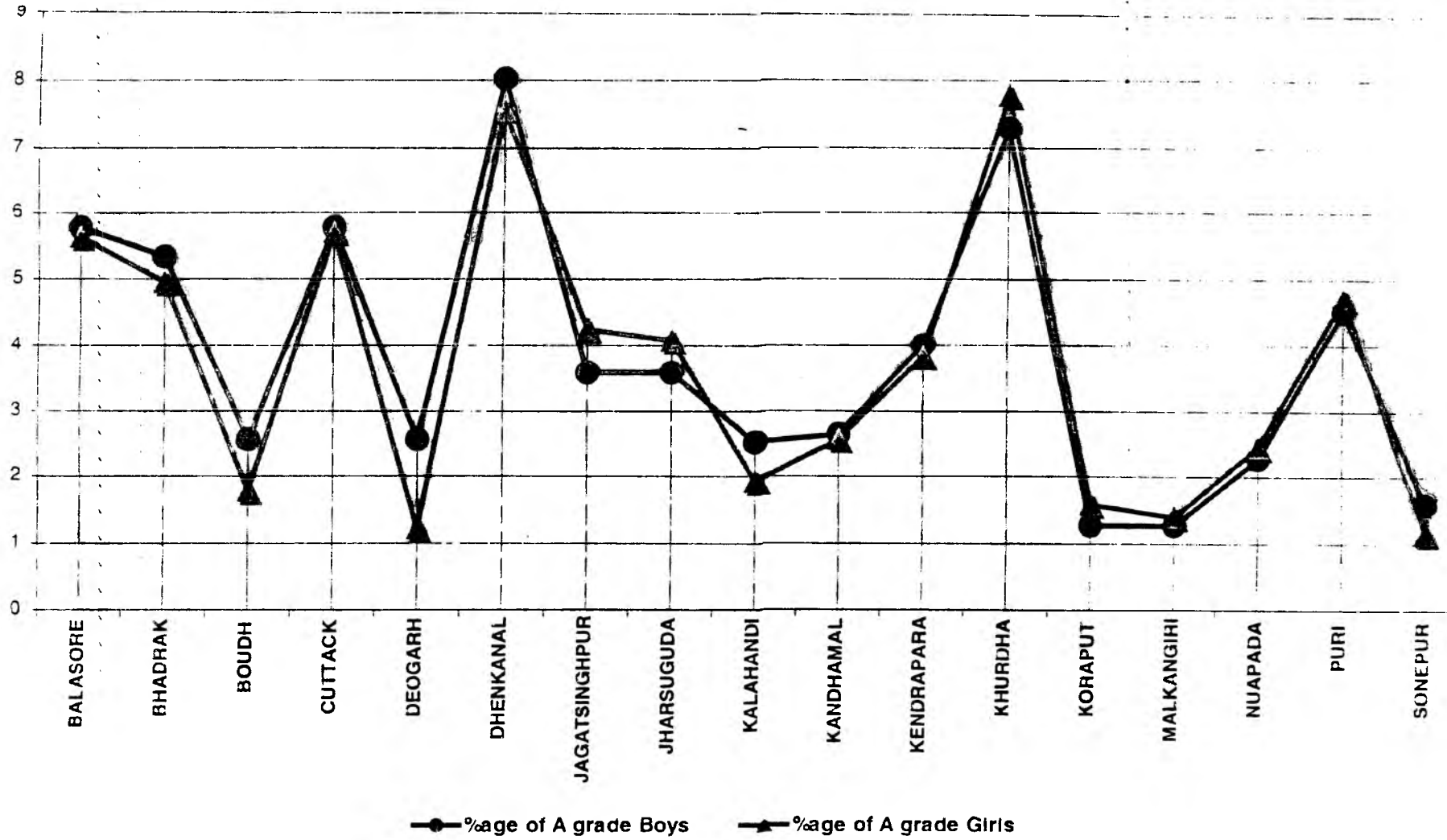
Annexure I -	The gender-wise graphic representation of students appearance
Annexure II -	Performance analysis showing gender gap of students in Class III (Subject- Oriya) - % of A grade achievers
Annexure III-	Performance analysis showing gender gap of students in Class III (Subject- Oriya) - % of D grade achievers
Annexure IV -	Performance analysis showing gender gap of students in Class V (Subject- Oriya) - % of A grade achievers
Annexure V-	Performance analysis showing gender gap of students in Class V (Subject- Oriya) - % of D grade achievers
AnnexureVI -	Itinerary and list of people met and interviewed
Annexure VII-	Format for LATS
Annexure VIII -	Guidelines to CRCs for consolidation of school level LATS Data (in Oriya)
Annexure IX -	Format for categorisation of primary schools
Annexure X -	Learning Achievement Tracking System Software

Annexure - I

The gender-wise graphical representation of students appearance

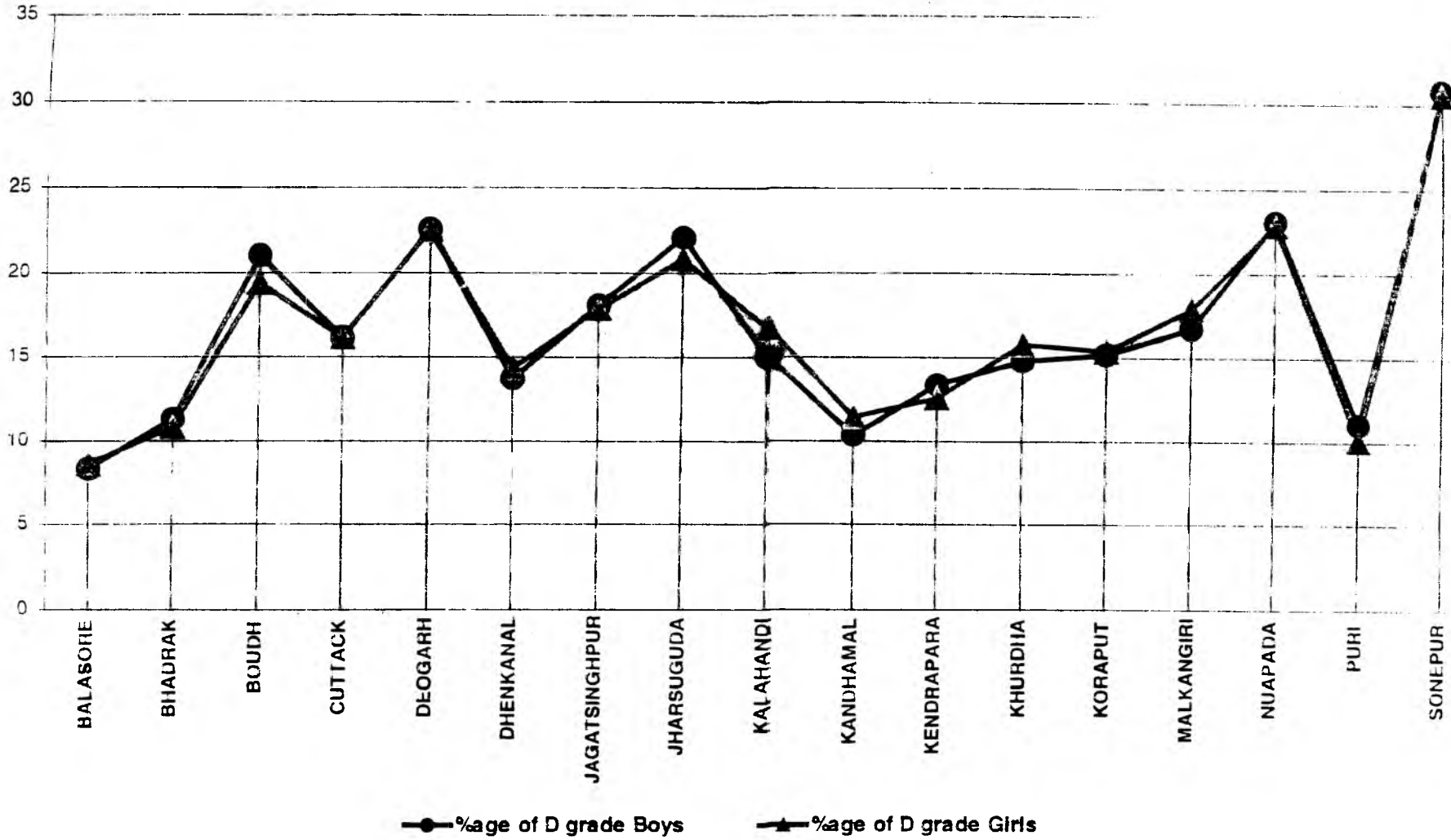


Performance analysis showing gender gap of students in class-III (Subject - Oriya) - %age of A grade achievers

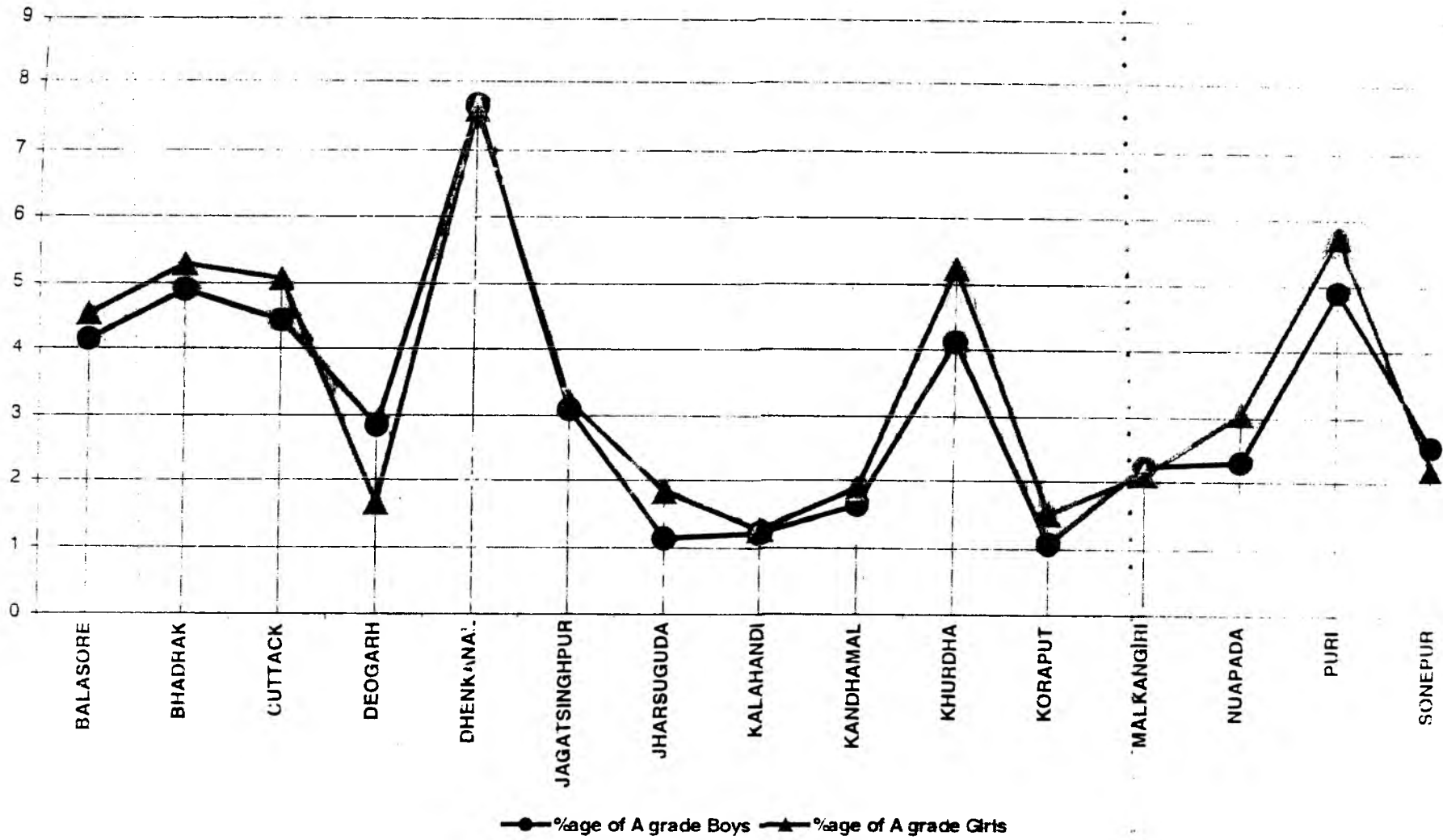


Annexure - III

Performance analysis showing gender gap of students in class-III (Subject - Oriya) - %age of D grade achievers



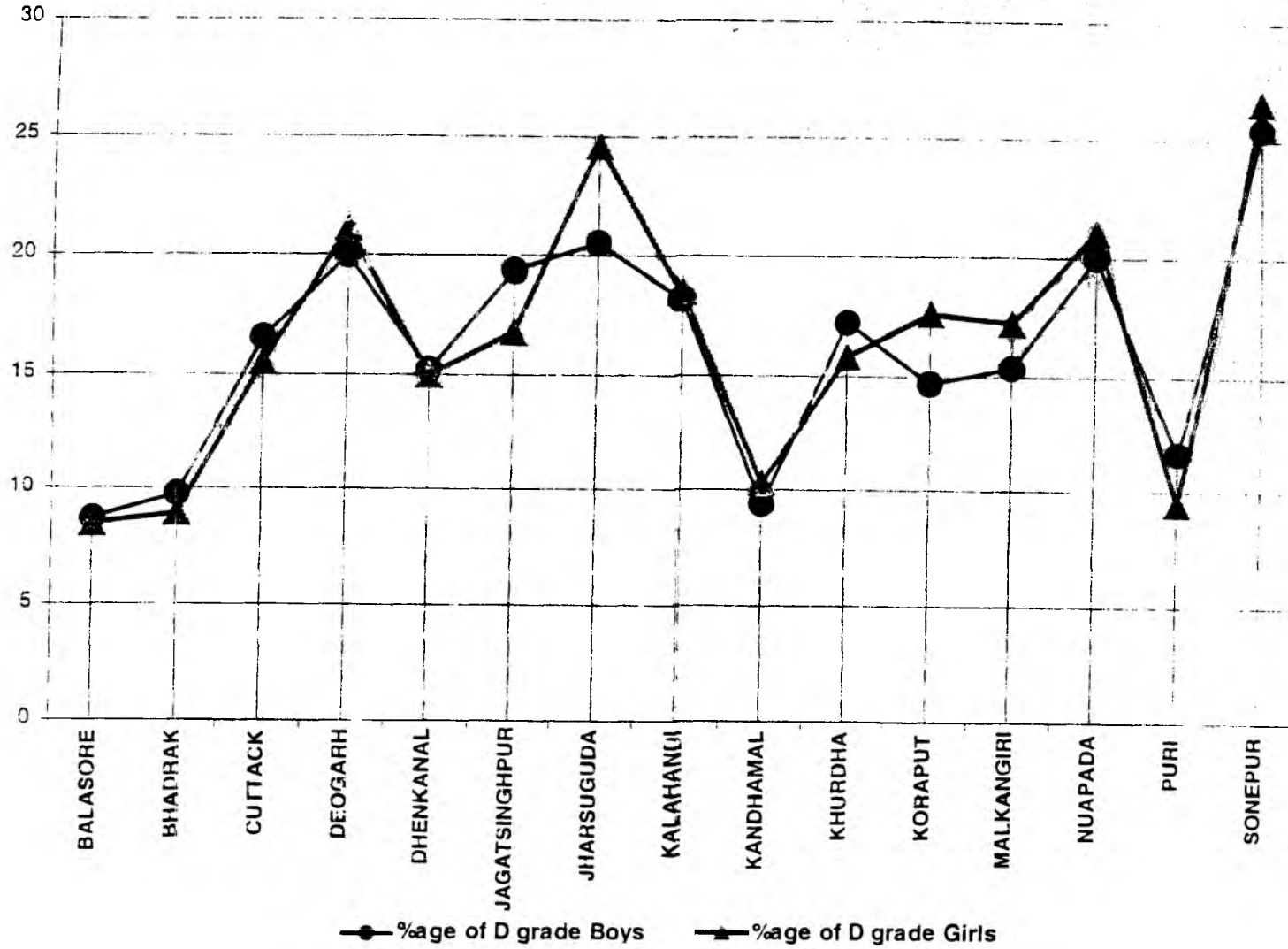
Performance analysis showing gender gap of students in class-V (Subject - Oriya) - %age of A grade achievers



75

Annexure – V

Performance analysis showing gender gap of students in class-V (Subject – Oriya) - %age of D grade achievers



Annexure VI

Itinerary and List of People met and interviewed

Date	District	Name of School	People Met
28.8.2005	Bhubaneswar	Discussions with State Pedagogy Unit	
29.8.2005	Koraput		DPC,
30.8.2005			Pedagogy Co-ordinator,
31.8.2005		DIET, Jeypore	DI and SI of schools, DRG members BRCC and CRCC, Headmaster teachers and students VEC, parents and community members
1.9.2005	Malkangiri		DPC,
2.9.2005			Pedagogy Co-ordinator,
3.9.2005		U.G.M.E. School - Kudumuluguma	MIS In-charge DRG members DI of schools, BRCC and CRCC, Head Teacher teachers and students VEC, parents and community members
4.9.2005	Bhubaneswar	Discussion with SRG and DIET faculty during their training on UNMESH III SIEMAT	
5.9.2005	Discussions with SCERT and State Pedagogy Unit		
6.9.2005	Discussions with State Project Director and State Pedagogy Unit		

FORMAT
(to be filled at school level)

Learning Achievement Tracking System

Annual Examination Results

Name and Address of the School _____

Name of CRC _____

Block _____ District _____

A. Information about the Students appearing at the Common Annual Examination (CAE)

Class	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total enrolment in the class during the beginning of the session (A)														
Total number of students appearing at the CAE (B)														
Number of dropouts (C)														

N.B. - This format to be filled by the school teacher

This format will also be used for collecting information from the EGS centres

B. Annual Examination Results - I

Average Marks Secured*

Class	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Subject														
MH / Language														
Mathematics														
Social Science/SST														
Science														
English														
Geography														

*Average marks secured in a subject = aggregate marks secured by all the students in a subject/number of students

N.B. - This format to be filled by the school teacher

This format will also be used for collecting information from the EGS centres

C. Annual Examination Results - II

Number of Students in Different Achievement Levels

Subject: Language/Math/ Social Sciences (SST)/ History/ Geography/Science/English*

Class	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Marks Secured in														
80% and above (A)														
60- % to 70% (B)														
30% to 59% (C)														
Less than 30% (D)														

* Separate formats will be used for different subjects

N.B. - This format to be filled by the school teacher

This format will also be used for collecting information from the EGS centres

Common Annual Examination
(to be filled at cluster level)

CRC Level Information

Name and Address of CRC _____

No. of schools covered in the CRC _____

No. of Primary schools _____

No. of Upper Primary Schools _____

No. of EGS Centres _____

Name of Block _____

Name of the District _____

I. Information about students appearing at the CAE

- | |
|--|
| <p>A. Total enrollment in the class during the beginning of the classroom</p> <p>B. Total number of students appearing at the CAE</p> <p>c. Number of dropouts</p> |
|--|

Information about the Students of the Schools

Class	Name of the School	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII	
		B	G	B	G	B	G	B	G	B	G	B	G		
1	A														
	B														
	C														
2	A														
	B														
	C														
3	A														
	B														
	C														
4	A														
	B														
	C														

* Separate formats will be used for different subjects

N.B. - This format to be filled by the school teacher

This format will also be used for collecting information from the EGS centres

Common Annual Examination

CRC Level Information

Name of CRC _____

Name of Block _____

Name of the District _____

M – Average Marks Secured

Achievement Level

80% and above (A)

60% to 79% (B)

30% to 50% (C)

Less than 30% (D)

II. Subject: Language Oriya

Class of the School	Class I				Class II				Class III				Class IV				Class V				Class VI				Class VII								
	M	Achievement Level			M	Achievement Level			M	Achievement Level			M	Achievement Level			M	Achievement Level			M	Achievement Level			M	Achievement Level							
		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D			
1	B																																
	G																																
	T																																
2																																	
3																																	
4																																	

- * Separate formats will be used for different subjects
- * This format will also be used for collecting information from EGS centres

Common Annual Examination

CRC Level Information

III. Name of the School/EGS Centres showing good and poor performance in the CAE

Name of the School				Name of the EGS Centre			
Sl. No.	60% of the Students securing 60% of the marks in the subjects	Sl. No.	60% of the Students securing 60% of the marks in the subjects	Sl. No.	60% of the Students securing 60% of the marks in the subjects	Sl. No.	60% of the Students securing 60% of the marks in the subjects
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	

Source: SPO 2005

Format for Categorisation of Primary Schools

Name and address of the school _

Name of CRC _

Block

District _

Major work	Specification	Full Marks	Marks Obtained	Remarks
Classroom climate	<ul style="list-style-type: none"> adequate classroom provided cleanliness of classroom white washing regular cleanliness 	8		
School environment	<ul style="list-style-type: none"> boundary wall/fencing tree plantation/gardening use of child friendly elements naming of classrooms 	8		
Facilities available	<ul style="list-style-type: none"> drinking water facility and its use use of toilet and its cleanliness 	2		
Maintenance and preservation of school record	<ul style="list-style-type: none"> admission register students' attendance register teachers' attendance register village register/education survey register school visit register stock register TLM register Cash book Log book Use of information board 	10		
Planning for regular functioning of school program	<ul style="list-style-type: none"> school calendar scheme of lesson school plan appointment of teacher as per PTR 	5		
Textbook/library	<ul style="list-style-type: none"> distribution of textbook/book bank proper utilisation of exercises/activities given in the textbook library catalogue and book issue register regular use of library books by the student, teachers and parents 	4		
School committee and	<ul style="list-style-type: none"> formation of school committee as per norm organising regular school committee 	8		

community participation	<ul style="list-style-type: none"> meetings • meeting and functions of MTA • functioning of PTA • recording and execution of the decisions taken in different meetings • role of NGOs • co-operation of AWC • community participation in preparation of TLM 			
School fund	<ul style="list-style-type: none"> • increasing school improvement fund and its proper utilisation • maintenance of school accounts • providing utilisation certificate 	3		
Learners' evaluation	<ul style="list-style-type: none"> • unit test • half-yearly/annual examination • evaluation of project work • evaluation of home assignments • evaluation of co-curricular activities • recording of evaluation outcome • discussion and analysis of evaluation outcomes with parents • use of progress card 	16		
Assessment of school program	<ul style="list-style-type: none"> • assessment by CRCC • assessment by BRCC • assessment by SIS • assessment by DID and other officers 	4		
Remedial measures	<ul style="list-style-type: none"> • remedial teaching for mentally retarded • special teaching for the gifted • special program for physically handicapped • regular correction in the list of drop-outs • mainstreaming the drop-outs in the regular school program 	5		
Classroom activity	<ul style="list-style-type: none"> • sitting arrangement of the students (bench-desk- chair) • whether boys and girls sitting together • sitting procedure (sitting in circular/half circular/small groups) • active participation of students in teaching learning activity • showing creative activities by the students • leadership quality of students in different activities • use of activity • group activity • project work 	10		

	<ul style="list-style-type: none"> regular correction of students activities 			
Teacher's personality	<ul style="list-style-type: none"> teacher's views on the students innovative ideas/activities produced by the teacher whether the language used by the teacher is understood by the students mutual co-operation among the teachers leadership quality of the teachers 	5		
Special activities organised in the school	<ul style="list-style-type: none"> regular health check-up of the students and use of health card debate/quiz competition annual sports music and dance competition annual / casual cultural competition 	5		
Teaching learning material (TLM)	<ul style="list-style-type: none"> preparation and use of TLM collection of TLM from the environment and its use TLM corner Preparation and use of TLM by the students Wall activity and its utilisation by the students Utilisation of TLM grants fund 	7		

Source SPO, 2005

Scores	Category of Schools
Above 80	A
Above 60-79	B
Above 40-59	C
Below 40	D

Source SPO, 2005

Total Score:

Category:

Signature of SI
Of Schools

Signature of
BRCC

Signature of
CRCC

Signature of
Headmaster/
Headmistress

Learning Achievement Tracking System Software User's Manual

LATS Software Overview

The software is customised to the requirements of MIS unit of SPO (OPEPA) for cluster and block wise mapping and is being used as a tool for district specific and disaggregated pedagogical planning. It has multi-user access facility and runs on any back-end databases.

The following requirements are required for the running of the Learning achievement Tracking Software:

Operating System

Windows 95, Windows 98 and Windows XP

Hardware Requirements

Pentium - I and above, 32 MB RAM, 800x600 video display

Software Requirements

Visual Basic and MS - Access

Installation

The executable program i.e. CRCEXAM.EXE can be placed in any location of the C drive but the data base Exam Result.mdb have to be placed in My Documents folder of C drive.

The full path of the database would be as: C:\My Documents\Exam result.mdb

It has the following functional modules. .

- 1) School data: provides interface with school data
- 2) Examination Result: provides interface to interact with data on examination results
- 3) Reports

The report option is sub-divided into following sections:

- Summary report showing enrolment, drop-out and appearance in exam
- Enrollment (class wise, sex wise)
- Appeared in examination (class wise, sex wise)
- Drop-out (class wise, sex wise)
 - Each of the reports are available in three levels (i.e. school level, cluster level and block level)
- Results (class wise, sex wise)
 - Category and subject wise performance
 - Subject and class wise performance

The software is intended to run at the district as well as the State Project Office by selecting a district.

A copy of the software is available at the Pedagogical Unit (SSA) of Technical Support Group of ED - C II, New Delhi

Abbreviations and Glossary

AWP	Annual Work Plan
AWPB	Annual Work Plan Budget
BAS	Baseline Assessment Survey
BDO	Block Development Officer
BEO	Block Education Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Co-ordinator
BRG	Block Resource Group
CAE	Common Annual Examination
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Co-ordinator
DIET	District Institute of Education and Training
DIS	District Inspector of Schools
DISE	District Information System on Education
DPC	District Project Co-ordinator
DPEP	District Primary Education Programme
DPO	District Project Office
Ed.CIL	Education Consultant of India Limited
EMIS	Educational Management Information System
GOI	Government of India
GOO	Government of Orissa
HT	Head Teacher
IED	Integrated Education for Disabled
JRM	Joint Review Mission
LATS	Learning Achievement Tracking System
MIS	Management Information System
NIEPA	National Institute of Educational Planning and Administration
OPEPA	Orissa Primary Education Programme Authority
PS	Primary School
SCERT	State Council of Education Research and Training
SIS	Sub Inspectors of Schools
SPD	State Project Director
SPO	State Project Office
SRG	State Resource Group
TC	Technical Consultant
TLM	Teaching Learning Materials
TSG	Technical Support Group
VCC	Village Construction Committee
VFC	Village Education Committee

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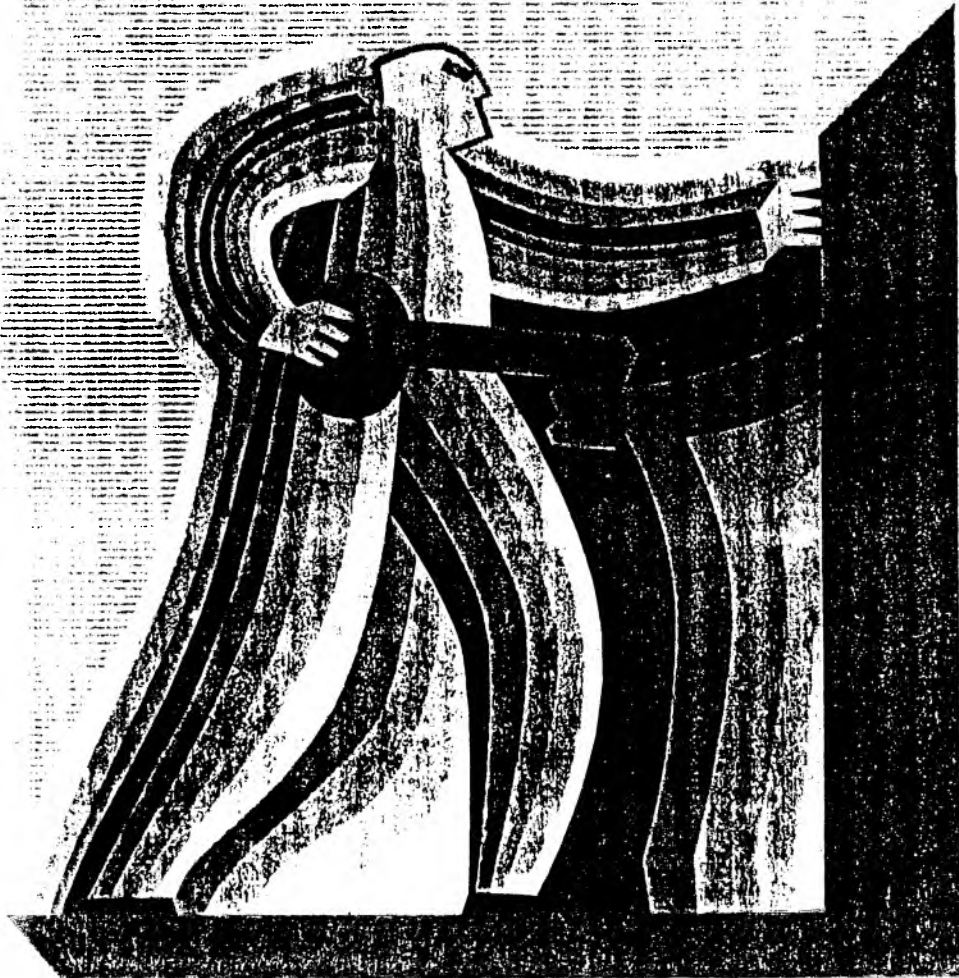
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User's Manual

Learning Achievement Tracking System



Information Sheet

The followings requirements are ideally required for smooth running of the Learning Achievement Tracking Software.

Operating System

Windows 95, Windows 98, Windows XP.

Hardware Requirements

Pentium-I and above, 32 MB RAM, 800 x 600 Video display.

Software Requirements

Visual Basic and Ms-Access.

Installation

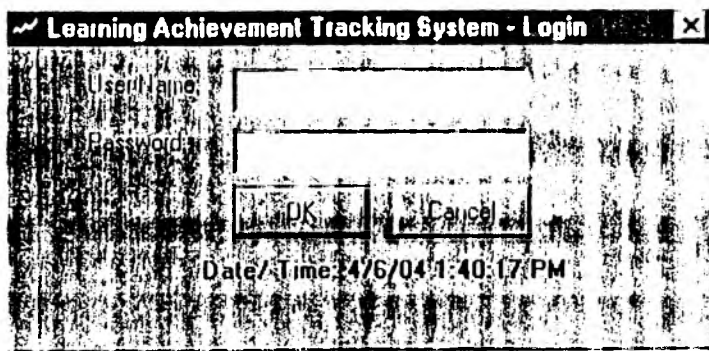
The executable program i.e, CRCEXAM.EXE can be placed in any location of the C drive but the database Exam Result.mdb have to be placed in My Documents folder of C drive.

The full path of the database would be as, C:\My Documents\Exam result.mdb failing to which the system will give a Run time Error with message "Could not find file 'C:\My Documents\Exam result.mdb'

How to use the software?

The executable program can be run by double clicking on it or running it from the run menu of the windows start menu. Also this can be added to the programs menu with the wizard used for creating shortcuts.

The user is first asked to enter the user name and password in the login screen (fig. 1) for safe use of the software and the database access



(Fig. - 1)

Use the supplied username and password to proceed further. With the current version, the software provides the following options:

School Data – Provides interface to interact with school data.

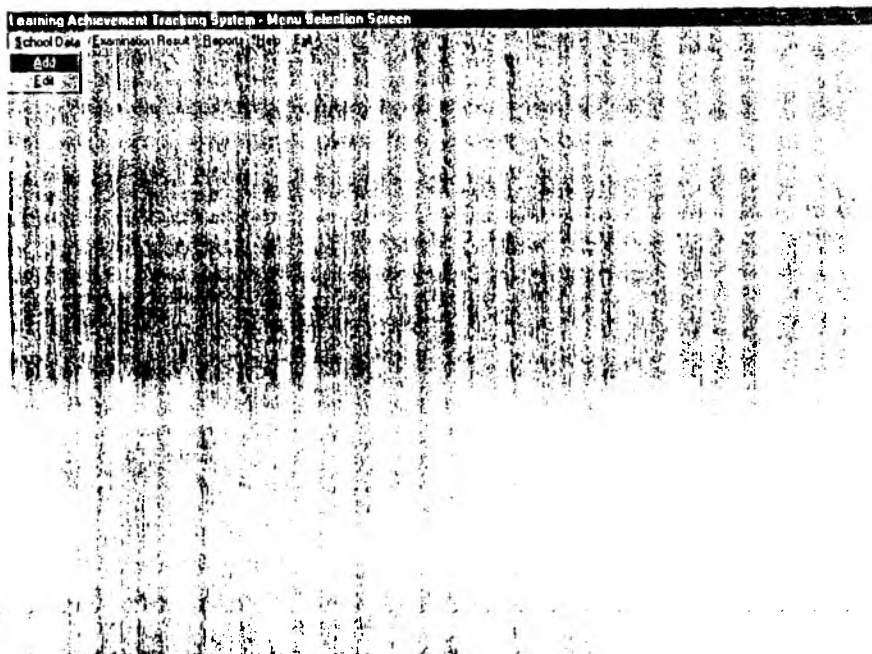
Examination Result – Provides interface to interact with data on examination results

Reports – Generates reports at different level on different data

Section – A

School Data

This menu again provides again two sub options (Fig. 2).



(Fig. - 2)

1. **ADD** this option provides the interface (Fig. -3) to enter data of schools.

(Fig. - 3)

The screenshot shows a software interface titled "School Data Entry Screen". It features several input fields and buttons. At the top, there are two dropdown menus for "District" and "Block". Below these are text boxes for "CRC Name" and "CRC Code". Further down, there are text boxes for "School Name" and "School Code". A large grid of input fields is present, with labels on the left side including "Students enrolled in the year", "Appared in Annual Examination", "Number of students", and "Number of". At the bottom of the screen, there are several buttons: "Save", "Add School", "Add CRC", "Print", "Exit", and "Help".

Steps

1. Click and Select your District name from the combo box.
2. Click and Select the Block in which the School exists.
3. Enter the CRC Name in the text box and enter the CRC Code. (The DISE code for the CRC School to be used as the CRC code.)
4. Similarly enter the School Name and School code (as per DISE). If the user tries to enter a record for a school that has been already entered a message is displayed to check the data and hence duplicate records will not be saved.
5. Enter the figures and click on Save button to save the record. (As there may be more than one school under a CRC, please click on Add School Button to continue with the same CRC otherwise if the next school comes under a different CRC click on the Add CRC button to start with a new CRC.
6. Click on Exit button to come out of the School Data Entry Screen.

2. **EDIT** - this option provides the interface (Fig. - 4) to edit the existing data of the schools.

The screenshot shows a software interface titled "School Data Entry Screen". It contains several input fields and a data table. At the top, there are dropdown menus for "District" and "Block". Below these are text boxes for "CRC Name" and "School Name". The main data entry area is a table with columns for classes (CL I, CL II, CL III, CL IV, CL V, CL VI, CL VII) and rows for "Boys" and "Girls" under three categories: "Students enrolled at the beginning of the year", "Appeared in the Annual Examination", and "Number of students dropped out". At the bottom of the screen, there are buttons for "EDIT", "SAVE", "PRINT", "EXIT", and "HELP".

(Fig. - 4)

The interface is exactly same as that of the ADD screen. Only the ADD SCHOOL & ADD CRC command buttons are disabled here and the EDIT command button, which is disabled in the ADD screen, is enabled here. All the data in this screen are to be selected from the Combo boxes since this interface does not allow any new school to be added rather edit the data of existing schools.

Steps

1. Click & Select your District name from the combo box
2. Click & Select the Block under that district in which the School exists.
3. **Click on the EDIT command button to fetch the existing CRC and School names. (After Clicking on the EDIT command button the text boxes for CRC Code and School Name are changed to Combo boxes)**
4. Click and select the CRC and School Names from the available list respectively. (After the selecting the School name if a matching record is found in the data base the records are displayed on the screen)
5. Edit the figures as required and click on Save button to save the record
6. Click on Exit button to come out of the School Data Entry Screen

Section – B

Examination Result

This menu again provides again two sub options.

- 1 **ADD** – this option provides the interface (Fig –5) to enter Examination result data

(Fig. – 5)

	Boys	Cl - I	Cl - II	Cl - III	Cl - IV	Cl - V	Cl - VI	Cl - VII	
Secured >= 90%									Save
Secured >= 80% and <= 79%									Refresh
Secured >= 70% and <= 69%									Print
Secured <= 60%									Delete
Average Marks Secured									Exit

Steps

1. Click and Select your District name from the combo box.
2. Click and Select the Block in which the School exists.
3. Click and Select the CRC Name from the Combo box
4. Click and Select the School Name.
5. Click and select a subject for which marks are to be entered.
6. Enter the figures and click on Save button to save the record
7. Click on Exit button to come out of the School Data Entry Screen

EDIT this option provides the interface (Fig - 6) to edit the existing data of the schools.

(Fig. - 6)

The interface is exactly same as that of the ADD screen. All the data in this screen are to be selected from the Combo boxes.

Steps

1. Click & Select your District name from the combo box.
2. Click & Select the Block under that district in which the School exists.
3. Click and select the CRC, School Names and subject from the available list in combo boxes respectively. (After selecting the School name and subject if a matching record is found in the data base the records are displayed on the screen)
4. Edit the figures as required and click on Save button to save the record
5. Click on Exit button to come out of the School Data Entry Screen.

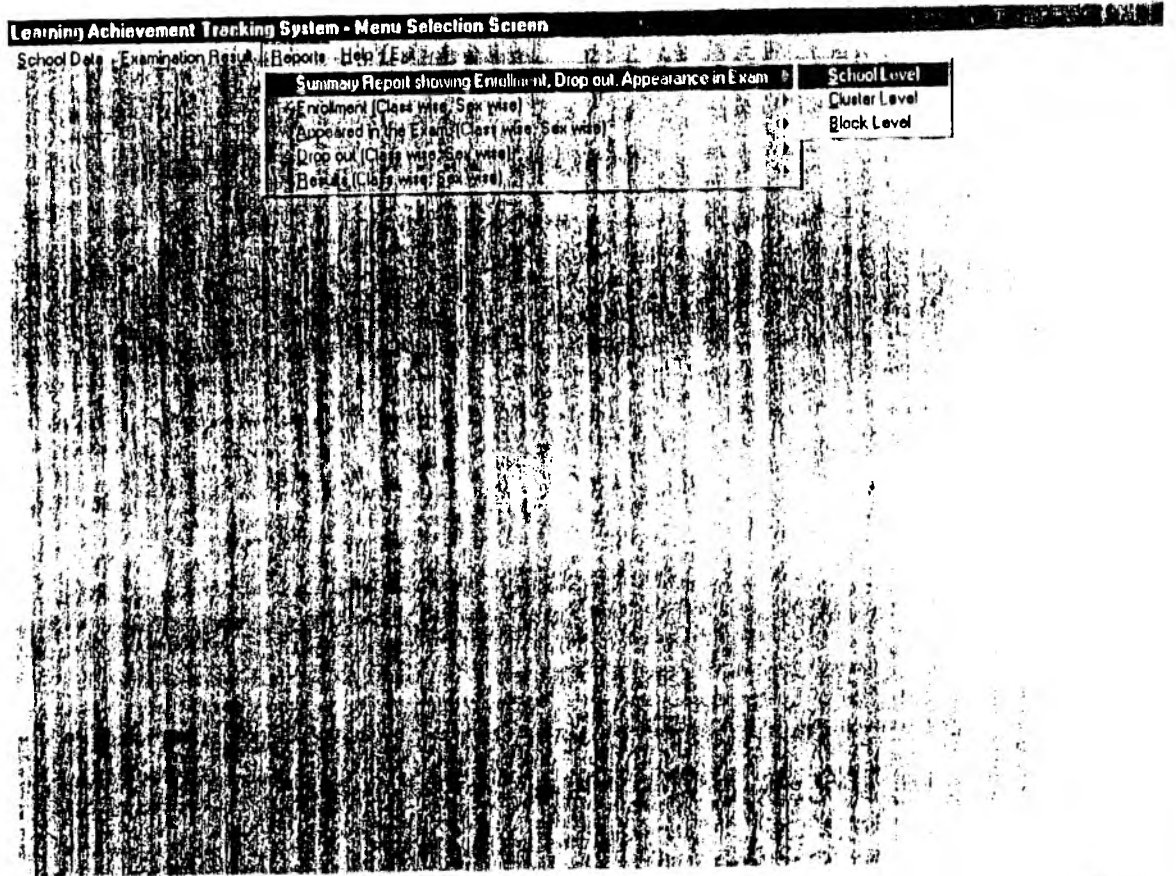
Section – C

Reports

The Reports option again is sub divided to following sections as in Fig - 7

- Summary Report showing Enrollment, Drop-out, Appearance in Exam
- Enrollment (Class wise, Sex wise)

- Appeared in the Exam. (Class wise, Sex wise)
- Drop out (Class wise, Sex wise)
 - Each of these reports are available in three levels (i.e, School Level/ Cluster Level/ Block Level/)
 -
- Results (Class wise, Sex wise)
 - Category and subject wise performance
 - Subject and class wise performance



(Fig. – 7)

On selection of any of the above reports the software generates reports at different levels as shown in the figures 8 (a), (b), (c) and (d)

Fig.8(a) Showing a report at School level

Enrollment Drop out, Appearance in Exam (School/ EGS centre wise)

Zoom: 100%

Summary Report showing Enrollment, Drop out, Appearance in Exam. (School/ EGS centre wise)

Block	CRC Name	School	Enrollment	Appeared in CA Exam.	Dropout
ANGUL	abcd	abcd	123	0	0
ANGUL	angl crcl	cro1sch1	45	0	0
ANGUL	Anugul CRC-1	CRC School -3	8655	102	52
ANGUL	Anugul CRC-1	CRC-1 School-1	688	137	45
ANGUL	Anugul CRC-1	CRC-1 School2	360	110	594
ANGUL	asdl	asdl	4	0	0
ANGUL	asdlg	asdlg	45	0	0
ANGUL	dflgfg	gdflgdg	41	0	0
ANGUL	lghth	glhth	454	0	0
ANGUL	hghthghf	abcd	930	9351	456
ANGUL	hghthghf	abcyud	215190	122.321	0
ATHAMALIK	ATHMALIK CRC 1	ATM SCH1	126	126	126
ATHAMALIK	ATHMALIK CRC 1	ATMCRC2	70	70	70
BANARPAL	asdl	asdl	5	0	0

Pages: 1

Fig.8(b) Showing a report at Cluster level

Enrollment (Gender wise and Class wise)

Zoom: 100%

Summary Report showing Enrollment (Gender wise and Class wise)

Block	CRC Name	Nos. of Schools	Enrollment														
			Class - I		Class - II		Class - III		Class - IV		Class - V		Class - VI		Class - VII		
			B	G	B	G	B	G	B	G	B	G	B	G	B	G	
ANGUL	abcd	2	123	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANGUL	angl crcl	1	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANGUL	Anugul CRC-1	3	8688	18	133	9	129	18	177	21	6	0	3	162	225	132	
ANGUL	asdl	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANGUL	asdlg	1	45	0	0	0	0	6	0	0	0	0	0	0	0	0	0
ANGUL	dflgfg	1	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANGUL	lghth	1	454	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANGUL	hghthghf	3	102	73	433	35	180	2121	161	7384	33	100	101	295	0	34	
ATHAMALIK	ATHMALIK CRC 1	2	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
BANARPAL	asdl	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Pages: 1

Fig.8(C) Showing a report at Block level

Students appeared in the CAE (Gender wise and Class wise)

Zoom: 100%

Summary Report showing Students appeared in the CAE (Gender wise and Class wise)

Block	No. of CRCE	Enrollment													
		Class - I		Class - II		Class - III		Class - IV		Class - V		Class - VI		Class - VII	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
ANGUL	13	4611	4790	25	133	26	153	23	14	24	11	6	0	6	0
ATHAMALIK	2	14	14	14	14	14	14	14	14	14	14	14	14	14	14
BANARPAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Page: 1/1

Fig.8(d) Showing a report at Block level on Results (Class wise, Sex wise) [Category and subject wise performance]

Students appeared in the CAE (Gender wise and Class wise)

Zoom: 100%

Summary Report showing Students appeared in the CAE (Gender wise and Class wise)

Block	No. of CRCE	Enrollment													
		Class - I		Class - II		Class - III		Class - IV		Class - V		Class - VI		Class - VII	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
ANGUL	13	4611	4790	25	133	26	153	23	14	24	11	6	0	6	0
ATHAMALIK	2	14	14	14	14	14	14	14	14	14	14	14	14	14	14
BANARPAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Page: 1/1

[Subject and class wise performance]

Students appeared in the CAE (Gender wise and Class wise)

Zoom 100%

Summary Report showing Students appeared in the CAE (Gender wise and Class wise)

Block	No. of CRCs	Enrollment													
		Class - I		Class - II		Class - III		Class - IV		Class - V		Class - VI		Class - VII	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
ANJOL	13	4611	4780	25	133	26	153	23	14	24	11	6	0	6	0
ATHAMALK	2	14	14	14	14	14	14	14	14	14	14	14	14	14	14
B-NARPAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Pages: [Navigation icons]

All these reports can be printed by clicking on the icon as shown below.

Summary Report showing Enrollment (Block wise, Annual wise in Exam, School/EGS centre wise)

Block	CRC Name	School	Enrollment	Appeared in CA Exam	Dropout
ANJOL	ngmgfncr	sbcd	76746601	2	0
ANJOL	ngmgfncr	sbcd	133	14	3
ANJOL	Aruga CRC-1	CRC School-1	8655	102	52
ANJOL	Aruga CRC-1	CRC-1 School-1	596	137	45
ANJOL	Aruga CRC-1	CRC-1 School-2	380	110	194
ANJOL	ssdt	ssdt	48	56	52
ANJOL	rdfl	rdfln	145	89	0
ANJOL	ngmgfncr	sbcd	930	9351	456
ANJOL	ngmgfncr	sbcrud	215180	122321	0
ANJOL	qwrty	qwrty	505	180	160
ANJOL	Tral Ch	Tral 1 sch-1	128	33	33
ANJOL	rsx	sd	22	14	9
ANJOL	rsx	rsx	32	14	5
ANJOL	rsq	rsq	132	48	40
ATHAMALK	ATHAMALK CRC	ATM SCH1	126	126	126
ATHAMALK	ATHAMALK CRC	ATM CRC 2	70	70	70
ATHAMALK	ky	uni-1	432	98	106

Print

Zoom 100%

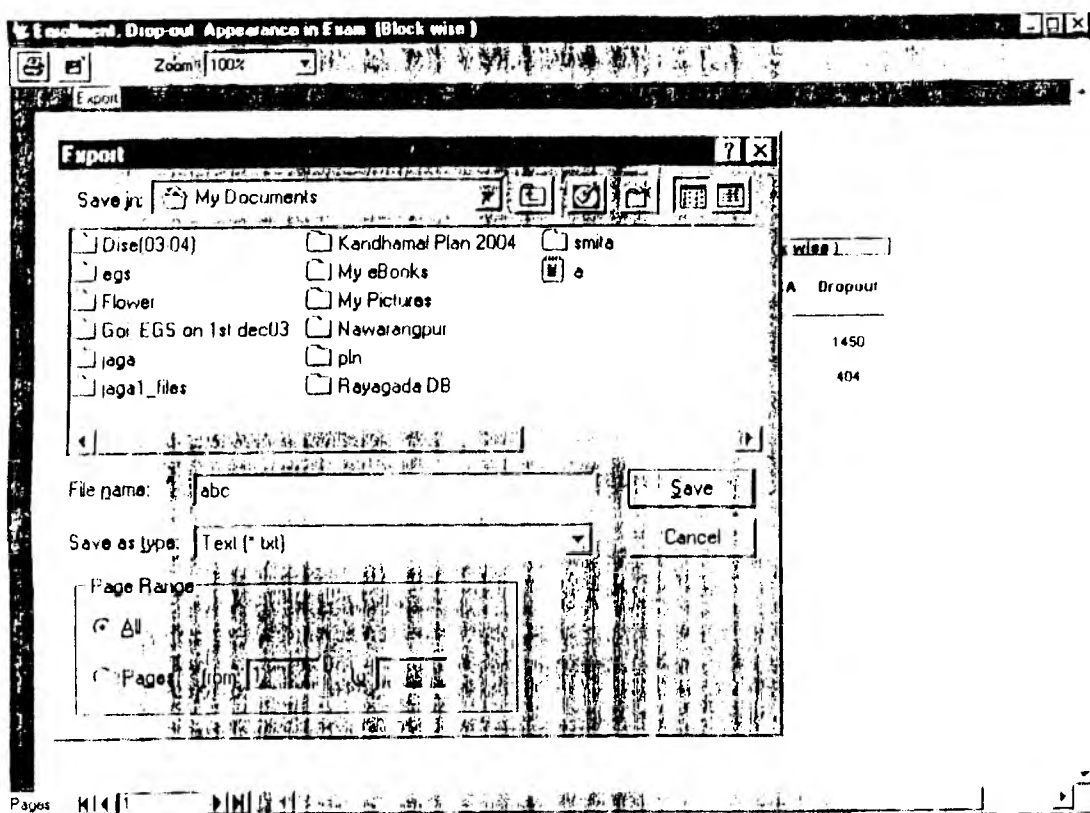
Pages: [Navigation icons]

Also all these report formats are exportable to TEXT (.txt) format as shown in the figure below. Later the same text files may be converted to Excel files for ease of working with data. Please click on the icon showing export and subsequently enter a file name and select a destination to export and save the desired data.

Exporting the data

District	Block	No. of CRCs	Enrollment	Appeared in CA Exam.	Dropout
ANOUL	ANOUL	15	76813607	10252.321	1450
ANOUL	ATHAMALIK	3	599	482	404

Selecting a format and destination to export the data



These text (.txt) files can be imported to excel by selecting Import Text under Get Externa Data option of Data Menu in MS-EXCEL Application.

NUEPA DC



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22/11/2007