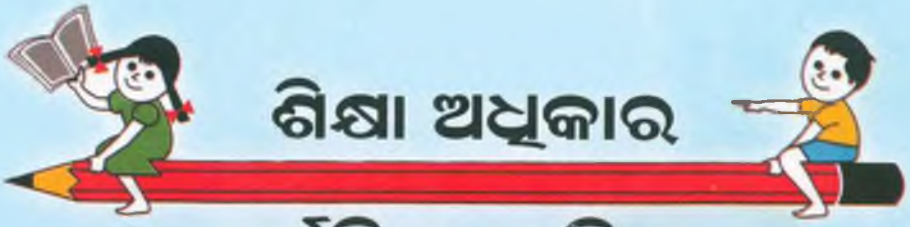
RESEARCH ABSTRACTS

Volume-XI to Volume XIV



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(2008-09 to 2011-12)

Odisha Primary Education Programme Authority
Siksha Soudha, Bhubaneswar

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Research, Evaluation, Monitoring & Evaluation Unit
Odisha Primary Education programme Authority ,Odisha

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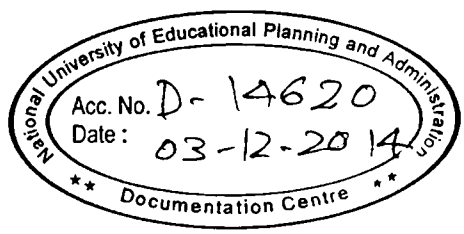

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I am glad to learn that Odisha Primary Education Programme Authority (OPEPA) is bringing out a Compilation containing major findings of the Research Studies conducted under Sarva Shikshya Abhiyan. This will be helpful to planners and implementers in formulating innovative strategies for improvements in the field of elementary education.

I appreciate the endeavour of OPEPA and hope this will be beneficial to academicians, planners, researchers and field level functionaries.

(Usha Padhee)

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FOREWORD

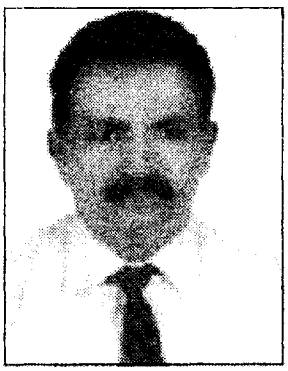
Sarva Shiksha Abhiyan is a flagship programme to attain universal elementary education in the country for children in the age group of 6 to 14 years. In order to achieve the objectives, various interventions are being planned and implemented at different levels for all the stakeholders. The need is to assess the strengths and weaknesses of the interventions and formulate strategies for bringing out desired improvement. Research and Evaluation studies are undertaken to identify the gaps/bottlenecks.

In an effort to disseminate the findings of research studies, Research Abstracts are being published. The Research Abstracts Volume XI-XIV contains the major findings of the research studies conducted during 2008-09 to 2011-12.

I am thankful to the members of State level Research Approval Committee, all the research organisations, field level functionaries for their support in conducting the studies.

I would like to thank Ms Minakshi Mishra, her colleagues in the Research & Evaluation unit for executing the studies.

Krishna Gopal Mohapatra



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PREFACE

Research Abstracts are being published to provide feedback to all the implementers in order to bring out consistent improvement in the implementation of programme inputs under Sarva Shiksha Abhiyan.

Research Abstracts Volume XI-XIV provide snapshots of all the research studies conducted during 2008-09 to 2011-12. The finding of those studies will contribute in developing appropriate models/ strategies for strengthening the good practices and eliminating the weaknesses, if any.

I am thankful to all the Researchers and functionaries for their efforts in completion of the studies and hope the research findings will be useful for planners.

(Hrudaya Ranjan Satapathy)

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(2008-09)

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VOLUME-XI

TEACHER ABSENTIESM AT PRIMARY AND UPPER PRIMARY LEVEL

Dr.PMIASE,Sambalpur

OBJECTIVE:

(a) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school,

(b) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to the norms,

(c) To find out the difference between absence rate of male and female teachers, regular teachers and para-teachers, primary and upper primary stage teachers and teachers belonging to different social groups in primary and upper primary schools.

(d) To find out the reasons of absence of teachers from school.

(e) To assess students attendance rate.

METHODOLOGY:

Sample: Six districts(Khurda,Jharsuguda Gunjam Mayurbhanja, Bolangir, Nabarangapur),294 Primary and 107 upper primary schools.

TOOLS

Teacher Schedule I : TS II is meant for the information relating to teachers presently working in the school.

Teacher Schedule III: TSIII is meant for recording Teachers as well as students' attendance at the time of visit to the school.

MAJOR FINDINGS:

In 65.09% schools of the state there are usable toilets. Usable toilets are not available in 34.91% of schools of the state.Drinking water is available in 74.81% of the schools in the state.In the state 86.35% of students are attending classes in rooms, 13.50% in Verandah and 0.15% in open space.

At primary level the average percentage of attendance as per register is 73.24. In case of boys it is 73.60 and in case of girls 72.88. & At Upper Primary level the average percentage of attendance as per register is 63.85, in case of boys it is 61.07 and in case of girls 66.63.

At primary level the average percentage of attendance during school visit (head count) is 71.09, in case of boys it is 72.30 and in case of girls it is 71.09.

At Upper Primary level the average percentage of attendance during school visit (head count) is 60.18, in case of boys it is 58.73 and girls 61.63.

At the primary level the average percentage of attendance in case of SC is 69.89, in case of ST 66.58, in case of OBC 75.02 in case of Muslims 56.67 and in case of other it is 70.62%.

At the upper primary level the average percentage of attendance in case of SC is 63.09, in case of ST 55.36, in case of OBC 68.31%, in case of Muslims 50.34% and in case of others it is 58.20%.

In the state 55.58% teachers are male teachers at the primary and upper primary level. The percentage of SC teachers is 14.81 and ST teachers is 14.52%. The percentage of OBC teachers is 34.12% in the state and others in 36.55%.

In respect of academic qualification 26.65% of teachers are HSC passed, 31.62% of teachers have passed Higher Secondary examination, 34.61% are graduate and 7.16% are post graduate.

So far professional qualification of teachers is concerned 58.68% of teachers are JBT teachers and 15.77% of teachers are B.Ed. or above. On the other hand 8.19% of teachers are Nursery teacher trained and 17.17% of teachers are untrained in the state.

The average number of working days in primary and upper primary schools in the state during 2006-07 is 199. The average number of teaching days lost during 2006-07 in the state is 16.38 (8.73%).

During 2006-07 in primary and upper primary schools 4.28% of working days have been spent by teachers in attending meeting or training, 1.50% of days have been spent on medical leave, 3.58% days have been spent on casual leave, 1.51% of days have been spent on non-teaching duties out of school, 1.64% of days have been spent on sports and curricular activities, 3.27% of days have been spent on examination related work and 91.85% of days have been spent on teaching activities.

During visit the percentage of teachers present in the schools was 85.30% and 6.56% of teachers were absent on the ground of leave, 4.34% on duty outside the school. However it was also revealed that 3.02% of teachers were absent without intimation

The average number of days spent in attending training and meeting at CRC/BRC & DIET level in 2006-07 during vacation is 2.62 and on working days is 9.18.The average number of hours spent during a week on attending administrative work by teachers is 3.24.

The response of the headmasters revealed that the teachers of both rural as well as urban schools remain on leave on health ground as first reason and family problem as the second reason. In case of rural schools it is 53.48% and for Urban Schools it is 54.76% on health ground. Similarly, it is 36.49% and 38.10% in case of rural schools and urban Schools due to family problem.

So far the state percentage is concerned 52.12% of head teachers responded that health ground is the first reason and 45.38% of the head teachers responded that family problem is the second reason for teachers remaining absent in the school.

So far the head teachers' response on strategies adopted by him when teacher is not present in school is concerned some other teachers are assigned with the duties in addition to their own.

A STUDY ON ASSESSMENT OF UTILISATION OF SIG, TLM AND R&M GRANTS UNDER SARVA SHIKSHA ABHIYAN (SSA) IN PRIMARY AND UPPER PRIMARY SCHOOLS

Kalinga Centre for Social Development (KCSD)
Bhubaneswar

OBJECTIVE:

- To study the process and extent of utilization of SIG,TLM and R&M grants
- To ascertain the deviation made in the utilization of these grants
- To identify the problems with Headmasters, teachers in utilization of these grants
- To assess the extent to which VEC is involved in utilization of these grants
- To suggest appropriate measures for effective utilization of these grants

METHODOLOGY:

Sample: The study covers about 120 schools (60 Primary and 60 Upper Primary) in six districts i.e Cuttack, Jajpur, Mayurbhanj, Nawarangpur, Rayagada and Sonepur. The data was collected from the stakeholders like Head Masters, teachers, VEC/MTA members etc. Classroom observation was made to ascertain the actual status of classroom teaching process. A total of 600 persons were interviewed to collect information about the utilisation of the grants.

TOOLS

Questionnaires for Head Master,Questionnaire for Teacher,Interview Schedule for VEC members,Checklist for observation of school records ,Observation schedule for the utilization of TLM

MAJOR FINDINGS:

Teaching Learning Material

30% Headmasters agreed that the TLMs preparation in the schools is sufficient. 75% Head masters felt that preparation is insufficient for classroom teaching in Cuttack district. Over all 79.2% teachers are using TLMs always for effective classroom teaching. The maximum responses are recorded in Mayurbhanj and Sonepur Districts i.e 85%. A total of 65.8% Head masters said that VEC/MTA is providing little assistance in preparing TLMs. As high as 65% Head masters of Mayurbhanj district opined that VEC/MTA were not providing any assistance in preparing TLMs in the school

The inter district variation shows that in all the sample schools of Cuttack and Mayurbhanj districts Maps and Pictures were available. Globes are available only in 72% schools. 75% schools of Rayagada and 60% schools of Sonepur districts had science instruments. Flash Cards an important tool for teaching at the primary level were not adequately prepared by the teachers in the schools of Jajpur(0),Sonepur(20%) and Nawarangpur (25%).Skeleton were available in 47.5% schools .The problem of storing and displaying the TLMs are major problems encountered by the teachers. In 12.5% school , TLM corner was not exist ant in schools. According to 85.8% Headmasters materials are partially procured from the market for the development of TLMs. The involvement of children in the process of TLMs development was found to be 75.8%. In Sonepur district Headmasters of 90% schools opined that children were involved in the process of development of TLMs. In Cuttack district only 60% schools head masters stated that the children were involved.

School Improvement Grant

In 75.85% schools the guideline for expenditure on SIG was available. Mayurbhanj recorded maximum cases (95%), followed by Sonepur (90%), Rayagada (80%) and Nawarangpur and Cuttack (75%). The least number of cases was found in Jajpur (40%). All the head master stated that the expenditure of SIG was discussed in VEC meetings and with the teachers. 71.7% VEC members helped in purchasing materials for the utilization of SIG in the schools. Maximum cooperation in this regard was found in Cuttack and Jajpur (80%), followed by Sonepur (75%) and Mayurbhanj (70%).

Repair and Maintenance Grant

R&M grant guidelines were available only in 84.2% schools. In Mayurbhanj all the schools have R&M Grants followed by Cuttack (95%), Jajpur and Rayagada (90%) and Nawarangpur (80%). In Sonepur only 50% school have received the guideline.)

The Head masters of all the sample schools held discussion about the expenditure of R&M grants in the school meeting, and with colleagues. The cooperation of VEC was highly appreciable in this regard in the districts like Jajpur (90%), Cuttack, Mayurbhanj and Nawarangpur (85%) .In Rayagada only 55% VEC were involved in purchasing materials

Problems were encountered in receiving the R&M Grant in 14.2% schools. Maximum of 25% schools of Rayagada faced problems in receiving the Grant The other types of problems received by the Headmasters include late sanctioned and delay in payment due to absence of VEC.

Teaching Learning Material Grant

Teachers are the crucial input in the learning process. The teaching aids facilitates learner in understanding the concept clearly and meaningfully. With the objectives of making the classroom teaching more learners centric, the grants are being provided to the Teachers for the development of TLMs and use of the TLMs in the class45.8% teachers of the Upper Primary level use the TLMs always in their classroom teaching 54.2% teachers of the Upper Primary level use TLMs sometimes. 80.4% VECs are providing assistance to the teachers in collection of materials for preparation of TLMs.

At the Primary level, all teachers use TLMs during the teaching time while at the Upper Primary level 45.8% teachers use TLMs during teaching time and 54.2% teachers use when students ask questions. At the Upper primary level, mostly teachers were using TLMs in clarifying the doubts of the students. 78.3% teachers were using TLMs developed by other teachers of the school. In Rayagada district all the teachers were using the TLMs developed by their colleague .In Cuttack, only 57.5% teachers were using the TLMs of other teachers.

83.8% teachers stated in favour of the support received from the community members/VEC/MTA. The majority of items prepared out of the TLM grant include Pictures/maps (90.6%), Clay Modules (76.6%), Charts (68.9%) and sticks (35.7%).

Analysis of the findings from the VEC members

The VECs of 65% primary schools opined that they received the grants in time and VECs of 66.7% of Upper Primary schools received the grants in time. In Cuttack District 50% VECs of Primary schools and 60% VECs of Upper Primary schools opined that the grants are received in time, followed by Nawarangpur (60% in both primary and Upper Primary schools). The VECs of all the sample schools reported that they were facing problems in receiving the grants in time and spending the grants also in case of both Primary and Upper Primary schools.

56.8% VECs received funds from MP Lad while 25% received from MP Lad.15.2% VECs received grants from block and 13% VECs received funds from public donation.

Functionaries like BRCC, CRCC etc, supervised the expenditure on SIG and R&M grants. 66.7% VECs cooperated in purchasing of materials and 75.8% VEC for supervision. The VEC members showed their satisfaction in the utilization of both the grants.

69.2% VECs opined that it has created better study environment in schools. In Cuttack district 90% VECs stated that the children are able to read in a better study environment.80% VECs of Sonepur, 70% VECs of Mayurbhanj, 65% VECs of Nawarangpur have agreed that children are studying in a good environment.

59.2% VECs opined that better sitting arrangement have been made in the school.28.3% VEC also opined that the use of these grants helped to reduce the students absenteeism in the schools.

68.3% VECs indicated that the grants may be utilized through VEC only where as 31.7% stated that the grants should be utilized by Head master only. 85% VECs of Mayurbhanj, 75% VECs of Cuttack favoured the opinion that the grants should be utilized by VECs only.85% VECs suggested for more grants for building better school environment.

Use TLM in the Schools

75% VECs expressed the view that they are assisting in preparation of TLMs in the schools. The district wise variation shows that in Cuttack90% VECs are helping in preparation of TLMs, followed by Jajpur and Rayagada ((85%), Sonepur (80%) and Mayurbhanj and Nawarangpur (75%).)

The involvement of VECs in preparation of TLMs was found to be 75. 95.9% VECs were collecting variety of items to be used for preparation of TLM s

49.2% VEC members stated that a storage room/ almirah should be provided for keeping the TLMs.69.2% VECs expressed concern for the problems of proper maintenance and care of the TLMs already in the schools.

Observation on use of TLM materials

The field reality of the pattern of utilization of these grants was also ascertained through observation of records and classroom transaction. The aspects of utilization of TLMs were ascertained by observing the classrooms and utilization of SIG and R&M Grants through the checking of the records by the field investigators

It was observed that in 80% primary schools teachers were using traditional methods in teaching. At the Upper Primary level 63.3 % teachers were using traditional method. Sitting arrangement of children was found to be semi- circle, circle etc in many schools. But the method of teaching was traditional.

Teacher introduced topics by putting questions in 74.2% cases and only in 25.8% cases teacher used TLMs while introducing lesson/topic.

The observation of classroom process reveals that 40% of TLMs used by teachers were hand made.45.8% of TLMs used by teachers was collected from nature/environment i.e stone, leaves etc. TLMs purchased from the market (24.2%) were also used by teachers.

Student's participation in classroom process was not encouraging in both Primary and Upper Primary schools. The student's participation above 50% was only observed in 26, 7% schools at primary level and 36.7% at Upper primary level. Student participated in classroom process rarely at 73.3% schools at primary level and 63.3% at Upper primary level. The observation data indicates that maximum teachers were using TLMs developed out of materials purchased by them like Flash cards (62.5%), materials collected from the environment (40.8%) Picture, chart (25%), and Models (4.2%).

Since student's participation wasn't encouraged during classroom teaching learning process, students were not spontaneous in responding to or making queries to the teachers. The students were less enthuastic because classroom teaching was not lively. The classes where teacher were using TLMs, children were attentive .The scope was given to students to handle the TLMs also in some schools. Teacher guided teaching was noticed. The student's participation was noticed below 50% in 80% schools.

It was visible in the schools where the teachers used TLMs. 50% above students were taking interest in using TLMs in 84.2% schools.

Allotment and Utilisation of Grants

The utilisation of the TLM grants for the year 2007-08 is only 84.5%. The district like Rayagada has utilized 95.6% of its TLM grant, followed by Nawarangpur (91.4%), Jajpur (85%), Cuttack (83.7%), Mayurbhanj (80.2%) and Sonepur (77.3%).Overall the utilisation of SIG was 80%. Mayurbhanj showed 94.1% utilisation, followed by Jajpur (85.7%), Rayagada (82%), Cuttack (78.5%), Sonepur (72.7%) and Nawarangpur (68.4%) during 2007-08.The utilisation of R&M grants was found to be lewest among other grants. During 2007-08 only 77.7% grants have been utilized.

FUNCTIONING OF VECs AND LOCAL COMMUNITY – PRESENT STATUS AND ROLE IN SCHOOL MANAGEMENT

NMC Research Group
New Delhi

OBJECTIVES

- Awareness about the different aspects of SSA amongst Odisha and community members
- To find out whether any motivational activity have been undertaken for the community members
- To find out the present functions of VEC and their relation with community members and other school personnel
- To find out the activities performed by VEC for school management, establishing relationship with community members and role played by VEC in day to day school management
- To find out the constraint experienced in the functioning of VEC relating to community and school management.

METHODOLOGY

SAMPLE

Six districts i.e Mayurbhanj, Khurdha, Jagatsinghpur, Koraput, Bolangir and Kalahandi. From each district two blocks (one urban & one rural) were covered. A total of 50 schools (25 Primary schools & 25 Upper primary schools) were taken for the study. Four schools (2 P.S. & 2 U.P.S.) were taken from each block except Bhubaneshwar block where six schools (3 P.S. & 3 U.P.S.) were taken.

TOOLS

School Information Schedule,structure Questionnaire for the VECs members Interview schedule for community leaders/ members.

MAJOR FINDINGS

KHORDHA

A total of ten sample schools were taken for the study in Khurdha district. Out of the ten sampled schools six were taken from Bhubaneshwar block and four were taken from Banpur block. Out of the ten schools , in only seven schools the VECs received training. Out of the six sampled school in Bhubaneswar block only in four schools VEC received training and out of the four sampled schools in Banpur only three schools VEC received training. The VEC of the remaining school should also undergo training. There is also a slight decline in the percentage of attendance of female in the year 2007-08, which comes down to 85%. In Banpur block, the VECs are not involved in any kind of academic support. 70% of the VECs are involved in regular attendance of teachers and students, observance of national days and supporting the school for increase of the enrollment of students. 60% of the VECs participated for smooth conducts on effective teaching and recording of evaluation score.

JAGATSINGHPUR

Out of the eight schools, four were from Jagatsinghpur block and rests of the four were from Raghunathpur block. Overall the participation of female members in VEC meeting is below 90% but the overall male participation in Jagatsinghpur district is more than 90%. Out of the four sampled school in Jagatsinghpur

block Raghunathpur block 50% of VECs carry out the supervision and monitoring daily. Only 37.5% of VECs had learnt about preparation of micro plan/action plan for schools in training programme. 87.5% of the VECs are looking after the infrastructure facilities, attendance of teachers and construction work in the school during supervision and monitoring of school activities. 62.5% of the VECs were involved in ensuring regular attendance of children. Only 12.5% of the VECs participated for sitting arrangement, preparation of talented student and arrangement of classes in case of absent regular teacher.

MAYURBHANJ

In Mayurbhanj district VECs have carried out 228 meeting on an average out of 240 meetings scheduled to be held during the years 2005-08. Thus overall 95% of the meetings were conducted by VECs, which is good. In both the blocks more than 90% of the meetings were carried out in the years 2005-08. In the year 2007-08, around 84% of female VECs members and 94% of male members attended the meetings. There has been a decline in the percentage of attendance of female members in 2007-08 compared with the year 2006-07. Only 37.5% of VECs had learnt about preparation of micro plan/action plan for schools. All the VECs in both blocks (Baripada and Bangri Posi) know about school development, school management, classroom management, supervision and monitoring of school activities and school improvement activities.

BOLANGIR

A total of eight sample schools were taken for the study in the Bolangir district. Out of eight sample schools four were taken from Bolangir and four were taken from Saintala block. In Bolangir block out of the proposed 120 meeting, they have carried out 113 and in Saintala block out of the proposed 120 meeting; they have carried out 114 meeting. The percentage meeting of VECs is more than 83%, which is satisfactory. There is a slight decline in the percentage of attendance of female in the year 2007-08, which has come down to 80%. In previous two year it was 89%. This should be looked into. Only 37.5% of the VECs were involved in supporting the school for increase of the enrollment of students and arrangement of annual sport and special aid for cultural programme.

KORAPUT

A total of eight sample schools were taken for the study in Koraput district. Out of the eight sampled schools four were taken from Koraput block and four were taken from Jeypore block. 100% schools VECs have received the training, which is good. Only 37.5% of the VECs have discussed with the teachers regarding the evaluation of achievement, step taken after knowing result of evaluation achievement, intimation to the guardian regarding evaluation achievement and completion of syllabus. Only 37.5% of the VECs participated in planning for boundary wall in the school, regular attendance of teachers and students and children enrolment. While 87.5% of the VECs are involved in regular attendance of teachers, repairing of school building at the time of natural calamities and observance of important days. Only 62.5% of the VECs participated for smooth conduct of effective teaching. All the VECs participated for construction of school building, maintenance of infrastructure facilities and collection of required materials. Only 25% of the VECs are involved in meeting with community, ensuring regular attendance of students, campaign about importance of education and campaign with community.

KALAHANDI

A total of eight sample schools were taken for the study in Kalahandi district. Out of the eight sampled schools four were taken from Bhavanipatna block and four were taken from Kesinga block. In Bhavanipatna block 100% of VECs have received training by DIET personnel, BRC, CRC etc. But in Kesinga block 25% of the VECs have not received training. Only 75% of the VECs had learnt about preparation of micro plan/action plan for schools in training programme. Only 37.5% of the VECs have discussed with the teachers regarding step taken after knowing result of evaluation achievement, attendance of children and completion of syllabus. 50% of the VECs were involved in regular attendance of students and teachers, amicable settlement among

teachers and arrangement of special aid for cultural programme. Only 25% of the VECs are involved in arrangement of classes, in absence of regular teachers, and classroom setting. All the VECs participated for Construction of school building, maintenance of infrastructure facilities, and collection of required materials from resource centre. 25% of the VECs are involved in campaign with pupil for awareness of health programme and motivate to the community for participation in health programme.

The following strength and weakness of the functioning of VEC have been observed;

Strength

- It has ensured better infrastructure facilities in the school
- It has effectively campaigned with local community for both enrolment and attendance of children.
- It has been holding regular meetings with local community, community leaders and other local institution for improvement of quality of education in the school.
- It has been encouraging children achievement, in all school activities.
- It has been interacting with parents/ guardians for creating awareness about importance of education and different facilities provided by Govt. of Orissa/ SSA.

Weakness

- All VEC members have not under gone training.
- There is a lack of cooperation and coordination with higher/ appropriate authority, BRCC, CRCC, PRI.
- VEC does not take sufficient interest in creation and provision of Teaching Learning Materials (TLM).
- It does not take sufficient interest in maintenance of school premises.
- There is a lack of awareness about CWSN and NPEGEL Programme.
- Some VEC members are illiterate.
- At times VEC does not get along with Headmaster / Headmistress of the school.
- Enough interest is not taken towards nurturing of talent of children through organisation of co-curricular activities.

Case study

A training programme in tailoring and music, both vocal and instrumental is being conducted in the Bangri Posi Govt. Upper Primary School. Shri Satya Ranjan Das (Retd. Army), who is president VEC and Md. Sekh Akbar (Tailor master), who is VEC member have been guiding the classes. There are twelve girls being trained in tailoring, some of the trainers from earlier batches have also found gainful part time employment through skill learnt in the programme. This has been a commendable contribution of VEC towards upliftment of the poor trainers.

Tree plantation drives have been carried out regularly in the Sanahantada U.G.M.E School, betel-nut trees have been planted regularly which has made the environment of the school friendly and green. VEC members are also carrying out regular campaigning along with the local community members for increasing the enrolment and regular attendance. Due to this effort of VEC there has been a marked improvement in the enrollment and attendance in school.

One of the VEC members (Shri Ram Chandra Senapati) is working as a voluntary teacher Raghunathpur Centre Primary School due to the shortage of regular teacher in the school. He is also involved in arrangement and preparation of MDM and monitoring of the school activities daily. His individual efforts have ensured that

good quality meals are served in the school, which is appreciated by all. His efforts have also ensured regular attendance of students and improvement in the quality of teaching.

Various types of flowers and plants are being planted by VEC members in the Sipi Gram U.P.School campus under school beautification work and arrangement of classroom furniture for all children. It is a very good example of VEC helping in creation of a good environment in the school.

A Para-Teacher was appointed in Patia Primary School by KIIT (Tribal Development unit) on Rs 1500/- as honorarium after discussion with VEC president and other members due to shortage of teacher. All classes are now running smoothly after appointment of Para-Teacher in the school.

5 % SAMPLE CHECKING OF DISE DATA OF 2008-09 IN ODISHA

Nabakrushna Choudhury Centre For Development Studies, Orissa

OBJECTIVES

1. To cross-check the DISE data with the PES data and to find out the deviation as well as the precision levels.
2. To make field level observations on:
   a) Cooperation of Principal/Head Teacher in providing data.
   b) Status of records of schools.
   c) Training of Principal / Head Teacher in filling-up of DISE data.
   d) Availability of infrastructure and computer professionals in the District MIS unit.
   e) Data feeding arrangement made at District level.
   f) Feedback to schools in terms of School Report Cards.
   g) Availability of DISE data at all levels.
   h) Evidence of sharing workshops at all levels for dissemination and awareness about DISE data.
   i) Display of key information on the School Display / Information Board.
   j) Use of DISE data in planning.
3. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES that caused for (i) occurrence of variations between DISE data and PES data and for (ii) collection of some data through the PES that are irrelevant for cross-checking the DISE data.
4. To suggest measures to reduce the extent of deviation between DISE data and PES data.
5. To recommend the changes to be made in improving the DISE and PES operations as well as formats especially to make them more effective for cross-checking and for making the DISE data more relevant for preparing Annual Work Plan and Budget by improving its quality.

METHODOLOGY

SAMPLE

The study is confined to 3 Districts viz. Angul, Mayurbhanj and Rayagada of Oirssa. For the purpose of PES, 401 schools were selected randomly covering 217 schools, 91 schools and 93 schools of Mayurbhanj, Angul and Rayagada Districts respectively .

TOOLS

Three prescribed data collection formats provided by SPO were used for data collection. Besides, a few CRCCs and BRCCs were interviewed to elicit their views on their role in DISE activity and on the difficulties faced by the Head Teachers during training, data collection and data entry.

MAJOR FINDINGS

The comparison of DISE and PES data 2008-09 has revealed that the DISE data differ from PES data in 7.23 per cent schools in case of year of establishment, 4.99 per cent schools in case of school category, 2.00 per cent

in type of school, 1.5 per cent on lowest class, 3.74 per cent on highest class and 4.99 per cent on 'school management'. Further, it reveals that the percentage deviation of DISE data from PES data is 2.36 per cent on Teachers in position, 5.24 per cent on status of school building, 6.64 per cent on number of classrooms, 0.50 per cent on children enrollment, 0.43 per cent on SC children enrollment, 0.67 per cent on ST children enrollment, 28.70 per cent on number of repeaters, 29.84 per cent on enrollment of children with disabilities and 0.82 per cent on last year annual examination results. Inter District variations show a mixed trend on the above items.

At aggregate level the percentage deviation of the DISE data from PES data is found to be highest in Rayagada District followed by Mayurbhanj and Angul District. In many cases, due care has not been taken by the Head Teacher in filling up the DISE data and proper verification of DISE data has not been made by the CRCCs and BRCCs. The high level mismatch on items like number of repeaters and enrollment of children with disabilities have occurred due to wrong or no entry of data in DISE format and improper cross-checking of DISE data by the concerned CRCC, BRCC and other supervising personnel.

A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 61.10 per cent of sample Head Teachers/ Principals have shown very good initial response to the PES study team. Inter District variation exists with substantially higher percentage of sample Head Teachers / Principals of Mayurbhanj and Angul exhibiting very good initial response than their counterparts in Rayagada District. Again, 11.72 per cent of sample schools showed a very good status on maintaining the records of the schools as compared to 68.08 per cent in good category. The extent of availability of records is relatively better in Mayrubhanj District than in Angul and Rayagada Districts. With regard to training aspect of Principal / Head Teacher in filling up of DISE data, 78.30 per cent of Head Teachers have received the training either at Cluster or at Block level. All the sample Districts have the requisite softwares for DISE data entry and these softwares have been provided by State MIS Unit. The prescribed arrangements have been made in the sample Districts to provide computerized School Report Card.

In Mayurbhanj District substantially lower proportion of sample schools (39.17 %) showed the school copy of the DISE DCF data to the PES team on the day of visit whereas all the sample schools in Rayagada and Angul did not have their own copy. It was made available at the concerned DPO. The PES team further found that the compiled DISE data of 2008-09 were not available at any of the CRC and BRC of Angul, Rayagada and Mayurbhanj Districts. However, DPOs have planned to provide Block level and Cluster level compiled DISE data to BRCs and CRCs respectively later on. In Mayurbhanj and Rayagada Districts, DPOs had conducted District level sharing workshop with BRCCs and CRCCs. VEC and MTA members had not been invited at CRC level to make an effort to disseminate and create awareness on DISE data. This activity was yet to start in Angul District till the completion of PES. Further, it is revealed that 76.06 per cent of the sample schools have School Display Board/ Information Board. The data on students' enrollment, students' attendance, teachers in position and grants received have been displayed in 82.30 per cent, 51.48 per cent, 83.93 per cent and 41.97 per cent of sample schools respectively even though all schools are required to display such information.

One of the major lacunae in conducting DISE activities this year was delay in its execution, which affected the smooth and timely initiation of DISE data filling at school points. This has ultimately resulted in no preparation of plan at Habitation, Cluster and Block levels this year. Discussion on DCF guideline was partially done in Angul, Rayagada and Mayurbhanj Districts during the DISE training.

A STUDY ON ASSESSMENT OF FUNCTIONING OF KASTRUBA GANDHI BALIKA VIDYALAYA IN KEONJHAR DISTRICT

Researcher
Bijaya Kumar Ojha
CRCC Coordinator-Kanas
Ghasipur ,Keonjhar

OBJECTIVES

- To examine the effectiveness of the KGBVS in ensuring the access the girls to school education.
- To study the equal of education provided to girls enrolled in KGBVS.
- To explore the elements in KGBVS that are gild child friendly and those creating healthy environment.
- To access the extent of involvement in function of KGBVS.

SCOPE AND COVERAGE The study was limited to Keonjhar district

METHODOLOGY

TOOLS

Questionnaire for Head Master/Teachers/Warden& BRCC of KGBV, Interview schedule for SEC/VEC members students/gender Coordinator and DPC/SSA Keonjhar.

MAJOR FINDINGS:-

- Four KGBVs have no well equipped classroom for teaching and learning process. Insufficient space in the classroom to do group work.
- Meena Mancha is entrusted with work to maintain the school campus clean.
- KGBVs of Bhluka was able to get the cooperation of the village community.
- VEC members were trained.VEC members initiative to enroll out of school girl students by convincing their parents
- Expect Bhaluka KGBV other KGBV building is under construction.
- Classroom is also used for residential purpose by students.
- Blankets, Bed sheets, 25 beds and other daily used materials are provides to all the students in LGBV
- The percentage of SC girls enrolled in different sample blocks is around 6% of the total enrolled at upper primary level.
- The percentage of ST girls enrolled 23% of the total enrollment at upper primary level.
- Head master of sample KGBVS have teaching experience more than 25 years.
- All KGBVS have wardens with high qualification.
- All sample KGBVs have the required numbered teacher to class smoothly.
- 3 ST students drop out from Champua KGBV.
- The dropout rate is highest for ST students.
- Opening of KGBVs lead to introduction of unit test.
- Only two students of KGBV Dhakotha secured marks more than 70%
- 52% of students secured marks less than 30%, 38% of the student secured marks more than 31%-50% and 18% of the students secured mark 51%-59% in the year 2007-2008

PILOT STUDY ON MAINSTREAMING CHILDREN WITH LEARNING DISABILITY IN FORMAL SCHOOLS

Researcher
Mr Shisir Kumar Das,
Director,IEC
Daspal block ,Nayagarh

OBJECTIVES

- To determine the nature and group of disorders mainstreamed by learning disability
- To identify and assess the children with learning disability
- To identify the academic and non-academic difficulties affecting learning abilities of children.
- To determine the key factors for primary and secondary prevention of learning disabilities.
- To help develop remedial measures to be adopted by concerned teachers for effective inclusion of children with LD in mainstreaming schools.

SCOPE AND COVERAGE

The study was limited to Nayagarh district.

SAMPLE

Study area Daspalla Block of Nayagarh Dist

- No. of Children: 63 children with special needs
- No. of Schools:10 General Schools (Elementary to Secondary)

TOOLS

Individual discussion with each child, Focus group discussion, Structured schedule for generating primary data and secondary data, Quantitative and qualities research methods, Educational tool like the Weachsler Intelligence Scale for children (WISC)

MAJOR FINDINGS

As stated earlier, research demonstrates that language impaired children are often deficient in phonological awareness and therefore face problems in learning to read. In order to prevent or limit the extent of early academic difficulties experienced by language impaired children, speech language pathologists should incorporate speech sound awareness training in their individual or group therapy session with these children.

Given the significant effect of phonological awareness on reading development and academic performance, some speech language pathologists have accorded high priority to training speech sound awareness. They should work conjunction with classroom teachers to design intervention programmes for targeted children. The primary responsibility of speech language pathologists would be to provide specific information about the sound structure of speech and work along with teachers to set the most appropriate goals and activities for children in their classroom.

Children who have adequate decoding skills but subtle language deficits may suffer from text level processing deficits that interfere with their reading comprehension. In these cases, speech language pathologists should work along with reading specialists to design an effective intervention programme and better meet the needs of children with language and reading deficiencies.

The nature and extent of the role speech language pathologists in remediation is determined by the clinical setting in which they work. In most cases, however, the most important factor influencing their involvement with reading disability is their own interest.

Research has shown that programmes that facilitate phonological awareness often reduce early reading difficulty in children at risk for reading disability. There is also an increasing recognition of the linguistic basis of reading disability. Speech language pathologists have training and clinical expertise to implement suitable intervention programmes. They should take an integrated view of language impairment and its relationship to academic failure and use their expertise to remedy oral as well as written language problems.

MTA PARTICIPATION IN SCHOOL DEVELOPMENT ACTIVITIES

Researcher
Mr.Basudev Behera
Research Cuttack

OBJECTIVES :

- To study the existing status of MTA participation in school development activities.
- To study the factors that affect MTA participation in school development activities.
- To study the extent of participation of MTA in ensuring enrollment and regular attendance of girl children in school.
- To suggest strategies for increasing efficiency of MTA in achieving their objectives.

SCOPE AND COVERAGE

The study was limited to Cuttack district .

METHODOLOGY .

SAMPLE

The study was confined to 10 schools having MTAs, 5 schools from Banki and another 5 schools from Mahanga Block, 10 head masters, 20 VEC members and 30 MTA members.

TOOLS

School information schedule, Interview schedule for Headmasters, Interview schedule for VEC members, Interview schedule for MTA members.

MAJOR FINDINGS

Finding from the participation of MTA members in school development activities: Enrollment of Girls:

Due to the participation of MTA the enrollment of girl students has increased. Most of the members in urban area are taking various steps for enrollment than rural area.

-The MTA members make discussion with parents the importance of girl education, facilities available at school for girls.

Attendance and retention :

More members in Banki are giving special stress on convincing parents to send their children to school regularly. Participation of MTA members in rural area is less in comparison to urban area. MTA members move door to door for collecting children. All most 90% of the total members involved in enrollment of girls children in schools.

Improving School Environment and Sanitation :

The MTA members in Banki and Mahanga are engaging themselves more in plantation, taking care of school garden, cleaning of school compound and tube well surrounding. In Mahanga MTA participation is less in comparison to Banki.

Involvement in School Development Programmes :

In both the blocks MTA members are alert in checking the distribution of Govt. supplied text book and dress to all girls. They also make required painting for the school wall.

Checking of Mid-day meal Programme in School :

MTA members are empowered for checking quality and quantity of mid-day meal. In both the block, MTA members are vigilant for water use, d cleanness of utensil and kitchen room etc.

Girls Hygiene :

The MTA members in both the block areas are checking cleanness of girls dress, nails, hair etc and also discuss health problem of girl with their parents.

Participation in Co-curricular Activities :

90% of the total members have shown their greater involvement in school festivals like observing national days, organizing competitions, Saraswati Puja and Ganesh Puja.

Support in Classroom Teaching :

Only 20% of the members extend help in classroom teaching .MTA members take classes in the absence of teachers.

TLM Preparation :

Only 40% of total MTA members help in TLM Preparation either personally or by helping their children in preparing the TLM materials.

Major Causes of Poor participation of MTA Members in MTA Meeting:

In spite of giving training to MTA members, MTA members are not participating meeting regularly. The causes are:

- Heavy domestic work load of MTA members in rural areas causes poor participation in every meeting. Most of the members do not get leisure time for school due to of heavy domestic work.
- Most of MTA members are of opinion that they have negligible role or less powerful in school in comparison to VEC.
- There is no provision of any recognition and incentives from Govt.
- Proper steps have not been taken to activate the MTA members.
- There are some untrained members in MTA, so they are not aware about their roles and responsibilities.

CASE STUDY OF MODEL CLUSTER SCHOOLS IN MAYURBHANJ DISTRICT

Researcher
Dr. Sirish Chandra Bhol,
Teacher Educator

OBJECTIVES

- To determine the initial status of the MCS and to assess the usefulness of incentives and interventions in MCS for promoting girls education.
- To ascertain how far the school environment is conduive to retain the girls in schools and taken steps to improve their enrolment.
- To find out the impact of remedial teaching facilities for low achieving girls in promoting their achievement level.
- To suggest measures for the betterment of girls education in MCS

SCOPE AND COVERAGE: The study was limited to Baripada block of Mayurbhanj district

METHODOLOGY

SAMPLE

MCS member Secretary,MCS co-ordinator. Remedial teaching teachers, Head masters teachers, Vocational training instructors, ECCE instructors, school going girls, dropout girls ,CLCC president & members VEC&MTA members .Nine primary and Upper primary schools and one ECCE center of Baripada block of Mayurbhanj District were selected.

MAJOR FINDINGS

1. Kainfulia MCS started in the year 2004-05 But pratically it operated from 2005-06 Grants received for development purpose were not totally utilized. Maintance of MCS records was not done systematically. Records of TLE, Games & Sports, vocational and remedial teaching were not properly maintained. Incentives and interventions of MCS were extended to two tagging schools only Rest of the schools were exempted from the incentives and interventions. Vocational training and remedial teaching facilities were available only in MCS kainfulia Only few girls were availing these facilities. There were 503 nos of girls in 10 tagging schools But out of total girls only 41 nos of girls availed the facilities of vocational and remedial teaching during the year 2006-07 and 2007-08. There was no additional incentives available in the MCS. Most of the Headmaster, teachers and girl students of the tagging schools replied that the MCS kainfulia had supplied only few no of library books to the students for short period Except these, nothing had been given to them. Annual girls meet was arranged by the MCS yearly where all the tagging schools participated.

   Child Friendly Elements are available only in two schools. Display board of different shapes learning space, learning aids chalkboard etc were not available in all schools. In most of the cases including MCS there was no Child Friendly Environment. There was no girls toilet in kainfulia MCS and the tagging schools. Toilets in schools were not keptclean. They were unhygienic for students. Not a single school had flower garden or kitchen garden. Health checkup of the girls was not done by doctors in schools. There were three avon lady bicycles but the MCS co-ordinator rarely use them for girls training. The MCS co-ordinator was not trained enough to discharge her duty sincerely, She

rarely worked for community mobilization. There was no meena activity and Ideal MTA cell in MCS and its tagging schools.Sanitation committee in all schools were constituted. Report of the Headmasters said that there were no dropout of girls. But after physical verification, 21 nos of dropout girls were found under Kanthulia MCS. Though there were number of dropout girls in the area, there was no bridge course for them.

The VECs were not involved in academic support. They were involved in school management and other activities. The CLCC of the MCS was active But due to lack of training it was forced to follow the instruction of the HM/MCS member secretary. MTA were formed in all schools . But most of the MTA were not practically involved in all the school activities. They were only participating in MDM and school uniform distribution. There was no collection of corpus funds for other developmental activities in the schools. In few schools community got involved in making innovative TLMs to be used in schools. The ECCE center environment was not clean, safe and attractive. The ECCE center was thatched half broken roof house. There was no adequate space for large and small group and individual activities. There was no good health habits among the children. The only ECCE in structor was not qualified and trained. Teachers did not use TLMs and wall activities in classroom transaction. Most of the schools had purchased maximum durable and less durable TLMs from the market. The TLMs were rarely used Students arely get chance to use them.

ANALYSIS OF THE CAUSES OF LOW TRANSITION OF CHILDREN FROM PRIMARY TO UPPER PRIMARY SCHOOLS

Researcher
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Lecturer and Head,
Department of Education
Panchayat Samiti College, Komna, Nuapada.

OBJECTIVES

- To assess the trends in transition rate of children from primary to upper primary schools during the last five years.
- To study the causes underlying the low transition from primary to upper primary stage based on the views of teachers and parents.
- To undertake case study of class-V pass outs, who have not joined class-VI and to explore the reasons of low transition of pupils from primary to upper primary level.

SCOPE AND GEOGRAPHICAL COVERAGE
The study was conducted in Komna and Boden blocks of Nuapada district.

METHODOLOGY

SAMPLE
Two blocks, four gram Panchayat, five schools were randomly selected from each of the four gram panchayats . Two teachers and two parents from each school. Five students (Boy-1,Girl-1,SC-1,ST-1 and CWSN-1), having passed class-V and have not joined class-VI.

TOOLS
Questionnaire for teachers, Interview schedule for parents, Schedule for case study of the students,Proforma to ascertain transition rate and identification of non transited pupils from the records of the sample schools.

MAJOR FINDINGS

Trends in transition rate of pupils from primary to upper primary stage during the last five years.
The average rate of transition of pupils from primary to upper primary stage in the sample schools from 2003-04 to 2007-08 is 82.5%. The rate of transition is almost constant during the last five years.

Causes of low transition of pupils from primary to upper primary stage
The different specific causes of low transition of pupils from primary to upper primary stage have been categorized as follows:

A)Social Causes of low transition:-
Lack of active involvement of the community, lack of awareness of the parents about the value of education as a result of their illiteracy.

Apathy towards girls' education
Fear of unemployment after education is a major cause of low transition of pupils from primary to upper primary schools

Big size family and lack of conducive study environment at home also affect the rate of transition from primary to upper primary schools.

B) Economic causes of low transition:-

As a result of poverty, parents are unable to meet their children's expenditure on schooling, and hence prefer their sons and daughters to supplement in the earning of the family at an early stage.

-Engagement in domestic work/ancestral occupations

-Working as child labour

-Labour migration

C) Administrative causes of low transition:-

Lack of access Though there is provision of upper primary schools within a distance of three kilometers, 40 percent of parents, of the non-transited pupils of the sample schools in the present study, ascribe non-availability of upper primary schools in their village as a cause of non-transition of pupils from primary to the upper primary schools.

-Lack of proper supervision and monitoring

-Low attendance of pupils

-Scarcity of Teachers

-Lack of timely availability of text books

-Lack of accountability of teachers

D) Academic causes of low transition:-

-Low academic achievement

-Non-intimation of result to parents after examinations is also ascribed as a cause of low transition of pupils from primary to upper primary stage.

-Lack of attractive class room teaching

-Absence of a life oriented curriculum

- Crowded classrooms

-Lack of special emphasis to CWSN

IMPACT OF COMPUTER AIDED EDUCATION ON LEVEL OF MOTIVATION AND LEARNING ACHIEVEMENT OF STUDENTS AT THE UPPER PRIMARY LEVEL

Researcher
Mrs. Subhashree Senapaty, Cuttack

OBJECTIVES

- To assess the use of supplementary materials in digitized form with the help of graphics, animation, voice etc.
- To ascertain the level of empowerment of teachers with digitized tools.

SCOPE AND COVERAGE

The study was limited to Cuttack district only.

METHODOLOGY

SAMPLE

Two blocks(1) Dampara (2) Mahanga. From each block 10 schools

TOOLS

Computer lab observation schedule, Interview schedule for Teachers, Achievement data sheet, FGD.

MAJOR FINDINGS

- Due to improper earthling in all CAE schools maximum UPS failure persist.
- Lack of stabilizer, voltage fluctuation particularly in Rural Schools obstruct CAE education.
- Due to shortage of teachers and no extra Computer teacher (teacher special for computer classes) students face deficient in computer practice.
- Due to lack of Chair students attended the CAE classes either by sitting in the floor or learn in standing position.
- The BOOT Agency regularly follow up the Schools twice a month and some time thrice, as responsible assigned to them The BOOT agency are taking adequate care in maximum cases for proper maintenance of the systems and their peripherals.
- The students who once were reluctant to attend school are now desperate to come to school regularly and attend the CAE classes in extra hour .Creativity in many forms is also visible among many students, like paintings through computer, designing by power points etc.
- The CAE is gradually increasing the confidence level of students, some of them are coming forward to participate in state level competition i.e."Sishu Prativa Utsaba". Few of them own Prizes.

EFFECTIVENESS OF MONITORING AND ACADEMIC SUPPORT SYSTEM IN DEVELOPMENT OF QUALITY ELEMENTARY EDUCATION IN NUAPADA

Researcher
Dr. Kartikeswar Roul
Teacher Educator
DIET, Kalahandi,Bhawanapatana

OBJECTIVES

- Examine the efforts of the monitoring system in improving the rate of retention of children in school of Nuapada district.
- Explore the types and extent of the academic and materials support provided to the teachers in delivering quality education to children.
- To examine the quality and extent of linkage among the different categories of monitoring personnel, resource institution within a district.
- To study the problems faced by the monitoring personnel in providing support to teachers in delivering quality education in school.
- To suggest strategies for enhancing the functioning of the monitoring system.

SCOPE AND COVERAGE

The study was limited to Nuapada and Boden blocks of Nuapada district.

METHODOLOGY

SAMPLE

32 teachers, 16 VEC members, 2 BRCCs, 4 S.Is, DIET, principal, D.I. of schools 16, teachers.

TOOLS

School Information Schedule, Questionnaire for Headmaster and Teacher, Classroom Observation Schedule, Interview Schedule for VEC members, for D.I. of schools, for DIET principal, for BRCC, for S.Is & CRCC

MAJORFINDINGS

- 63% monitoring personnel were involved in monitoring and academic work sometimes and 25% and 12.5% monitoring personnel were performed their work regularly and very little respectively. Beside this DIET personnel were never involved in monitoring work of Nuapada district.
- Monitoring team have taken steps such as proper utilization of child friendly elements and play materials, organize cultural programme at regular interval, health check up programme and maintained good relation and appropriate teaching and learning process with no punishment and no detention policy to increase retention rate.
- Almost 69% teacher were opined that monitoring personnel provided support in recording of evaluation outcome, conduct of unit test ,half yearly and annual examination and analysis of result. The support system of monitoring personnel was significant.
- District Project Co-ordinator (DPC), BRCC and CRCC have maintained co-operation always in monitoring and academic support work. SSA personnel, D.I of schools S.I of schools have no linkage with DIET, Kalahandi for monitoring.
- About 53% monitoring personnel have faced problem to provide academic support in content matter, remove difficulties from teachers in hard spot in subject like mathematics and science.

ASSESSMENT OF STANDARDS ENVISAGED UNDER ADEPTS TO UPGRADE THE QUALITY OF EDUCATION IN ELEMENTARY LEVEL OF DHENKANAL DISTRICT

Researcher
Ms Smita Pattanik
CRCC,Police Line Cluster
Sadar Block, Dhenkanal

OBJECTIVES

- To examine the level of attainment of different indicators related under ADEPTS in respect of physical, social, organizational and cognitive environment of the school.
- To find out which indicator worked and which indicator did not and reasons thereof.
- To test the change in the content knowledge of the teachers and the consequent upon the implementation of ADEPTS.
- To examine the change in the nature of community involvement in different social activities.
- To seek the views of teachers on sustaining the efforts initiated under ADEPTS.

SCOPE AND COVERAGE

The study was limited to two blocks of Dhenkanal district i.e Odapada and Gondia

METHODOLOGY

SAMPLE: 5 schools from each block.

TOOLS

Questionnaire for headmaster and staff, monitoring Schedule for school, Questionnaire for VEC members and Observation schedule.

MAJOR FINDINGS

- On the part of the teachers of all the sample schools in arriving and leaving the school and attending the school work as per schedule, makes the maximum impact on the student.
- In Dadhisingha primary school, Joranda patina P.S., Gadasila nodal UPS the teachers were regular in displaying the children creative work in a systematic manner and updating the same at regular interval which is very appreciative
- It was observed that there is Cordial Relationship among the teachers in almost all the sample schools and they are co-operative to each other on each and every aspect.
- Teachers have promoting the various SSA activities in the school with a positive attitude to bring about all round development of the students.
- It was found that in all the sample schools there is no discrimination among the students in the school premises irrespective of their caste, creed and culture.
- Drinking water facility:- available in hygienic condition in Joranda Patana P.S., Vivekananda Nodal U.P.s., Dadhisinga P.S., Besides there is facility of water in the school for watering the plants. These schools have been able to develop a wonderful flower garden inside there premises which beautifies the school and able generate some money out of selling the flowers. In addition the Dadhisinga Primary School of Goinda have also planted some teak plants around the school which will help them to improve the financial condition in future,

And also with the help students they have created a separate garden containing a number of herbal species which helps to educate the students of their uses in day to day life for keeping some help.

- In Vivekananda Nodal U.P.S. Dadhisinga P.S., Gadasila Nodal U.P.S. the VEC have arranged to provide community teachers to meet the need of teaching the students as there is shortage of teaching staff in the school.
- In all the sample schools, VEC and MTA meetings are organized as per scheduled and meeting proceedings are recorded properly. It was further found that the decision recorded in the meeting register are implemented properly.
- It was found that in all most all the sample schools cultural activities are organized at regular interval with assistance from VEC and MTA members.
- It was seen that active emphasis is given for involving girls on Curricular and co-curricular activities.
- During the research visit to phalli P.S. it is found that there is not access path to the school and the school boundary is not face. Even then the positive attitude with which the teacher in the school are carrying out their duties is not worthy.
- In all the sample school they have properly implemented the programme of sanitation and adequate awareness has been created among the students in proper disposal of west products in red and green dustbins.

A CASE STUDY OF A PROGRESSIVELY GOOD PERFORMING SCHOOLS IN BHADRAK DISTRICT

Researcher
Ramchandra Sahoo
Headmaster, Utkal mani
U.P.school, Bandhatia, Dhamnagar.

OBJECTIVES

- To find out status of schools over period of 3 years
- To document the exemplary practices taken up in school in respect of:
  - Ensuring enrollment and attendance
  - Conducting class room and allied academic activity and co-curricular
  - Evaluation practices & Community involvement.
- To suggest remedial measures for better functioning.

SCOPE AND COVERAGE : Dhamanagar & Bhandaripokhari Blocks of Bhadrak district.

METHODOLOGY

SAMPLE

Dhamanagar & Bhandaripokhari Block. 3 schools selected from each block.

TOOLS

School Categorisation Format,Questionnaire for the Headmaster & other teachers,Questionnaire for supporting officials,Classroom observation

MAJOR FINDINGS

- Each of the school has VEC and MTA as per the community participation rule. In each case VEC is cooperative and responsible.
- Community involvement has helped in increased the enrollment and attendance. In each school staff were cooperative and active.
- In each school teachers followed participatory method of learning. But not in all subjects. Each school has TLM corner. In some cases they are not used properly .Some school have wall activities but they are not used properly.
- Each school organized co-curricular activities. All the schools conducted 4 unit test, half yearly and Annual exam regularly.
- Results shared to the guardian properly. Except Dobell U.P school other school not done analysis properly.
- All the guardians conscious about formation and role VEC.
- In each school there is co-ordination and co-operation among HM.,VEC & Staff .
- BRCCs and CRCCs visited the school regularly. All the schools made annual work plan regularly. All schools have PTA meeting minimum twice a year.
- All the school spent SIG,R & MG and other grants properly. All the schools have common toilet. They also maintained properly. Each school has sanitation committee.
- VEC and MTA help to increase enrollment and attendance.

EFFECTIVENESS OF UNIT TESTING PROGRAMME IN SCHOOLS OF CUTTACK DISTRICT

Researcher
Mr.Shasikanta Pradhan
Reasercher,Cuttack

OBJECTIVES

- To explore the ways of conducting unit testing programme in schools.
- To study the mode of sharing and utility of the out comes of unit test results in improving the achievement of students.
- To identify the problems of conducting unit test programmes in schools.
- To suggest appropriate strategy for effective conducting of the unit test programme.

SCOPE AND COVERAGE

The study was limited to two blocks of Cuttack district.

METHODOLOGY

SAMPLE

Two blocks i.e Dampara, Mahanga are selected for the study. From each block 10 schools.

TOOLS

School information schedule, Interview schedule for teachers, Interview schedule for students, Interview schedule for CRCC

MAJOR FINDINGS

The unit test has been conducted effectively in all the primary schools of Cuttack district. In 100% of schools of two Blocks conduct the unit test once in 2 months.

PREPARATION AND ADMINISTRATION OF QUESTION PAPER

- In all the schools the subject teacher him self prepare the Question paper
- In every M.S.M the teachers are discussing about the preparation of question paper.
- The teachers along with H.M. also discuss among themselves about the preparation of question paper.
- Before one week the information is given to the students for unit test examination.
- 100 % of school in Mahanga and 90 % of school in Dampara conduct the test in one or two subject in one day, where as in 10 % of school in Dampara conduct entire subject in one day.
- The entire student in the sample school in Mahanga and 80 % of school in Dampara use a single copy of unit test note book for the test.

SHARING OF RESULTS

90% schools in Mahanga, 90% schools in Dampada are sharing the results of the unit test with both students and parents by showing the scored answer sheet to the students.

Progress card are not used by any school after every unit test. It is used only after half-yearly exam and annual examination.

In M.S.M the teachers are also made discussion and comparison of unit test results of different school.
The teachers are also discussing the results among themselves for preparing necessary teaching plan.

MODE OF SHARING

- 80% in Mahanga, 90% in Dampada share the result of Unit Test showing the Answer Sheet.
- 10% in Mahanga, 20% in Dampada share the result through Progress Report
- 80% in Mahanga, 100% of schools in Dampada share the result through informal discussion with parents about the results of the unit test.
- The schools are not conducting any formal meeting with parents about the results of unit test.

DIFEICULTIES FACED BY TEACHERS

- The SS and G.S have no interest really for conducting unit test with other work burden because of their salary condition.
- 36.7% in Mahanga, 30% of teachers in Dampada were of the viewed that they face problem in post examination work of Unit Test. As the test is being conducted in one note book and the teachers are required to immediately check the answer paper to conduct the exam in next day so where the student strength is more it create the problem for them.

EFFECTIVENESS OF MONITORING AND ACADEMIC SUPPORT SYSTEM IN DEVELOPMENT OF QUALITY ELEMENTARY EDUCATION IN SAMBALPUR DISTRICT

Researcher
Promod K. Patel
Sr. Teacher Educator
DIET, Sambalpur

OBJECTIVES

- To examine the efforts of the monitoring system in improving the rate of retention of children in School.
- To explore the types and extent of the academic and material support provided to the teachers in delivering quality education to children.
- To examine the quality and extent of linkage among the different categories of monitoring personal, resource, institution within district.
- To study the problems faced by the monitoring personnel in providing support to teachers in delivering quality education in schools.
- To suggest strategy for enhancing the functioning of the monitoring system.

SCOPE AND COVERAGE

The study was limited to two blocks (Dhankauda and Bamra) of Sambalpur district.

METHODOLOGY

SAMPLE

Seven clusters from two blocks. In each cluster one upper primary school and one primary schools were selected. The headmaster the Assistant teachers, CRCCs, BRCCs, DIS, and Principal DIET.

TOOLS

Schools information schedule ,a structured Questionnaire for Headmaster/Headmistress, a structured classroom observation schedule, a structured Interview scheduled for VEC member, CRCC, BRCC, DI, Principal DIET.

MAJORFINDINGS

48% of teachers were untrained-25% of teachers were dealing with monograde and 78% teachers were dealing with multigrade classes.60% of the children secured less than 40% in all subjects.86% of children were promoted to Class-I to Class-II 94% from ClassII to. III,95% from Class III to IV, 92% from Class IV to V, 95% from Class V to VI, and 68% from VI to VII. The attendance of children was 74%.

Space for activity was adequate in 86% of schools. In 86% of schools. teachers centered method was followed but in 14% of schools activity based approach was implemented.85% teachers asked text book based questions where as 15% asked self made question 30% of boys were asking questions to the teachers and rest 70% kept silent.85% teachers failed to use TLM where as only 15% teachers used different type i.e. collected, prepared and purchased TLM to transact the lesson.

In 36% classes the teachers were using black board in 14 class students were using B.B and rest 50% teachers were not using B.B content. In 21% of classes teacher allotted assignment to children where as in 79% of classes teachers did not assign any task to children.29% of teachers maintained lesson diary.

VEC

The VEC meeting was held 2 to 3 times in 14% of Schools, in 29% schools 4 times and 43% of school held meeting 5 times during last six months.Even the members of VEC not attending the meeting though they signed (57%) in the resolution 2 to 3 times in last 6 month. In the VEC meeting the matter of discussion were construction of Building, enrolment, attendance, utilization of funds and supply of text books. VEC members participated in 93% construction work, in 36% towards beautification of schools, 21% playing with children, 57% given importance on solving the problems of schools, 14% providing assistance towards co-curricular activities. 42% VEC developed awareness among parent and 36% VEC members motivated to send their children to school. So far the task of VEC is concerned 84% VEC increased the enrolment of children, 70% looked after the regularity of teachers, 56% VEC supervised the construction of building, and 36% look after the monitoring of Mid-day Meals. When the VEC member were asked, "how the teacher co-operate with them"? They said that 84% teachers felt that the task was their own task, 79% provided assistance in different activities. 71% teachers assist VEC game materials.

Headmasters

Headmaster pointed out that CRCC provided assistance on preparation of lesson scheme, Diary, TLM etc. to the teachers. Mid day Meal was monitored by S.I. of Schools. H.M. suggested that monitoring personnels should remain present in the school for the whole day, demonstration should be presented by them, attention should be given particularly in class VI and VII for the identification of competency and maintenance of school records.

CRCC

71% of CRCCs faced difficulty for allotment of task subject wise, 57% on teaching through activity based approach, 43% on preparation of TLM and 29% on questions preparation for unit test. The problems of CRCCs to provide support in classroom transaction was identification of competency, poor attitude of teachers towards activity based approach and overburden task in different aspects. CRCCs require special training for pedagogical materials, to Support them and supply of reference materials.

BRCC

BRCC faced problems due to identification of competency, preparation of activity, dealing with science and math subject, Transaction of different activity, preparation of new innovative TLM. BRCC faced problems due to non availability of teachers hand book, unwilling CRCC and overburden of different task of different intervention.

D.I. of Schools

D.I. of schools gave much emphasis on record verification, solving of school problems, enrolment retention and dropout of students. They were supporting the CRCC and BRCC on administrative problem, organization of different training programme, deputation or deployment of teachers for different purposes. In review meeting with DPC the matter of discussion was up gradation of school, organization of different training programme, opening of new schools, teachers' appointment etc.

UTILISATION OF FUNDS UNDER SSA ON IMPROVEMENT OF RETENTION AND LEARNING ACHIEVEMENT AT ELEMENTARY LEVEL

Researcher
Sarbeswar Nayak
CRCC, Dhenkanal

OBJECTIVES

1. To examine the extent of utilization of fund, incentives under D.P.E.P./SSA in improving quality education.
2. To assess the effectiveness of the utilization of funds in relation to improving access, enrollment, retention, learning achievement, school environment and community support.
3. To identify the problems regarding the receipt and expenditure of funds for improving quality education.
4. To suggest measure for effective utilization of funds for improving quality education.

SCOPE AND COVERAGE

The study was limited to Goandia block of Dhenkanal district.

METHODOLOGY

SAMPLE

2 clusters, 2 U.P.S. and 2 P.S are selected from each cluster.8 headmaster16 teachers and 8 VEC members were taken for getting g information. Data were collected from 40 students from the sample schools for the study.

TOOLS

School Information schedule, Teacher interview scheduled, Interview schedule for V.E.C president, for student, Questionnaire for MTA,PTA & community members.

MAJOR FINDINGS

All the schools have received SIG, R & M and other funds in time. It revealed from the views of the respondents, most of the Headmasters, teachers VEC members & MTA members have shown positive attitude with regard to the development of the schools and admitted that due to provision of funds there has been substantial improvement in schools.

All Head masters of the sample schools have followed prescribed guidelines while receiving the grants. All Head masters of the sample schools have decided to spend the grants after VEC resolution. All the HMs have utilized the grant for white washing ,wall activity and writing the SSA logo. Only 2 HMs utilized some amount of money on gardening and plantation.6 HMs utilized the R & M grants on repairing of doors and 2 HMs utilized the money on floor and roof repairing.All HMs opined that the amount of grant should be increased.

All VEC members stated that they did not face any sort of difficulties while utilizing the money.6 HMs have maintained the cash book properly and 2 HMs did not follow it.

It was found that actually 100% funds has not been utilized. 5nos. of schools followed activity based teaching in all classes but 3 nos. of schools followed it irregularly. Unit test has done in all schools

The retention rate is 76% where as the enrolment is 100%.The participation of MTA is less than the participation of VEC.100% students are benefited by the supply of text books and 55% students were using the text books effectively. Participation of students in co-curricular activities is 70%.Involvement of students in preparing TLM is 80%.All the girl students have received the Uniforms3 schools have received additional classroom.7 schools have received kitchen shed. All schools have child friendly element.

EFFECTIVENESS OF MONITORING & ACADEMIC SUPPORT SYSTEM IN QUALITY PRIMARY EDUCATION

Researcher
RAC
(Research & Analysis Consultants), Bhubaneswar

OBJECTIVES:

- To examine the efforts of the monitoring system in improving the rate of retention of children in school.
- To explore the types and extent of the academic and material support provided to the teachers in delivering quality education to children.
- To examine the quality and extent of linkage among the different categories of monitoring personnel, resource institutions within a district.
- To study the problems faced by the monitoring personnel in providing support to teachers in delivering quality education in school. To suggest strategy for enhancing the functioning of the monitoring system.

SCOPE AND COVERAGE

The study was limited to two blocks i.e. Gurundia and Bonai of Sundergarh district

METHODOLOGY

SAMPLE

Five schools were selected randomly from five clusters in Bonai block.

TOOLS:

School information Schedule, Class room Observation Schedule, Interview Schedule for BRCC. Interview Schedule for CRCC, Interview Schedule for Headmasters ,Interview Schedule for VEC Member

MAJOR FINDINGS

- The study witnessed that due to higher concentration of ST and SC communities in the surveyed areas the enrolment of these children is more but their drop out rate is also at a higher side as compared to that of the general group children.
- The study highlights that academic support system is affected by shortage of teachers and non cooperation of VEC members and authorities etc. Besides, the recruitment of inexperienced trained and untrained teachers in schools demands strengthening of support system which will cater the needs of the schools.
- The students should be encouraged and awarded for the collection TLM which will enhance their interest for schooling. Oral assessment of the students should be carried out during class room transactions but written assessment should be made through the tests.The VEC meetings should be held fortnightly for more effective and result oriented schooling practice.
- To render quality education to the children teachers should be provided with necessary support system. The immediate monitoring authority to the teachers is CRCC who is expected to discharge his duties by frequent monitoring visits to the schools.
- Even though there is District and Block level authorities to monitor the programme activities at the grass root still the gap persist which require attention.

IMPACT OF TEACHERS TRAINING ON UDAYA-II MODULE ON CLASS ROOM TRANSACTION

Researcher
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Karunakar UP (ME) School,
Nuagua,Bhadrak

OBJECTIVES:

- To have a view of the achievement level of the schools as per the data of LATS (Learning Achievement Tracking System)
- To assess the learning activities prepared and transacted by the trained teachers according to the topic analysis done by the teachers
- To assess the involvement of community in improving access, enrolment, retention, achievement level of school
- To find out the problems in implementation of UDAY-II module in school
- To develop resources for effective implementation of UDAY-II module in class room transaction.

SCOPE AND COVERAGE: The study is limited to Tikabali block of Kandhamal district.

METHODOLOGY

SAMPLE

BRCC of Tikabali block, three CRCCs of Tikabali Block, six schools of Tikabali Block, twelve primary school teachers (two each from six schools)

TOOLS:

- Interview schedule for teachers, students in selected Nodal UP, UP schools of the clusters in the area of Action plan
- Interview schedule for VEC, MTA, PTA members of the concerned schools
- Schedule for class room observation
- School Information schedule

MAJOR FINDINGS

- Training required for those teachers who have received training program under UNMESH.
- Only 54.6% classes have adopted of TLM use 46% schools require more capacity building program for TLM use.
- In 62.1% class learners achievement in competency was ensured properly and learners were encouraged by the teacher and their friends.
- Creativite thinking and students problem solving approach is lacking
- Creative work as composing song, writing stories, comics, habit of using dictionary, reading and listening news by the learners were very poor. Those should be done regularly for better classroom transaction.
- 91% of schools conducted four unit test and completed recording till to the date of observation.
- 100% of schools prepared question papers out of which 50.5% of schools prepared blue print. Most of the schools do not have record of blue print and question paper.
- After recording 95% of schools shared the result with parents and 100% schools shared the result with learners but analytically sharing was not done with them. So the strength and weakness of learners were not identified.
- Remedial coaching was undertaken in 60% of schools but all had no records regarding remedial coaching for verification.

IMPACT OF UNMESH-III TEACHER TRAINING PROGRAMME ON TEACHERS PERFORMANCE OF NUAPADA DISTRICT

Researcher
Promod Kumar Sahu
MED(KUK)M.PHIL
Lecture in Education
Dist-Nuapada

OBJECTIVES:

- To ascertain the understanding of the teacher regarding the inputs provided in UNMESH-III.
- To explore the extent of the inputs of UNMESH-III being practiced in the class room.
- To explore the types and extent of problems encountered in implementing the inputs of UNMESH-III in the class room.
- To build up a strategy for effective implementation of the input of UNMESH-III by the teachers.

SCOPE AND COVERAGE

The study was limited to Nuapada, Khariar, Komna, Sinapali and Boden blocks of Nuapada district.

METHODOLOGY

SAMPLE:

30 teachers from 30 Schools (Both Primary & Upper Primary) (6 teachers from 6 Schools who had received UNMESH-III training from each block) were selected.

TOOLS:

Teachers Evaluation Schedule. Teachers' performance schedule. Class room observation schedule. Data about the School.

MAJOR FINDINGS:

- The multi-grade teaching is practiced by the teachers of Komna block Only 33.33 % teachers indicate that more than 50% problems encountered by them. Problems relating to class-room management is also very high. So they need more training inputs in lab regards.
- Regarding the practice of the inputs of multi-grade teaching on the aspect of reinforcement activities and achieving need knowledge, class room management and use of worksheet is very harassing by the teachers of Sinapali and Boden block i.e. less than 30%, which indicates the total failure of the programme.
- The teachers of the district as a whole practice the inputs of the above mentioned areas is still harassing. They utilize the inputs of the programme is less than 35% in the classroom. So this indicates that they encounter problems in using the programme in the class-room.

EVALUATION OF TEACHER TRAINING PROGRAMME UDAYA-II IN KANDHAMAL DISTRICT OF ODISHA

Name of the Researcher
Dr. Bamadeba Tripathy
Teacher Educator
DIET,Tikabali,kandhamal

OBJECTIVES:

- To conduct content analysis of UDAYA-II in terms of expected changes in teachers and Pupil's behavior.
- To ascertain the level of understanding of teachers regarding the inputs of UDAYA-II.
- To explore the extent of implementation of the inputs of UDAYA-II in fulfilling its objectives.
- To know the difficulties/problems faced by teachers in implementing the inputs of UDAYA-II
- To build strategies for effective implementation of UDAYA-II.

SCOPE AND COVERAGE

The study was limited to Tikabali block of Kandhamal district.

METHODOLOGY

SAMPLE:

BRCC of Tikabali Block.Three CRCCs of Tikabali Block.Six schools of Tikabali Block.Twelve primary school teachers (Two each from six schools).The Block, CRCCs, Schpol & Teachers

TOOLS:

Questionnaire for BRCC, CRCCs, Headmasters and Teachers Dimensions. Class Observation Schedule for Teachers and the Students Dimensions.

MAJOR FINDINGS

- The teachers of all three CRCs are almost equaly understood the concepts of UDAYA-II training programme.
- 83.9% of concepts of UDAYA-II were well understood by the teachers and headmasters.
- The average achievement scores of the teachers, CRCCs, headmasters and BRCC in understanding inputs of UDAYA-II were 87.7%, 84.18%, 76.25% and 87.5% respectively.
- The training inputs regarding identifying the learning needs of the children were 83.38% understood by the teachers, CRCCs and headmasters and 75% by BRCC.
- The teachers, CRCCs, headmasters and BRCC were achieved 86.54%, 89.77%, 87.15% and 92.31% respectively of the training inputs regarding content analysis on different subjects.
- Preparation of learning activities were 92.56% understood by teachers and CRCCs, 64.78% understood by headmasters and 88.89% understood by BRCC.
- The concepts of content analysis have well understood by the BRCC and CRCCs than the headmasters and teachers.
- As a whole the teachers 87.7%, CRCCs, 84.18%, headmasters 76.25% and BRCC 87.5% have understood the training inputs of UDAYA-II

- The process of evaluation and remedial teaching is 82.4% understand by the teachers and CRCCs, 66.6% by the Headmasters and 80% by the BRCC.
- The process of conducting content analysis was appreciated by all the teachers, CRCCs, headmasters and BRCC.

FINDINGS RELATED TO IMPLEMENTATION OF UDAYA-II

- The concepts of content analysis have well understood by the teachers but none of the teachers have taken any interest in implementing the same in classroom situation.
- No school has initiated any systematic approach for understanding the children and identifying the learning needs of the children.
- Out of thirty six classes observed by the researcher the activities of only twenty classes were competency based.
- TLM used by the 55.55% teachers were competency based.
- 66.66% of teachers were adopted techniques like observation, classification and story-telling and creative works.
- Objective based question have been used by 66.66% of teachers for evaluation of learners performance which needs modification.
- The teachers were basically prepared True/ false, fill in the blanks, matching type, forming sentences opposite/similar words and completion type of questions for learners evaluation.
- Only 16.66% of teachers have interested to conduct remedial / enrichment programmes for the students and only 33.33% of teachers have analysis the evaluation results.
- 66.66% of schools have garden and learning corner facilities but only 33.33% of schools have used these in class room situation.
- Only in 16.66% of schools facilities of wall activities and drawing & paintings of the schools have utilized.

IMPACT ASSESSMENT OF UNMESH-III AT PRIMARY SCHOOL

Researcher
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Bharat Integrated social Welfare Agency (BISWA)
Danipali,Budharaja,Sambalpur,

OBJECTIVEs

- To ascertain the understanding of the teacher regarding the inputs provided in UNMESH-III
- To explore the extents of problems encountered in implementing the inputs of UNMESH-III in the classroom
- To build up a strategy for effectiv3e implementation of the input of UNMESH-III by the teachers.

SCOPE AND COVERAGE

The study was limited to primary schools in Urban Slums of Sambalpur town.

METHODOLOGY

SAMPLE

The study sampling procedure was adopted by the researcher to select 15 primary schools in Urban Slums of Sambalpur town.

TOOLS

Teachers Evaluation Schedule. Teachers' performance schedule. Class room observation schedule. Date about the School.

MAJORFINDINGS

- UNMESH-III is an effective tool for conducting combined classroom teaching
- This learning process emphasized to build students creativity and is only successful in those schools where the average teachers size less.
- It could be observed that this learning process brings similarity among the students irrespective of their IQ.
- Trained teachers show more efficiency at the time of classroom teaching than the non-trained.
- Students prefer to practical teaching procedure than theoretical.
- Group interaction and peer pressure inspire students to learn more.
- Availability of teaching learning materials is necessary for successful of the training.
- Group formation and proper sitting procedure is much more effective for better interaction among the teachers and students.
- Small Group Formation is an effective tool for bringing comparative ideas among the students which is able to extract the inner quality of the students.
- Improper follow up implementation of the training programme.
- It has seen than the high IQ students normally loose their standard to this procedure.
- Most of the trained teachers are not really acquainted with the training procedure.

IMPACT OF TEACHERS TRAINING IN IMPROVING THE CLASSROOM TRANSACTION SKILLS OF THE TEACHERS AT THE UPPER PRIMARY LEVEL OF DHENKANAL DISTRICT

Researcher
Smt. Tanuja Mishra
DIET,Dhenkanal

OBJECTIVES

- To analyses the teacher training modules developed and used in training of U.P. School teachers in terms of classroom behavior.
- To observe the classroom transaction of the teachers exposed to modules Udaya-I,II,III so as to examine if the training inputs are reflected in the classroom behavior.
- To analyze the view of teachers to ascertain which of the training inputs work in the classroom and which does not.
- To examine the views of the Head masters, BRCCs. so as to explore why training inputs are not reflected in the classroom.

SCOPE AND COVERAGE

The study was limited Goinda and Kamakshya Nagar blocks of Dhenkanal district

METHODOLOGY

SAMPLE

Ten Upper primary schools from Goinda and Kamakshya Nagar blocks are selected on a random basis. From each school selected two teachers exposed to Udaya-I,II & III are observed. The study also undertaken a sample of ten head masters from each block and two BRCCs exposed to Udaya-I,II & III.

TOOLS

- Classroom observation schedules in terms of main concept of Udaya-I,II&III modules used.
- Interview schedules for teachers.
- Questionnaires for the Head Masters & BRCCS.
- Records for observations like lesson note and unit test records.
- Checklist used to elicit physical facilities available school.

MAJOR FINDINGS

- Teacher directed teaching pedagogy reduced to 15% as competency based activities are carried on by 85% teachers. It is found that 85% of activities prepared on the basis of content anaslysis. Child centered teaching learning process is observed in 55 to 60% classes due to the intervention of the training.
- Activities approach is followed in 55 to 60% cases during the presention, learning in sequence is taking place in 90% cases. Activities correlated to real life experience are seen in 80% cases. Competency based TLM are used in 58% of classes.
- It is also found that 83% teachers have better content knowledge as they have undergone content

enrichment programmes simultaneously in these block by the DIET, Dhenkanal. About 47% teachers show their concern for better seating arrangement. But rest 53% fall to arrange it. Only 57% teachers give time to time instruction while doing the activities. Teachers role as coearners is seen in case of only 54% teachers. Rest 46% have not shown it in the class.

- In 80% classes learners formative evaluation is going on by group and individual activities and 85% of these activities are competency based. But in case of collaborative assessment process it is reduced to only 50%.Learners are encouraged by the teachers in 63% cases.
- Teachers understood the inputs related to understanding the children (as per NCF-2005) which was not reflected in the classroom activities. Unit tests are carried on by cent per cent schools but by 50% teachers express correctly about the preparation of blue print.Unit test results are also being shared with the parents in only 50% cases./ Remedial teaching is also going on in 50% cases.
- Readiness activities are going on in 100% cases. Teachers and students are engaged in initiation, practice & evaluation activities which was mostlly teacher directed. The spontaneous involvement of students and encouragement for creative thinking should be given ample scope.
- A various of class are expected by the teachers. Classification & generalization related to Science & Social studies were done in 60% class properly
- In 100% cases teachers are maintaind their lesson notes but in 20% cases teachers are preparing it in a casual manner. 75% teachers are preparing the lesson note for each period.
- It is found that cent percent teachers have the knowledge about elements of activity based teaching learning process but only in 55% cases it is reflected in real classroom situation.
- Some activities like preparation & use of competency based TLM seating arrangement, focused on all types of learners, project work questions by the students, blue print for preparing questions, collaborative assessment process

  Although 80% schools have good physical environment still the learning environment are not satisfactory due to lack of teachers awareness and academic support during classroom transaction.

DIFFICULTIES FACED BY THE KUTIA CHILDREN TO PARTICIPATE IN SCHOOL ACTIVITIES AT THE PRIMARY LEVEL OF EDUCATION

Researcher
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Kalahandi

OBJECTIVES:

- To assess the difficulties faced by the Kutia children in classroom based teaching learning process through the classroom observation method.
- To find out the difficulties faced by the Kutia children to participate in co-curricular activities.
- To find out specific causes responsible for such difficulties based on the views of teachers, and students.

SCOPE AND COVERAGE

The study was limited two Kutia dominated GPs of Lanjigarh block in the Kalahandi district.

SAMPLE

Three number of primary schools on the basis of Kutia habitations have been chosen as sample from two Kutia dominated GPs of Lanjigarh block in the Kalahandi district.

TOOLS:

Data base of the School, observation schedule for in and out of the class room activities, Structured schedule for the students , Questionnaires for the teachers, Structured schedule for the parents , Structured schedule for indirect oral interview , Structured schedule for non enrolled and drop out students , Information from other secondary source, Classroom observation, Sample test for standard evaluations.

MAJOR FINDINGS

The total students strength in all the six schools are 585 .These six schools meet the educational need of 29 feeding villages. Students have to come over long distance to attend school in rough roads. A sum of 184 students of other villages have been enrolled in different schools which implies that in most of the kutia settlements there are no provision of school facilities So far as the sanitary facilities in schools are concerned, it is observed that two schools do not have any provision of toilet or drinking water. Only one school that is Penury primary school has toilet facility and no schools are found to have such provisions. Out of 80 number of sample size from five classes the sample distribution has been done as per the following.

Among the six schools Bh. Padar has the highest no. of children with 186 and Kanarla has the lowest students strength that is 44 as the later has been up graded from EGS School to new primary school. The sample schools have a total student strength of 588 with 17 numbers of teachers. Among the 17 teachers 5 numbers are appointed on non permanent basis. Hence the students teachers ratio in the sample schools stands at 34.58% the six numbers of schools cater to the education needs of other 17 member of village settlements on an average distance of their Kilometers in the remote and in accessible hilly tracts an aggregate 184 nos. of children came for education from feeding villages. Sulia village has a schools & except peruse up school (a residential school) have toilets or electricity facilities. Only 4 nos. of schools have drinking water facilities through tube well 4 nos. of school have no boundary walls and all the schools manage with two rooms each when students of five different classes sit in two room that creates a peculiar problems in the teaching and learning process of children out of 17 nos. of teachers 5 of them stay in the village and rest 12 stay away from the school.

"IMPACT OF MULTILINGUAL EDUCATION ON ATTENDANCE AND LEARNING ACHIEVEMENT OF STUDENTS AT PRIMARY SCHOOLS AND COMMUNITY INVOLVEMENT

Researcher
Sri Giridhari Hota
Retd. Principasl
Sambalpur

OBJECTIVES

- To examine the efforts of the monitoring system in improving the rate of retention of children in School.
- To explore the types and extent of the academic and material support provided to the teachers in delivering quality education to children.
- To examine the quality and extent of linkage among the different categories of monitoring personnel, resource, institution within district.
- To study the problems faced by the monitoring personnel in providing support to teachers in delivering quality education in schools.
- To suggest strategy for enhancing the functioning of the monitoring system.

SCOPE AND COVERAGE

The study was limited to Dhankauda and Bamra of Sambalpur district

METHODOLOGY

SAMPLE

The two blocks were selected on the basis of highest literacy rate and lowest literacy rate of the district respectively. In each cluster two schools, one from upper primary schools and another from primary schools were selected using purposive random sampling. The headmaster and the Assistant teachers of sample schools were interviewed the investigator observed two classes in each school .Information was collected from CRCCs, BRCCs, DI, and Principal DIET.

TOOLS

Schools information schedule, a structured Questionnaire for Headmaster/Headmistress., a structured classroom observation schedule, a structured Interview scheduled for VEC member, a structured Interview scheduled for CRCC, a structured Interview scheduled for BRCC, a structured Interview scheduled for DIS, a structured Interview scheduled for Principal DIET.

MAJOR FINDINGS

- The enrolment ratio was found to be SC 53%, ST 21% and General categories 26% of the total enrolment.
- The dropout rate of sample schools was 1% of total strength.
- The P.T.R. was 27 : 1 and 48% of teachers were untrained. 25% of teachers were dealing with monograde and 76% teachers were dealing with multigrade classes.
- 60% of the children secured less than 40% in all subjects.

- 86% of children were promoted to Class I to Class II like 94% from Class II to III, 95% from Class III to IV, 92% from Class IV to V, 95% from Class V to VI, and 68% from VI to VII.
- The attendance of children was 74%
- The sitting arrangement of class 'U' shape was 7% sitting on row was 50% and sitting on circle was 43%.
- Space for activity was adequate in 86% of schools where as in 14% schools it was inadequate.
- Text b ›ks were available to all the teachers and the children but teacher hand book and reference book, work sheet were not available.
- In 86% of schools direct or teacher centered method was followed but in 14% of schools activity based approach was implemented.
- 85% teachers asked text book based questions where as 15% asked self made questions. 30% of boys were asking questions to the teachers and rest 70% kept silent.
- 85% teachers failed to use TLM where as only 15% teachers used different type i.e. collected, prepared and purchased TLM to transact the lesson.
- In 36% classes the teachers were using black board, in 14 classes students were using B.B. and rest 50% teachers were not using B.B. at all.
- 58% students faced difficulty up to 70% to conceptualize the content 28% students up to 50% and 14% students up to 30% content.
- In 21% of classes teacher allotted assignment to children where as in 79% of classes teachers did not assign any task to children.
- 29% of teachers maintained lesson diary where as 71% of teachers were not maintaining the same.
- 16% of the teacher concluded the lesson with sum up but 86% of teacher concluded without sum up.
- In some school some good practices were adopted i.e. morning assembly followed by "today's thought", news reading, health check up, cleanliness of classroom and campus. "Balsabha" etc.

EFFECTIVENESS OF ACTIVITIES ORGANIZED IN PRIMARY SCHOOL UNDER SRUJAN FOR PROMOTION OF TRIBAL EDUCATION IN KANDHAMAL DISTRICT

Researcher
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Teacher Educator
D.I.E.T, Kandhamal,Tikabali

OBJECTIVES:

- To what extent the teachers are able to contextualize the curriculum in line with the background of the tribal learners.
- To find out the sense of cultural literacy acquired by the tribal learners in course of implementation of different activities under Srujan.
- To find out the involvement of community based organizations in strengthening the activities of the school.
- To examine the perception of teachers and community members on MLE approach to education.
- To examine to what extent the community resources are tapped for the completion of Srujan.

SCOPE AND COVERAGE: The study was limited to Kandhamal district.

METHODOLOGY

SAMPLE: 06 clusters & 5 schools from each cluster.

TOOLS

Classroom observation schedule, Oral Test for students, Interview schedule for MTA/PTA/VEC, Interview schedule for Tribal Leader, Interview schedule for PRIs. Questionnaire for the teacher, Interview schedule for Resource Group .members, students

MAJOR FINDINGS:

- It is found from the study that 75 .5% of the teachers are trained in Rupantar, 79% ar having knowledge of local tribal language, 82.5% are having knowledge of tribal culture and about 80% teachers teach in both tribal and Oriya language. However, very few teachers collect folk materials for class room transaction.
- 23.5% teachers function as facilitator and the rest function as the traditional teacher. The traditional method of teaching is used in about 76 % of the sample schools. 57% of the schools use Oriya and tribal language for class room transaction and Srujan activity. 23 % of the sample schools force the students to take part in storytelling, Singing songs and in such other activities.42 % allow the student to ask questions in their tribal language.
- It is found from the oral test of the students that 40% of the students are irregular to school. 50 % of the students understand the teachings. Most of the students take part in the activities like, dance, singing songs, playing traditional games, Observation Day in school. There is poor use of TLM in class room transaction. Only 18% of the teachers take help of tribal language to teach in class room.
- No Jatimahasabha was conducted by the tribal leaders. The tribal leaders have no idea about the rate of drop outs and interest to bring the out of school children into the main stream. They rarely come forward to take steps for such activities.
- Most of the PRI members agree that the Panchayat Raj Institutions can play an important role in the educational development of the tribal people. However only 16% of the members know about the dropout rates in the schools. 65% of the PRI members do not attend school meeting. Only 20% of the members know about the MLE and its effectiveness.

EFFECTIVENESS OF ACTIVITIES ORGANISED IN PRIMARY SCHOOLS UNDER SRUJAN FOR PROMOTION OF TRIBAL EDUCATION IN MAYURBHJANJ DISTRICT

Researcher
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Teacher Educator,
DIET,Mayurbhanj,Baripada

OBJECTIVES

- To what extent the teachers are able to contextualize the curriculum in line with the back ground of the tribal learners.
- To find out the exlent of cultural literacy acquired by the tribal learners in course of implementation of different activities under Srujan.
- To find out the involvement of community based organization in strengthening the activities of the school.
- To examine perception of teachers and community members on MLE approach to education.

SCOPE AND COVERAGE: The study was limited to Mayurbhanj district

METHODOLOGY
SAMPLE

Shamakhunta and Rairangpur blocks. From each block 3 clusters and from each cluster 5 schools.

TOOLS

Class room observation schedule, Oral test for students, Interview schedule for MTA/PTA/SEC, Interview schedule for tribal leader, Interview schedule for PRIS, Questionnaire for the teacher and Interview schedule for the recourse group.

MAJORFINDINGS

- Only 87% of the teachers are acting as facilitators.
- Only 87% of the teachers have adopted activity based methods of teaching
- 7% of the teachers are using traditional sitting arrangement i.e. in rows.
- In none of the schools bilingual medium of instructions is used. 40% of the teachers are using Oriya medium of instruction and 60% of the teachers are using tribal language as medium of instruction.
- In 80% of the cases the teacher is using story telling method.
- In 93% of the schools the students were able to answer the questions being asked.
- Traditional flavor is reflected in 80% of the schools.
- In 20% of cases the teacher is forcing the students to sing and dance.
- All the students get satisfied after signings and dancing in the class.
- 73% of the students participate in drawing art-craft activities in the class room.
- In 93% of the cases the students are asked to perform traditional games in the school.
- In 80% of the schools group activities are performed.
- 83% of the teachers provide scope to learners for asking questions.
- In 60% of the cases the teacher is co-relating the folk materials in the class room.
- In 100% of the cases the students come to school regularly.
- All the 100% students are able to understand what ever is taught to them.
- 96% of the students receipt poem in their own language in the class room.
- All the students are aware of the festivals observed in their village.

COMMUNITY PARTICIPATION IN IMPROVING QUALITY EDUCATION IN CUTTACK DISTRICT

Researcher
Mr. Manas Ranjan Bhoi
Researcher Cuttack

OBJECTIVES

- To examine the extent of involvement Community members (VECs, PTAs, MTAs) in school's organizational, curricular and co-curricular activities to improve quality education in school.
- To identify the best practices, if any in community's involvement in school activities to improve quality education in school.
- To identify problems, if any faced in maintaining school-community contact.
- To suggest measures for improving more community participation in school activities to improve quality education school.

SCOPE AND COVERAGE : The study was limited to Cuttack district.

METHODOLOGY

SAMPLE

Two blocks of Cuttack district out 13 blocks i.e Kantapada and Tangi-Choudwar, seven primary school and thirteen upper primary schools, eighty students, twenty headmaster, forty VECs member , twenty PTA members, forty MTA members of both blocks.

TOOLS

School information schedule, Interview schedule for VEC members, MTA members, PTA members, for Headmaster, students.

MAJOR FINDINGS

a. 80% VEC members of kantapada and 855 VEC members in Tangi Choudwar block help in enrolment drive in school
b. 70% and 80% VEC members in both block opined that meeting is conducting in a fixed approval time viz. second Saturday of every month to discuss about celebration of different festival and constructive agenda of school.
c. 70% and 80% VEC of both block help in retention of child till the completion of elementary education.
d. It is found 75% and 70% VEC members in both block helped in beautification of school campus.
e. 50% and 60% VEC member in both block help in teacher attendance in school.
f. 70% and 75% of MTA members in both block help in enrollment drive in school.
g. It is found 70% and 75% MTA members in both block help in regular attendance of girls students in school.
h. 70% MTA members in both block motivated parents to enroll their girls students in school.
i. It is found very negligible that 40% and 50% MTA members in both block observe the classroom process while he teach teaching.
j. It is found 75% and 70% MTA members involved in cleanliness of school campus.
k. Only 10% and 15% MTA members of both Kantapada and Tangi Choudwar block collect fund from public for development of school.

A STUDY ON THE BEST PRACTICES OF COMMUNITY PARTICIPATION AT ELEMENTARY EDUCATION LEVEL IN KORAPUT DISTRICT

Researcher
Nilanchala Pradhan
Senior Teacher Educator
DIET, Jeypore

OBJECTIVES:

- To examine the nature and extent of best practices of community participation, in enriching the activities of primary schools concerned.
- To examine the involvement of community in the school improvement activities like providing infrastructure facilities, sanitation, increasing enrollment, attendance and achievement level.
- To study the aspects of monitoring and supervision done by the members of VEC/PTA/MTA in relation to school activities.
- To study role of community in strengthening the incentive schemes of Govt. like ensuing quality of mid-day meal and distribution of free-text books etc.
- To study the aspects of convergence of community members with BRCC and CRCC.

SCOPE AND COVERAGE: The study was limited to Borigumma and Kotpad Blocks of Koraput district.

METHODOLOGY

SAMPLE:

8 Primary School Headmasters and 8 Assistant teachers from 8 selected schools from Borigumma and Kotpad Blocks .16 Village Education Committee members .8 Parent-Teacher Association members .8 Mother Teacher Association members. 16 students.

TOOLS:

Interview schedule for the members of Village Education Committee Members, PTA Members, MTA Members and School Students to find out the participation of community members.

MAJOR FINDINGS

- In 50% schools the Pupil Teacher Ratio is as per the govt. norms.
- The enrollment in Ashram schools is increasing due to facilities of the Govt.
- In most of the rural schools classroom for each class students are not available.Chair and Table for the students are not available in most of school.
- In 87.5% schools separate latrine/urinals is available for boys and girls.
- In 100% schools free supply of free text books for all the students are supplied.
- In all the schools VEC has formed as per the Odisha community participation Act 2000.
- All the VEC members are trained by the DPEP/SSA, which is very helpful to the VEC members to participative in school activities.
- The VEC members are attending the VEC meeting of the school regularly, which is the impact of the VEC training.
- The increase of regular's attendance of students is increased by the community participation.
- The visiting of parents to the schools, affects a lot for the regular attendant of students and functioning of school.
- Due to the visit of schools by community members, they get chances to talk with the students regarding the progress of study.
- Encouragement by the community members/parents to the students in the school helps a lot for good relationship between students and community members.

EFFECTIVENESS OF AIDS AND APPLIANCES SUPPLIED TO CWSN OF BETNOTI AND BARSAHI BLOCKS IN MAYURBHANJ DISTRICT

Researcher
Dr. Arun Kumar Senapati
Teacher Educator, DIET Baripada

OBJECTIVES

- To examine the adequacy of supply of aids and appliances to different Categories of CWSN
- To examine if the rate of enrolment and rentation of CWSN in classes I to VII has improved as a result of supplying them with necessary aids and appliances.
- To ascertain if the aids and appliances are properly and regularly used by CWSN with parents and teacher support as and when required.
- To identify problems in the use of aids appliance by the CWSN
- To increase the awareness level of teachers and parents regarding the need for regular use of aids and appliances by the CWSN.

SCOPE AND COVERAGE: The study was limited to Betnoti and Barasahi blocks of Mayurbhanj district

METHODOLOGY

SAMPLE

10 Nos. of primary/Upper primary Schools (5 schools from each blocks).

TOOLS

Information schedule for enrolment and attendance of children, Questionnaire for special teacher and headmaster., Interview schedule for parents and Interview Schedule for CWSN.

MAJOR FINDINGS

- It is revealed that out of 2592 students 1397 are boys and 1195 are girls and out of 66 of CWSN, 44 are boys and 22 are girls in the schools The percentage of girls are found less than the percentage of boys in CWSN category.
- It is revealed that the enrolment and retention of CWSN under the study have been improved to 22.72% in the year 2008-09 from Cl-I to Cl-VII in comparison to the previous year i.e 2007-08
- The percentage of different categories of CWSN are as follows : the highest is O.H.- 36.36% followed by H.I-28.78% followed by VI-19.6% followed by MR 13.63% and the lowest percentage is S.I- 1.51%.
- It is ascertained that only 1 no of CWSN in H.I category has been supplied with aids and appliances
- It is found that out of 10 number of schools, 4 number of schools have not been supplied neither with aids and appliance nor financial support i.e 40% of schools the CWSN have been deprived of the above facility and 5 schools under study i.e. 50% have only utilized the financial support but not the aids and appliances.
- It is found that out of the above five Schools,8 number of CWSNs have been provided with the financial
- Moreover it is found that most of the CWSN have not obtained disable Certificate till date in respect of the respective categories.
- It is revealed that no aids and appliance/financial support have been provided to the CWSN under study from other source/ NGOs besides the Govt side.
- It is revealed that out of 63Nos. of teachers under study 12nos. of teachers are specially oriented regarding aids and appliance through IED and RCI Training and 1 No of teacher with Resource Teacher training. The teachers of 2 schools have not been oriented in this regard.
- It is revealed that out of 66 number .of guardians of CWSN and children only 01 CWSN and 1 guardian have been provided instruction regarding handling of aids and appliance.

PARTICIPATION OF VEC & MTA IN SCHOOL MANAGEMENT IN SUNDERGARH DISTRICT

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OBJECTIVES:

- To study the functioning of VECs in relation to:
- Management of curricular and co-curricular activities.
- Supervision of different activities.
- School improvement programme.
- Coordination with community Panchayatiraj Institutions
- To study the functioning of MTAs in relation to:
- Functioning of MTA in promoting girls education.
- To find out the strength and weakness of Village Education Committee/MTA.
- To suggest remedial measures for better functioning of VEC/MTA.

SCOPE AND COVERAGE

The study was limited to of Gurundia and Lahunipara blocks of Sundergarh district

METHODOLOGY

SAMPLE

10 head masters, 10 VEC members and 10 MTA members

TOOLS:

Interview Schedule for VEC and MTA members, Questionnaire for headmaster

MAJOR FINDINGS:

- In Lahunipara blocks schools have better facilities compared to Gurundia block.
- In all the sample schools Information board and good environment are found in Lahunipara block.
- In both the blocks all the schools have blackboards and latrine.
- The Village Education Committee (VEC) has been constituted in almost all the schools.
- The members were selected as per Community Participation Rules 2000.
- 80% VEC have been trained.
- The members have been participating in preparation of Annual Budget plan.
- The members were aware about the roles and responsibilities of VEC under SSA
- Monthly meetings have been organized in 70% schools

ASSESSMENT OF FUNCTIONING OF KGBV IN MAYURBHANJ DISTRICT

Researcher
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DIET,Mayurbhanj,Baripada

OBJECTIVES

- To examine the effectiveness of KGBVs in ensuring the access of drop out girls to school education.
- To study the quality of education provided to the girls enrolled in KGBVs.
- To explore the elements in KGBVs those are girl child friendly and those creating healthy environment.
- To assess the extent on involvement of community in functioning of KGBVs.

SCOPE AND COVERAGE: The study was limited to Mayurbhanj district

METHODOLOGY

SAMPLE:

Out of 19 KGBVs the researcher selected 5 KGBVs from different education districts. The 5 KGBV are from 5 education district i.e baripada,betnoti, karanjia and Rairangpur.

- 50 KGBV girls were selected randomly (10 from each KGBV having 5 girls from Class VI and 5 Girls from ClassVII)
- 20 fulltime teachers have been selected for the study to assess the quality teaching learning process in the school. 4 teachers from each KGBV were selected
- 20 VEC members (4 from each KGBV, both male and female were selected for the study.

TOOLS

Unit tests of 50 KGBV girls (both VI and class-VII), School information Schedule, Classroom Obeservation schedule, Interview schedule for the VEC members and for 50 KGBV girls.

MAJORFINDINGS

All KGBVs are in existing UP schools. New Hostel building is not completed. The boarders are staying in the classroom, in the day time, the same classroom have been used for teaching.Still after 3 years of operation, the boarders are not supplied with cot, They are sleeping on the floor.The lavatory facility is not sufficient, Many a time the children have to wait or have to go to the village pond for bath.No boarder has been insured, though there is provision of insurance.The location of KGBVs are good but maximum number of KGBV have no play ground.Each Boarder has been supplied with bedding, dress, daily consumables, study materials game equipments.Maximum KGBVs have their own boundary for safety.Quality and sufficient food has been supplied with the existing amount of Rs.20/per head per day.

ENROLLMENT

In these three years of operation, a good number of dropout girls have been enrolled in the KGBV, The number is very large in case of ST girls.

COGNITIVE ENVIRONMENT

Every KGBV has requisite number of part time teacher which is an important step to provide remedial teaching to the dropout girls. Each KGBV has focused on continuous and comprehensive evaluation (unit Test) and has maintained the record of each child.

The annual examination result reveals that the KGBV girls have been doing better, Some KGBV have 100% results. In Unit Test, only academic question have been given without focusing on portfolio evaluation and co-scholastic evaluation. The KGBV girls are not doing well in English, many part time teachers even some regular teachers are not competent in English.

CO-SCHOLASTIC ACTIVITIES

KGBV girls are well trained in drawing and painting., Some are performing well in dance and song.Some Adivasi girls in KGBV are well versed. They have developed good communication ability.The KGBV girls are attending Block level, District level even state level competitions.

DAILY ROUTINE AND DISTRIBUTION OF TIME:

The daily routine reveals that both scholastic as well as co-scholastic activities are given importance. Many times many KGBVs are not following the routine strictly. The routine meant for Saturday may be utilized for other morning school days but the routine meant for Sunday cannot be meant for other holiday.

HEALTH AND SANITATION:

Though the KGBV is running in UGUP schools but the campus is clean. The weekly health checkup is in progress. The facts say that besides sufficient facilities some children are suffering from malaria and cold.Almost all KGBVs have safe drinking water facility Some KGBVs are not maintaining health card.In many KGBV, it is found that though First Aid Box availablities lacking requisite items like band aid cotton etc.

VOCATIONAL TRAINING AND WORK EXPERIENCES:

Almost all KGBVs have been imparting training on tailoring and embroidery, khali try, sabal work

(Bubel rope and Rope items) clay modeling teddy doils. Some KGBVs have focused on preparation of phenyl, preparation of candle, preparation of spices, woolen work (sweater etc)Every KGBV has one resource room to display the children products.

MONITORING & SUPERVISION

One important point is that the girls coordinators is monitoring the hostel continuously.

Except girls coordinators monitoring and feedback monitoring is not praiseworthy. No local monitoring has been constructed. The CRCC and BRCC are not taking care of the management of the KGBVs Only occasional visits for the sake of monitoring.Some DIET personnel are involved in monitoring but it is not sufficient.

LIFE SKILL DEVELOPMENT

A good number of steps have been taken by the district office as well as head master for life skill development. Every child has been exposed to 5 days orientation given by district intervention. Each KGBV has the provision of training and practice of judo and karate for self defense. The inmates of the KGBV hostel are not oriented on child rights.

COMMUNITY INVOLVEMENT

Almost all KGBV has good community involvement. The good observation is that all have engaged local artisans and skilled labourer for work experiences and vocational training.

CO-SCHOLASTIC ACTIVITIES:

It is found that some talented students are given chance in demonstrating their performance in co-scholastic activities. It should be made mandatory than Each should be given chance in different occasion.Regarding training on drawing , dance, song, the trainer should divide the boarders into 4 groups and each groups should be trained.Weekly kabita Asara, debate,Quize,Extemper should be conducted on routine basis.

FUNCTIONING OF KASTRUBA GANDHI BALIKA VIDALAYA IN TRIBAL AREAS : SELECTED CASE STUDIES

Researcher
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OBJECTIVES

- To study the provisions in KGBVs, e.g. financial, infrastructural, educational, of the study area, i.e. Koraput district;
- To study the issues in the management of the KGBVs of the study area;
- To study the learning achievement of children of the KGBVs of the study area;
- To study the needs vis-à-vis problems of the children of theKGBVs of the study area;
- To make an in-depth study of selected KGBVs of the study area through case study approach; and
- To suggest measures for the effective functioning of the KGBVs located in the study area.

SCOPE AND COVERAGE: The study was limited to Koraput district

METHODOLOGY

TOOLS

School information schedule, Classroom reservation schedule, Interview schedule for the VEC members and Interview schedule for 50 KGBV girls.

MAJOR FINDINGS

- The KGBVs are adequately monitored by the district as well as the State level officers. But there is no specific monitoring framework to make the monitoring process objective, systematic, and comprehensive.
- Some KGBVs, e.g. KGBV Alligam for Semiliguda Block, are situated at remote places The vocational education components in such KGBVs are weak, due to non-availability of local resource persons to handle them.
- It was learnt that many of the part-time teachers engaged in KGBVs to provide remedial education and guide student learning beyond school hours and holidays are untrained.
- Majority of students across the KGBVs under study are interested to learn computer operations. But some schools do not have computer, e.g. KGBV Alligam, KGBV Borigumma; and some do have computers but without trained teachers/instructors to handle them, e.g. KGBV Nandapur, KGBV Lamtaput. In many schools students have demanded to learn tailoring and riding bi-cycles. But some schools do not have bi-cycles and/or tailoring machines; and some others do have but their number is inadequate.
- It is heartening to learn that some students have played critical role in motivating other dropout girls of their locality to take admission in KGBV and/or U.P.Schools. In fact, such students are instrumental to reduce dropout among girls in the study area.
- In almost all the KGBVs, students are found to be disciplined, cheerful, clean and well-mannered. They have expressed their satisfaction with the activities and provisions of the schools. They seem to have freedom for expression of their needs/problems before the school as well as district level authorities.

- Co-curricular activities like dance, song, games—indoor and out door are found to be the major interventions in KGBVs under study. But the resources, human as well as physical, for their effective organizations are inadequate. None of the KGBVs except one, i.e. KGBV Mali put for Lamtaput block, do have physical education teacher (PET). The students of KGBV Maliput have proved their excellence in district and State level sports competitions due to the fact that the school possesses adequate sports material and has engaged a PET as part-time teacher. It was learnt that three students have won prizes: One in running and two in Kabadi, at the State level competition held at Sundergarh last year.
- There is wide variation in the learning level of students in basic school subjects such as English, Language, Mathematics and Oriya language. The overall performance of the students belonging to older schools, e.g. KGBV Lamtaput, KGBV Koraput, is much better than that of the students belonging to newly established KGBVs e.g. KGBV Alligam.
- In older *Vidyalayas*, e.g. KGBV Lamtaput, KGBV Borigumma, the students, particularly those who have appeared annual examination 2009 for class-VIII have strong demand for opening of Class-IX in the school. In fact, it was heartening to face the question: " Where shall we go after completion of Class-VIII" of a group of students who, due to various reasons, had dropped schooling after primary stage few years back.
- The vocational education classes are held once a week i.e. on Sundays, uniformly across the KGBVs under study. It was felt that the resources- human as well as physical, provided to the *Vidyalayas;* and the time allotted for the purpose, are inadequate. For example, some *Vidyalayas* have not been provided with tailoring machines. In such situations the vocational teachers manage with their own machines.
- In many schools, Class-VIII have been opened but without engaging/appointing specialized teachers to teach subjects like Hindi and Sanskrit. Students of such schools, e.g. KGBV, Koraput; KGBV, Borigumma; KGBV, Lamtaput, have demand for posting of Hindi and Sanskrit teachers.

IMPACT OF KASTRUBA GANDHI BALIKA VIDYALAYA ON GIRLS EDUCATION IN NUAPADA DISTRICT

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OBJECTIVES

- To evaluate the functioning of KGBV in relation to implementation strategies for development of girls education in Nuapada district.
- To assess the impact of KGBV on enrolment, retention and quality achievement in Nuapada district.
- To identify the factors affecting the smooth functioning of KGBV in Nuapada district.
- To suggest strategies for better achievement of girls education through functioning of KGBV in Nuapada district.

SCOPE AND COVERAGE :The study was limited to Nuapada district

METHODOLOGY

SAMPLE

The study covers all five KGBVs, five Headmasters, five Wardens, ten teachers, ten VEC members and fifty girls.

TOOLS

School information /observation schedule. Interview schedule for warden / headmaster., Interview schedule for the girl children, Interview schedule for VEC / MTA members, Interview schedule for the teacher.

MAJORFINDINGS

All (100%) KGBV hostel buildings are under construction for which the boarders are sleeping on the floors. The urinal latrine and lavatory facilities are not sufficient and not cleaned properly. 80% KGBV have not completed school boundary.

The essential materials for cooking materials and bedding are purchased by all the KGBVs. But the students are not using cot, reading table, fans , and mosquito net due to shortage of space. Though there is provision for gas cylinder and chullha no KGBV is using it. The acquaguard and thirty fans sanctioned for each KGBV but they are found physically in no KGBV.

All the grants are sanctioned in favor of all KGBV in time but the KGBV could not utilize all the grants. A huge unspent amount is kept by all KGBV in the passbook.

In all KGBV food and tiffin is given four times in a day but the standard is below average due to high market price. All the KGBV girls are provided with free dress, ribbon, powder, school bag and shocks etc. Due protection is given to the KGBV girls. The unit cost for food and maintenance should be revised in every two years.

The KGBV girls are performing their daily work as per framed routine.

Regular health check-up, preventives and medicines to the ill girls are done regularly. KGBV girls are using safe drinking water. All the KGBV girls are not using mosquito-net.

The availability of teaching learning materials in all the KGBV (100%) are sufficient but they are rarely used due to lack of teachers' interest and attitude. The higher authorities should look the matter and it could be solved by regular monitoring and supervision of the KGBV.

Similarly activity based teaching is held occasionally or not at all due to over crowded class-room situation and teachers are not willing to do it. The quality of the activities by the teachers in side the class room is substandard. Proper evaluation is not done after the class and no importance is given to weak children. The effect of classroom teaching is insignificant.

Some co-curricular activities like observation of annual day, annual sports, national and international days are observed by all the KGBV regularly. But the project work and quiz competition activities are highly neglected by the KGBV.

The quality in non scholastic dimension for all the KGBV (100%) are average and it could be improved by filling up the vacant posts. The KGBV employees need attitudinal training for better performance.

The quality of vocational theory teaching is limited and there are limited nos. of machine in all the KGBV. Importance should be given on this aspect.

The standard of life skill training in all the KGBV is marginal. All the employees need life skill training, systematically in a planned way to upgrade the boarders life style. In all the KGBV there are limited nos. of computer. So only few KGBV girls are computer literate.

All most all (80%) KGBV have regular headmaster and few Asst. Teacher posts are laying vacant for a long period for which the part time teacher are employed in the school. Similarly few KGBV posts are laying vacant since starting of the KGBV.

A little attempt is made to record the scholastic progress by all most all KGBV without follow up action. In all KGBV no attempt is made to assess the development in non-scholastic, vocational and life skill training of the boarders.

The managing committee are formed to manage the smooth functioning of KGBV as per rule and all the managing committees are helping the headmasters at a satisfactory level.

EFFECTIVINESS OF KASTRUBA GANDHI BALIKA VIDYALAYA SCHEME ON QUALITY OF LEARNING

Researcher
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OBJECTIVES

- How far the KGBV has played its role in limiting the gender disparities?
- To what extend the KGBV has achieved the girls enrollment?
- How far is the boarding facility attracting the girl children from BPL and Minority Community schooling system.
- To assess how for the KGBV outreach the BPL,SC,ST,OBC and Minority Community Coverage.

SCOPE AND COVERAGE: The study was limited to Samblapur district

METHODOLOGY

SAMPLE

The study covers existing two Kastruba Gandhi Balika Vidyalayas in Sambalpur district . 16 students from each KGBV,Head Master/Mistress of both the KGBV, 10 parents from Sarapali KGBV and 5 parents from Mahamadpur KGBV, 2 VEC members from each KGBV and warden from Mahamadpur were interviewed.

TOOLS

School information /observation schedule, Interview schedule for warden / headmaster, Interview schedule for the girl children, Interview schedule for VEC / MTA members and for the teacher.

MAJOR FINDINGS

- In accordance with the guidelines, two KGBV viz Mahamedpur KGBV in Dhankauda block and Sarapali KGBV in Naktideul block were opened in the year 2006 with the initial enrollment of 21 girls in Mahamedpur KGBV and 39 girls in sarapali KGBV.
- Workforce sanctioned for each school is 9 including both teaching and non-teaching staff. Out of the sanctioned posts, Office Assistant post is vacant in both the KGBVs. Warden post is vacant in Sarapali KGBV.
- It is observed that 2 upper primary schools have been upgraded to KGBV, without setting up new residential schools, As a result of which the problems/issues of the old upper primary schools still remained with the new KGBV. The community could not be able to realize that KGBV is a new concept to promote girls education. They feel that it is just addition of hostel facility to the existing school.
- Maximum enrollments are from the locality where it is situated. In Mahamedpur KGBV out of total enrollment of 132 children, 121 children are from Dhenkauda block, whereas in Sarapali KGBV out of total enrollment of 87 children 84 are from the Naktideual Block.
- The student strength of each KGBV is 100 girls But after 3 years of interventions none of the school attained the desired student strength of 100 girls in a year although there is maximum numbers of dropouts in these blocks. In the year 2008-09, the student strength of Mahamedpur KGBV is 83 whereas in Sarapali KGBV it is 74 only.
- Enrollments in these schools had been done by getting information from the CRCCs over phone, but those girls could not be motivated to attend the school. Again some students became dropped out as KGBV environment could not attract them for study.

- Some students of class 7 of Sarapali KGBV are given compulsory TC from the school as there is improvement in their achievement level as per the circular of OPEPA.
- In Mahamedpur KGBV, Vocational Education is given on 5 trades namely Tailoring & Embroidery, Leaf plate making, badi-papada & pickle making and toy making whereas, in Sarapali KGBV vocational education is vailable for only one trade i.e Tailoring & Embroidery, None of the KGBV has organized skill exhibition for skill assessment of the students.
- None of the KGBV has initiated life-skill education for the students.
- Unit test have been conducted regularly in each KGBV but the student are not evaluated properly as none of the KGBVs are able to provide the class wise achievement grade of the students.
- Around 53% of the parents denied that they have been shared by the school about the achievement level of their children. On the other around 66% parents reported that they have enquired about the achievement level of their children with the teachers out of which 80% reported that they had not got any good response from the teachers.
- On the topic that whether there are any difference in the behavior of others towards their daughter as they are studying in KGBV, around 60% parents reported that there is no difference, rest of the parents reported that their daughters are getting more respects.
- Even after 3 years of intervention none of the KGBV is well-equipped with infrastructures, whereas requirement of classroom is 3 as there are 3 classes in both the KGBVs, only 2 rooms are available for class. There is no separate reading room, library and common room are available in both the school. Even students of Mohamedpur KGBV are residing in the classroom as hostel rooms are under construction.
- Playing materials for both indoor and out door games and recreation materials like TV, DVD, musical instruments, etc, are available in both the schools but they are rarely used by the students.
- All the students interviewed reported that they are getting study materials like text book, pen, pencil, eraser, cutter and paper. Only 25% of the Mahamedpur KGBV reported that they have not got Geometry Box whereas 50% students of each school reported that they have not got color box and painting brush, it is unfortunate that in none of the KGBV, project work is given to the children where as dress is supplied to all the children .Belt and badges are not supplied to most of the children.
- About the logistic arrangements , pillow and bed-sheet are not supplied to children of both of the school. Blankets is supplied to most of the children and mosquito net is supplied only in Sarapali KGBV.
- About the quality of food and non-vegetarian items in the meal, all the students reported that they are satisfied with the quality and getting non- vegetarian item their food weekly thrice.
- The KGBV committee had been formed in each KGBV as per the norms prescribed in the scheme i.e 7 members from the community I PRI members and Head Master of the school and the meetings of the committee is convened in every month but the attendance in these meeting is very low.
- The supervision by the authority to KGBGV is very irregular. During their official visits, supervision part is limited to reports and utilization of funds.

VOLUME-XII

CONTENT KNOWLDEGE OF UPPER PRIMARY SCHOOL TEACHERS IN MATHEMATICS AND SCIENCE

ICMR, New Delhi

OBJECTIVES:

- To assess the levels of the knowledge and understanding of the teachers of Upper Primary schools in the concepts of Mathematics and Science included in the elementary school curriculum.
- To identify the areas of strength and weakness of the teachers of the Upper Primary schools in the concepts of Mathematics and Science included in the curriculum of elementary schools of the state.
- To develop strategies for addressing the weaknesses and enhancing the strengths in Mathematics and Science of teachers teaching those subjects in elementary level.

METHODOLOGY

SAMPLE:

Three districts each from three revenue divisions of the state i.e Balesore, Jajpur and Nayagarh from Central Revenue Division, Jharsuguda, Bargarh and Bolangir from Northen Revenue division, Malkanagiri, Rayagada and Kandhamal from the Southern Revenue divison.

TOOLS:

Multiple choice test items were developed to assess the knowledge & understanding of the sampled teachers. The two achievement test formats have also included teachers' information schedule to gather personal, academic and professional data relating to the sampled teachers relevant to the study.

KEY FINDINGS:

In the district of Balasore the teachers need training to enhance their knowledge in the concept areas of Rational number and Mensuration and with regard to developing their understanding aspect they need training in the concept areas of Percentage, Rational ,Numbers, Indices and Factor & Multiples.The teachers of the Bargarh district need training to enhance the knowledge in the concept areas of Ratio & Proporation, Mensuration and Algebra and with regard to the understanding aspect they need training in the concept areas of Rational Numbers, Percentage & variation.The teachers of the Balangir district need training to enhance the knowledge in the concept areas of Construction and Rational numbers, Factors & Multiples, Triangles and Proportion & Mensuration and with regard to understanding they need training in the concept areas of triangles, properties and congruency, Rational number. Percentage, indices, factors and multiples, variation, mensuration and Algebra.In Jajpur district the Mathematics teachers need orientation to enhance their knowledge in the concept areas of Rational numbers, Triangles and Proportion and Factors & Multiples in the district and with regard to developing their understanding aspect they need training in almost all the concept areas of excepting the concept ares of Algebra & Construction. The teachers of the Jharsuguda district need training to enhance the knowledge in the concept areas of construction, mensuration, triangles & its properties & congruency and rational number and with regard to developing their understanding aspect they need training in the concept areas of triangles, properties and congruency,. Percentage, indices, variation, Rational numbers and mensuration. The teachers of the Kalahandi district are having weakness in the concept areas of Rational Number, Factors & Multiples, Triangles & its Properties and Mensuration and with regard to their understanding aspect there is space for improvement in all the concept areas excepting the Construction.The teachers of the Kandhamal district need training to address their weakness in the concept areas of Rational Number, Factors & Multiples, Triangles & its Properties and Mensuration and with

regard to developing their understanding aspect they need training in the concept areas of Rational Nubmer, factors & Multiples, Percentages, Indices, Triangle, Properties & Mensuration.The teachers of the Nawarangpur district need training to enhance the knowledge in the concept areas of Rational Number, Factors & Multiples, Vaariation, Triangles & its Properties & congruency, Mensuration and Construction and .with regard to developing their understanding aspect they need special emphasis in all the concept areas to enhance the understanding level of teachers in the district. The teachers of the Nayagarh district need training to enhance the knowledge in the concept area of Construction, and in understanding aspect they need systematic orientation in the concept areas of Rational Number, Factors & multiples, Percentage, Indices, & Triangle and its Proportion.In the district of Balasore the mathematics teachers do require adequate training in the concept areas of variation, Triangle, Properties and congruency and construction. The major finding of Bargarh district is here, the mathematics teachers requires adequate training only in the concept areas of Variation and construction. In Balangir district the mathematics teachers of Upper Primary level are weak in almost all the concept areas which needs urgent attention for the improvement of the teachers and betterment of the students. In Jajpur district the teachers teaching mathematics at the upper primary level require training in the concept areas of Variation, Ration, & Proportion, Indices, Triangle, Properties & congruency and construction.The mathematics teachers of Jharsuguda district need further orientation training in the concept areas of Variation, Indices, Triangle, Properties & congruency and construction and Algebra.The major findings of Kalahandi district is here, the mathematics teachers requires adequate training in almost all the concept areas of mathematics excepting Rational number and Ratio & Proportion.

The performance of the teachers in Kadhamal district depicts their weakness in all most all the concept areas of mathematics. Therefore, adequate orientation training is required for them to enhance their level of understanding and teaching capabilities. Most of the mathematics teachers of Nawarangpur district are weak in almost all the concept areas of the subject excepting construction. So, required orientation training may be imparted to address their weakness. In the analyses it is found that the mathematics teachers of Nayagarh district are comparatively better in almost all the concept areas of mathematics except Variation, construction and Algebra.In Balasore district the teachers need training to enhance their knowledge in the concept areas of matter & its properties, Heat, Energy, Food Health & Diseases and Agriculture and Animal Husbandry and with regard to developing their understanding aspect they need training in the concept areas of heat and matter and its properties, soil, agriculture and animal husbandry, physiology of living beings and changes around us

In Jharsuguda district the teachers teaching science at the upper primary level do require adequate training in the Concept areas of Sound, Light, Water, Aid Base &Salt, Units of Measurement, Living World, Physiology of Living beings, Soil, Agriculture and Animal Husbandry and changes around us.The Science Teachers of Kalahandi district need further orientation training in the Concept areas of Heat, Sound, Light, Energy, Motion, Force & Machines, Water, Acid Base &Salt, Units of Measurement, Living World, Physiology of Living beings, Soil, Agriculture and Animal Husbandry and changes around us .The striking findings of Kandhmal district is here the Science Teachers do require adequate orientation trainings in all the Concept areas of Science excepting separation of mixture. In Nawrangpur district the upper primary school teaches teaching science are having weakness in all most all the Concept areas of science excepting the Matter & its properties and Food ,Health & Diseases. Thus, adequate training programmes should be organized for the enhancement of their knowledge in science subjects in Nayagarh district the upper primary school science teachers do require orientation training in all the Concept areas of science excepting Separation of Mixture, Motion, Force & Machines, & Food, Health & Diseases.

IMPACT OF INCLUSIVE EDUCATION INTERVENTIONS ON EDUCATION OF CHILDREN WITH SPECIAL NEEDS (CWSN)

ICMR, New Delhi

OBJECTIVES:

i. Ascertain the position of enrolment and attendance of CWSN of different categories like OH, VI,HI, MR, and CP.

ii. Assess the status of supply, distribution, use and maintenance of aids and appliances to the targeted
CWSN.

iii. Ascertain the achievement status of CWSN in school learning.

iv. Examine the nature of training, orientation, counseling and individualized educational plans conducted under the scheme.

v. Examine the nature of monitoring and supervision mechanism adopted in implementation of the programme.

vi. Study the competency level of teachers of formal schools with regard to classroom transactions with CWSN in inclusive educational set up.

SAMPLE:

Using multi-stage sampling procedure, blocks, schools and sub-samples were selected from the Districts of Ganjam, Angul and Balesore representating Southern, Central and Northern Revenue Division of Odisha , respectively. Three blocks from each district and 10 schools from each block were selected randomly. Thus 9 blocks and 90 schools were sampled with equal numbers from each district. The sample respondents consisted of 90 head teachers, 90 teachers (one per school), 180 CWSN (two per school), 180 parents (two per school), 27 CRCCs (three per block), 9 BRCCs (one per block), 3 DIECs (one per district).

TOOLS:

Interview Schedules, structured questionnaire and observation schedules.

KEY FINDINGS:

- While a majority of CWSN requiring assistive devices is supplied with aids and appliances , they should be oriented in special counseling sessions on the use and maintenance of their respective aids. Teachers should exercise a greater role in sorting out the problems faced by CWSN in using , maintaining and repairing their respective aids.
- The curricular achievement of CWSN is comparatively satisfactory. The attitude of children and parents towards schools and teachers are favorable. Yet there are reports of discriminatory practices by the peers of CWSN which escape the notices of the teachers . Teachers can promote a healthy acceptance of CWSN by peers through sensitization exercises and by creating more opportunities for CWSN to be involved in group work and co-curricular activities.
- Since district-wise discrepancy is noticed in enrollment and attendance of CWSN, the state level unit is required to monitor the progress separately for each district and support the weaker ones to ensure progress at par with that of the more developed districts.

- The enrollment and attendance rate of LD children is much higher compared to the figures observed for other categories of CWSN, but the prevalence rate of LD in the child population is reported to be low. Since the prevalence rate of LD departs significantly from international standard, it is suggested that the procedure of identifying LD children be revisited and updated to conform to established scientific procedures.
- The infrastructure facilities in schools are moderately satisfactory. Yet there are some basic areas which have received inadequate attention. Ground level blackboard should be constructed in every school and toilet facilities suitable to CWSN must be made available on 100% basis to ensure their school attendance, particularly the girl CWSN.
- Compared to other categories of CWSN, the OH children received more support in the form of provision of assistive devices; the HI children were least attended. A state level comparative analysis of provision of assistive devices to different categories should be made and discrepancies be attended on an urgent basis.
- Individualized Educational Plans and special TLMs for CWSN were absent in almost all the schools. It is surprising that these two important pedagogic interventions have been ignored. On an urgent basis, the DIEC, BRCC, BRT and CRCC should orient teachers and ensure that schools having CWSN develop IEPs and special TLMs for different categories of CWSN. Teachers should be trained in special sessions for a longer duration on innovative pedagogic practices meant for CWSN.
- The level of curricular achievement of CWSN is not satisfactory as a substantial proportion of them are low achievers. This is the most important dimension in SSA framework for which all forms of input are directed. Besides strengthening individualized educational plans, the DIEC, BRCC, BRT, and CRCC must exercise a greater role in monitoring CWSN's school attendance and progress with teacher support and organize monthly programmes at the cluster level to sort out their problems.

COHORT STUDY FOR ASSESSMENT OF BASIC INDICATORS OF INTERNAL EFFICIENCY OF SCHOOLS.

AMC Research Group
New Delhi

OBJECTIVES

- To assess the basic indicators viz. promotion rates, drop out rate, repetition rates indicating the internal efficiency of the elementary schools of the state.
- To examine the transition rate from the primary to upper primary level
- To study gender and social category differences in repetition, dropout, completion and transition rate
- To ascertain reasons underlying class repetition, and dropout and suggest appropriate measures
- To grade the districts and blocks with respects to the four important parameters of school efficiency

METHODOLOGY

SAMPLE:

The present study addresses the need for measurable indicators and examines indicators of internal efficiency carried out in all 30 SSA districts was undertaken covering a total of 900 schools (600 primary and 300 upper primary) and 33,582 students belongings to the 2002-03 cohort were covered through truncated.

TOOL

KEY FINDINGS:

Overall, 37.9 percent of Grade I pupils belonged to OBC, 21.6 percent to General, 22.4 percent belonged to SC and 18.1 percent to ST. The share of ST population and those belonging to SC category was very low. Generally, the share of SC children in the sample was more than their corresponding share in the total population of the district (Table 3.4). The share of General was highest (38.7%) in Khurdha district and practically nil in Sambalpur district. Similarly, the share of OBC children was highest (54.3%) in Ganjam district and lowest (13.4%) in Malkangiri district. The share of SC children was highest (40.2%) in Malkangiri district and lowest (11.6%) in Khurdha district.

COMPLETION RATE AND PROMOTION RATE:

The overall Promotion rate was 93.8 percent, Transition Rate was 93.4 percent and Completion rate was 72.7 percent (Primary level) & 63.6 percent (Elementary level) with large inter-district and intra-district variations. The CR, TR, & PR is also associated with different types of school characteristics. Significant differences in CR, TR, & PR were observed due to gender, caste, school management, distance from the block headquarters, age at entry, rural-urban nature of schools, school category and availability of facilities like boundary walls, toilets for girls etc The districts wise variation shows that average of Grade I-VII promotion rate in Dhenkanal districts was highest (94.8%) and lowest in Kandhamal districts (93.2%). The corresponding value of grade wise promotion rate in Grade III was highest (94.2 percent) and lowest in Garde VI (93.4 percent). The area wise corresponding value of promotion rate in urban area was higher than rural area. The average of Grade I-VII promotion rate in urban area was 93.8 percent. While in rural area it was 93.2 percent. The average of Grade I-VII promotion rate of boys was higher than that of girls. The average of Grade I-VII promotion rate amongst boys was 94.1 percent and 93.2 percent amongst girls. The district wise variation shows that in Bargarh district it was highest (94.9 percent) and lowest (93.1 percent) in Puri

district, for boys. While the average of Grade I-VII promotion rate amongst girls in Mayurbhanj district was highest (94.2 percent) and lowest (93.1 percent) in Sambalpur district.

The transition rate in Nayagarh district was highest (94.6 percent) and lowest (92.8 percent) in Nabarangapur district. The overall proportion of boys amogst the enrolled children was 93.8 percent and it was 93.1 percent amongst girls. The area wise data reflects that the transition rate in rural area was higher than in urban area. The overall transition rate in urban area was 93.3 percent and 93.6 percent in rural area. The proportion of boys amongst the enrolled children in urban area was 93.6 percent and 94.1 percent in rural area. The transition rate of girls amongst the enrolled children in urban area was 93.3 percent and 93.2 percent in rural area. The overall transition rate amongst the enrolled children belonging to General was 93.8 percent, 93.5 percent for OBC, 93.4 percent for SC and 93.1 percent for ST. In urban area the transition rate amongst OBC was highest (93.9 percent) and lowest (93.1 percent) for ST. while in rural area the transition rate amongst enrolled children belonging to General was highest (94.1 percent) and lowest (93.1 percent) for ST. The overall proportion of boys amongst the enrolled children belonged to General was highest (94.2 percent) and lowest (93.4 percent) for ST. While the transition rate of girls who belonged to General was highest (93.4 percent) and lowest (92.8 percent) for ST.

DROPOUT RATE AND REPETITION RATE:

The average repetition rate in Grades I-VII for cohort 2002-03 in entire Odisha was 1.2 percent. The districts wise varies show that average of Grade I-VII repetition rate in Nuapada districts was highest (1.4 percent) and lowest in Mayurbhanj districts (0.6 percent). The corresponding value of garde wise repetition rate in Grade I was highest 1.3 percent and lowest (0.6 percent) in Garde VII. The area wise corresponding value of repetition rate in rural area was higher than urban area. The average of Grade I-VII repetition rate in urban area was 1.2 percent. While in rural area it was 0.9 percent. The average of Grade I-VII repetition rate amongst boys was 0.9 percent and 1.1 percent amongst girls. The district wise varies show that in Bargarh district it was highest (1.3 percent) and lowest (0.6 percent) in Mayurbhanj district to boys. While the average of Grade I-VII repetition rate amongst girls in Ganjam district was highest (1.5 percent) and lowest (0.8 percent) in Mayurbhanj district. The average of grade I-VII repetition rate amongst girls was higher than boys in both urban and rural area. The average of Grade I-VII repetition rate amongst boys in urban area was 1.1 percent and 0.6 percent in rural area. While it was 1.2 percent in urban area and 0.9 percent in rural area amongst girls. The average of Grade I-VII repetition rate amongst the enrolled children belonged to SC was the highest. The average of Grade I-VII repetition rate amongst the enrolled children belonged to General was 0.9 percent, 1.1 percent to OBC, 0.9 percent to SC and 1.1 percent to ST. The average of Grade I-VII repetition rate amongst boys belonged to OBC was highest (1.0 percent) and lowest (0.7 percent) to SC. While the proportion of OBC in repetition rate was highest (1.2 percent) and lowest (1.0 percent) to SC amongst girls.

The average of Grade I-VII promotion rate of boys was higher than girls. The average of Grade I-VII drop out rate amongst boys was 5.1 percent and 5.4 percent amongst girls. The district wise varies show that in Kendrapada district it was highest (9.8 percent) and lowest (4.5 percent) in Angul district to boys. While the average of Grade I-VII drop out rate amongst girls in Bolangir district was highest (6.4 percent) and lowest (5.1 percent) in Mayurbhanj district. The average of grade I-VII drop out rate amongst girls was higher than boys in both urban and rural area.

IMPACT OF NPEGEL ON EDUCATION OF GIRLS AT ELEMENTARY LEVEL

ICMR, New Delhi

OBJECTIVES:

- To study the nature and extent of facilities available and its use in the MCS and the satellite schools as per the provision in the NPEGEL scheme.
- To study the trend in enrolment and retention of target group girls (Out-of-school, Dropout, Overage, Working, Low Achieving) in the NPEGEL schools and the trend of their attendance.
- To study the nature of participation and empowerment of the target group girls in life skill education.
- To assess the quality of education with respect to classroom, teaching learning transaction process and student's involvement.
- To study the extent to which the inner potential of students in the NPEGEL schools have been explored through the programme
- To study the nature of activities undertaken by the Cluster Level Coordination Committee at the Cluster level, and also by the Block level and District level personnel concerned with monitoring the implementation of the scheme.

SAMPLE:

a. Girl students

b. Headmasters, MCS Coordinators, Teachers of MCS & Satellite Schools

c. State Project Officer /DPC/District Gender Coordinator

d. BRCC/CRCC, Members of VEC/MTA

For the purpose of primary data collection, 5 students in each selected school, 2 MCS Coordinators per selected district, one Headmaster per school, 5 BRCCs/CRCCs/Gender Coordinators/ DPC/SPO per selected district, and 12 VEC/MTA members per district and one Observation Schedule per school have been selected. In this way, a total of 610 respondents were interviewed.

TOOLS:

1. Interview Schedule for Girls
2. Questionnaire for Headmasters, MCS Coordinators, Teachers of MCS and Satellite schools
3. Questionnaire for State Project Officer/DPC/District Gender Coordinators
4. School Observation schedule for MCS schools and Satellite Schools.
5. Questionnaire for BRCC/CRCC, District Gender Coordinator, Members of VEC/MTA etc.

MAJOR FINDINGS:

About 24% of the schools have students in the range of 50 to100. Student strength in MCS schools is higher in comparison with Satellite schools. The study reveals the fact that in MCS with the increasing number of girl students is increasing in ascending order while it is not that progressive in case of Satellite schools. Parental involvement and interest play a major role in admitting girl children into schools. The enrolment of OBC category students are maximum in the surveyed MCS schools in the primary classes (37.7%) followed by SC category (29.5%), ST (28.5%).

It was found that most of the schools have proper boundary wall, about 72%. Majority of them have safe drinking facilities (80%) and toilet facilities (about 87%). But toilets are lack of water facilities (about 33%). One of the important infrastructures is playgrounds which is available only in 43% of the schools. District-wise analysis shows that Khurda, Malkangiri, Sundergarh are in better position than rest of the survey districts. 64% of schools of the 10 districts do not have electricity connection.

All the books have been provided free of cost to all the children in all the districts About 94% get one set, 6% get two sets of uniforms from various agencies.. Majority of children (58.3%) sit on the floor whereas only 35.7% sit on the benches and desk and hardly 6% sit on the chairs. 97.3% of courses are covered by the teachers as per the syllabus.

Ninety seven percent of children of the ten districts opined that the teaching was joyful and interesting. Preference of children for vocational courses is for stitching followed by weaving.

Majority of children of Nuapada district (76.7%) followed by 60% children of Dhenkanal district do not get the provision of training in arts besides vocational education.

72.4% of girl children were satisfied with the facility provided by MCS. In Rayagada district, the safe and secure environment for girls is negative (52.9%). The highest participation of BRCCs/CRCCs in teaching learning process was in Sundergarh district (76.5%).

It is alarming to note that about 56% of students in the Satellite schools and 31% of students in the MCS remain either confused or silent or inactive in their classroom activities.

Retention of students both at primary and upper primary level irrespective of gender is declining in district specific terms. The available dropout rates in different districts from the year 2007-08 to 2009-10 from class VI to VII has increased in most of the surveyed districts.

Teacher pupil ratio is 1:44. All teachers have received training on Meena and gender sensitization. Students' achievement in Mathematics and Science in almost all the districts is coherent and satisfactory. NPEGEL has yielded an improvement of 70% in respect of girls' education across the districts.

IDENTIFICATION OF PROBLEMS RELATING TO OPENING AND OPERATIONALIZATION OF NEW PRIMARY SCHOOLS, NEW UPPER PRIMARY SCHOOLS AND UGUP SCHOOLS

ICMR, New Delhi

OBJECTIVES:

i. to ascertain the number of NEW Primary Schools (NPS) and NEW Upper Primary Schools (NUPS) opened as against the number sanctioned during the last five years: 2005-2009.

ii. to find out the factors responsible for non-opening of schools by collecting the views of DPCs, DIs of schools, Planning Coordinators, BRCCs, CRCCs, and members of VECs, Community Members, and PRIs.

iii. to find out the number of UP / ME schools upgraded by the government up to class VIII in 2008-2009 and their functionality in terms of the infrastructure facilities, teachers' input, student enrolment etc.

iv. to identify the status of the Upgraded Upper Primary schools in respect of quality and the problems faced if any by collecting the opinion of Head-teachers, Teachers, and members of VEC and Community.

v. to study the status of UP schools sanctioned to be upgraded but not actually upgraded reflecting their problems.

vi. to study the feasibility of the proposals submitted for opening NPS, NUPS, and UGUPs on the basis of field observation.

SAMPLE:

Six districts: Ganjam, Jagatsingpur, Jajpur, Nayagada, Nawarangpur and Sundargarh. 90 schools consisting of 30 NPSs, 30 NUPSs and 30 UGUPs from each district were selected randomly. The head-teachers of each school were included in the sample along with two other teachers from each school. Three Community members, 3 VEC members and 3 PRIs form the area of sample school were also selected. The BRCCs and CRCCs of the corresponding schools were also selected for the purpose of interview. The six DPC/ DI of Schools/ Planning Coordinators of the six selected districts were also included in the sample of respondents.

TOOLS:

(i) School record review of the upgraded UP Schools; (ii) Questionnaire for the DI of Schools / DPC/ Planning Coordinator/ BRCC / CRCC/ Community leader/ PRI members; (iii) Questionnaire for the Head-teacher/ Teacher/ VEC member/ Community members; (iv) Interview Schedule for DI of Schools / DPC/ Planning Coordinator/ BRCC / CRCC/ PRI members.

KEY FINDINGS:

NPS. NUPS and UGPS : Existing Status

- Data collected from sample districts reveal that among the three categories achievement in opening of NPS is not encouraging comparing to other two categories probably it is very much depends on infrastructural development.
- There is a gap between all over the state figure and among the sampled districts in the achievement of opening of NPS and NUPS. Achievement in opening up NPS and NUPS in the sampled districts is much higher than that of all over the state figure.
- On the other hand, achievement in Number of UP school actually upgraded during 2008-2009 in the sampled districts is slightly low than that of all over the state figure.

Infrastructure and School Facilities

- Although NPS have been opened with a single teacher, there is no school building. It is run either in Anganwadi, centre or EGS centre. In most of the school, non-availability of land has been the main problem. In some cases; although the selection of land is completed there is delay in sanction of fund for school building.
- Distance is not a matter in case of NPS and NUPS whereas it is a matter of concern in case of Up-graded Upper Primary School from the nearest school.
- Lack of accessibilities was found to the most of the sample NPS, NUPS and UGUP schools (Around 85% School).
- Students enrollment is encouraging in both NPS and NUPS whereas all most all UGUP schools having less than 40 students in 2009.
- Majority VECs have been functioning well among the sample NUPS and UGUP schools but it is not satisfactory in case of NPS. In newly opened schools VEC in yet to be formed in case of 60% samples. Villagers are interested for the school to open but they still have the idea of it being a work of Govt. Officers.
- New Primary schools require more additional space and other related facilities like safe drinking water, toilet, compound wall and kitchen shed compare to NUPS and UGUP School.
- Community participation was found good in all three categories of school management.

Requirements in Opening of NPS, NUPS and UGUP: Stakeholder Views

- Requirement of own building, kitchen shed for midday meal cooking safe drinking water, and toilet facility are very much essential in NPS than NUPS/UGUP School where as requirement of additional classroom, more teachers, and separate toilet facility for girl student are very much essential in NUPS/UGUP School than NPS.
- Girls who come to upper primary level of education belong to the age group of 11 and above. Therefore, separate toilets for them may become a necessity.

Problems Faced in Opening of NPS, NUPS and UGUP: Stakeholder Views

- For UGUP schools the sanction has been made for 2008-2009 but the concerned schools have received the letter after the admission session is over. Although upgradation has been done, no other benefit has been provided nor has enrolment been sufficient.
- Insufficiency of teachers is another important problem. The existing teachers are bound to take higher class for which they have not been properly trained. Basically, Science and Math teachers' requirement is there. Since they are not given any extra remuneration for extra classes, their interest is hampered.
- According to government functionaries non-availability of suitable land; non-availability of qualified teachers; and problem of supportive infrastructure are the main problems of not opening NPS and NUPS in their respective area.
- According to community leaders & PRIs, non-availability of suitable land (only for NPS); non-availability of qualified teachers; and poblem of supportive infrastructure are the main problems of not opening NPS and NUPS in their respective area.
- According to government functionaries, Insufficient school building / classrooms; Inadequate number of teachers / qualified teachers; Lack of motivation among teachers to teach higher classes; Inadequate toilet facilities; Inadequate furniture; Inadequate library facilities and some extent lack of drinking water facility are the main problems of newly Up-Gradation of Upper Primary Schools in their respective area.

EVALUATION OF THE FUNCTIONING OF KGBVS IN PROMOTION OF GIRL'S EDUCATION

KCSD (KIIT) ,Bhubaneswar

OBJECTIVES:

- To solicit the availability and quality of infrastructure, support services provided, achievements, financial position, curricular and extra- curricular activities and monitoring of the programme from the headmasters of Kasturba Gandhi Balika Vidyalaya.
- To study to what extent the provisions have been made available in the KGBV schools as per the guidelines.
- To document the human resources available to implement the programme successfully, the enrollment and dropout, residential facilities, supportive services provided to schools, expenses incurred in the schools.
- To study the nature of the community ownership and involvement in the management of the school.
- To study the day- to- day functioning of the KGBV schools and its personnel.
- To evaluate the achievement pattern of the students enrolled in the schools.
- To make assessment of the parental vision about the strength and weakness of the schools.
- To make certain recommendation on the basis of the evaluation and opinion generated through the study.

SAMPLE & TOOLS:

The study covers two KGBV schools from each of Mayurbhanj, Ganjam, Koraput, Kalahandi, Nabarangpur Kandhamal, Sonepur and Nuapada districts. Two blocks per districts and one KGBV in one block of each district were taken for the study. For the purpose of the study four groups of samples were taken to arrive at a full picture of the KGBVs in the project area. These four groups are: students, management personnel (BRCC, CRCC, Gender Coordinator, DPC, and SPO Officials), Community members (five community members and two VEC members of each school), Headmaster & teacher (headmaster and two teachers from each school) who have directly and indirectly an impact on the system of education. The data was collected through structured questionnaires.

KEY FINDINGS:

Human Resource

Teachers' availability is not found as per requirement. Out of total 91 teachers posts, only 86 teachers have been recruited in the sampled KGBVs.

The academic qualification of teacher's show that 48.83% of teachers are graduates as against 24.41% of teachers who are intermediate, 9.30% - postgraduate and 17.44% teachers are matriculate.

Teacher training regarding the use of TLMs, classroom teaching methodology have been received by very few teachers which needs immediate attention for imparting the theme based training programmes to the teachers.

The share of female headmasters in the schools of the project area is nil in comparison to male headmasters.

Enrollment

Enrollments of SC girls have increased over the years in all the sample KGBVs. A noticeable change has been found in the enhancement of enrollment of girls in subsequent years. In the districts of Ganjam, Nuapada and Koraput, there has been a substantial rise in the number of en

- Community support have been received regarding the following activites:
- Generation of awareness about KGBV
- Motivating parents to send children to the school
- helping in co-curricular activities
- Improving the school environment
- The PTA meeting is being held once in six months in all the schools taken and in one school in Mayurbhanj district the PTA meeting is held once in a month.
- The perception of the parents and the community members from the FGDs shows that on an overall basis, the schools received an above average rating from the community members. They were more positive about the overall functioning of the schools . They thought that school is a place where children learn under teacher guidance, learn to be disciplined. Their focus was more on the infrastructural facilities and financial provisions; The parameters of quality learning and activities received less attention.
- Community members perceived the school campus and classrooms to be reasonably clean and the sitting arrangement to be satisfactory. Test and examinations were performed as routine exercises. The members didn't have any issues with how children were evaluated. They felt that the issue of availability and distribution of textbooks could be addressed most seriously.

Grants

- In the district of Sonepur and Koraput headmasters held the view that they have not received grants for equipments including cooking items.
- The schools in the Nuapada district have received maximum grant for teaching material whereas Sonepur has received the least.
- Ganjam has received the maximum grant for mattresses and other items for hostel.
- Kalahandi and Nabarangpur have not received any grant for telephone.

Student's Feedback

When the students were interviewed regarding the availability and quality of certain aspects of the schools the prominent things which were inadequate for them are as follows

- Infrastructure
- Hostel Accommodation
- Lodging facility in the hostel
- Stipend
- Library equipments
- Equipments for sports and games
- **Feedback from observation of schools**
- The mean rating of the school environment is 4.9 in a 0-7 point rating scale which indicates the schools environment to be reasonably clean and the cleanliness of the campus to be satisfactory.
- In case of the academic climate it was found to be in average category with the mean rating of 4.4. Students' performance, use of teaching and learning material was perceived to be average.
- The curricular and co- curricular activity component of the school was rated to be average with the mean rating of 4.2.
- The interpersonal relationship among the students, teachers and headmasters was found to be satisfactory with the mean rating of 5.7.

EFFICACY OF MANAGEMENT STRUCTURE OF STATE PROJECT OFFICE

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OBJECTIVES

1. To make a role analysis of the managing personnel in the SPO in terms of their complementarities, convergence, overlap and gaps, if any
2. To ascertain the attitude and expectations of the functionaries at each level of the SPO in respect of their roles and the roles of others.
3. To analyze the management structure of SPO with reference to the state-wide network connected with SSA mission.
4. To suggest measures for improved functioning of SPO.

POPULATION AND SAMPLE

15 SSA Functionaries working at State Project Office, 31 SSA Functionaries working at District Project Offices.The districts are Bhadrak, Cuttack, Nuapada and Boudh.

TOOLS AND TECHNIQUES FOR THE COLLECTION OF DATA

Interview Schedule,attitude Scale for all the functionaries of SPO and DPO under SSA Role analysis format.

Findings on the role analysis of SSA functionaries

The findings on the basis of role perception and role performance of SSA functionaries are presented as follows: The age range of about 50% of functionaries included in the sample is within 51 to 60 at state office. The age range of 74.19% of functionaries included in the sample is within 31 to 40 at the district level.

There are six respondents who belong to state education service and four from state administration service including finance and engineering. At the state level. In case of district level sample there are no functionaries available from state education service and most of the employees are working on contractual basis for the project period except the DPCs.

The basic and additional qualification of the respondents includes mainly engineering, computer science, management and specialized courses on education. Almost all the intervention units are overloaded with paper & file works. Most of the intervention units need additional support staff for effective functioning. Majority of the functionaries possesses adequate qualifications required for their jobs.

The IED unit at SPO however, does not possess qualified and experienced personnel. The concerned Officer is managing two departments simultaneously, hence burdened with work. Majority of the functionaries find satisfaction in the activities they perform. Most of the functionaries are satisfied with their present performance except one unit at SPO level.

It is also reported that their performance were reviewed regularly. The description of job profile reveals that some type of assignment were not suitable to some specific departments for which they considered some activities were not worth performing. Some departments were chosen as the best and worst performing department at SPO & DPO level.

The list of activities which are performed by the functionaries were not considered worthy with reasons indicate a direction for appropriate action for the management.

A list of activities with reasons which are not performed by the functionaries but they are considered worthy may be taken up for the further investigation.

Findings on attitudes and expectations of the functionaries

- The overall attitude of state level functionaries (73%) indicates that most of them posses average attitude level.
- The attitude levels towards their self performance and also towards others remain at average level in case of 80% of district level functionaries.
- The overall attitude level is average for 64.51% of district level functionaries.
- The level of attitude is average for 70% of the functionaries about their own performance.
- About 54% of the district level functionaries posses average attitude towards their colleagues.
- Most of the functionaries in State and District level (55% - 80%) posses average level of attitude towards the performance of self and also towards the performance of their colleagues.

Findings on structure of management linkage

- The best linkage category response was obtained from 6.67% of state level functionaries where as no such response was recorded at district level.
- The well connected linkage category was reported by 53.32% of functionaries at state level where as 29.04 % of district level functionaries also reported as well connected linkage.

Findings related to management of SSA

- Almost 85% of the staff at SPO and 95% at District level staff are contractual by nature.
- Capacity building programme organised is not adequate and does not satisfy to the expectation of the 40% of the functionaries.
- On the basis of perception of 60% of functionaries; in accountants department, staff can be recruited only with adequate knowledge on finance and with adequate knowledge on rules and regulations at BRC, CRC and VEC level.
- According to 55% of respondents in the sample Districts- functionaries at BRC, CRC, VEC level are not well versed with financial rules and regulations for which utilisation certificates are not prepared immediately.
- On the basis of the opinion of 40% of the District sample there is a gap in the feedback system due to want of proper linkage in the management structure.
- The existing provision of establishment support both at the state and district office was found to be inadequate.
- More monitoring and supervision mechanism are required at Block & District level.
- Multiple responsibilities with shortage of man power create barriers for effective functioning of SSA at state and district level.
- Academic support staff are utilised for administrative purpose resulting inadequate implementation of the programme.
- The Officers' performance is evaluated only based on the financial utilisation before the financial year ends.
- A strong linkage is required between the state level and grass root level functionaries in respect of academic programme implementation.

FUNCTIONING OF UNAIDED SCHOOLS

ICMR, New Delhi

OBJECTIVES:

1. To study the status of unaided schools in terms of infrastructural facilities, Resource support, collection of fees, enrollment, community support, system of management.
2. To study the attitude of parents towards the schools in view of its commitment and contribution.
3. To analyse the opinion of the head of the institutions and teachers on the different aspects of the school and their job satisfaction.
4. To assess the achievement of the students of Class IV to Class VII of last three years.
5. To suggest for improving the standard of the unaided school.

SAMPLE & TOOLS:

The design of the study is purposive covering two districts of Puri and Mayrubahnaj with 15 schools each representing the district. 100 headmasters and teachers and 100 parents responded to the school record profile, attitude scale for parents, and attitude scale for headmasters and teachers developed in the course of this investigation. The data were analysed using percentage and frequencies at appropriate places.

KEY FINDINGS:

The results revealed that unaided schools are centered around largely the cluster schools within a distance of 2 kms with good communication and are of coeducational in nature.

The schools were mostly held in rental premises and/or in private houses, each being run either by VEC or by SMC depending upon the location of such schools (Rural and Urban).

The average working days are as per norms of the government schools. The schools have linkages with other primary schools and the community. Availability of instructional materials exist in 80 -100 percent rural and urban private unaided schools.

Observations further indicate that schools have minimum infrastructure, majority of the schools have furniture for students and teachers in rural schools and 100 percent in urban schools. These schools are regularly supervised by appropriate authorities particularly the VEC and SMC chairman.

Teachers in rural and urban schools are mostly graduates and invariably are trained but without any in-service training. The numbers of students enrolled in these schools are more from OBC and General category than from SC & ST. The percentage of success from grade to grade both in rural and urban schools is 100%. There is a need to examine the achievement records of students subject wise.

The attitude of teachers and headmasters towards overall management of the schools is slightly favorable and their attitude towards higher authorities is neutral. The teachers showed positive attitude towards SMC/VEC/Headmasters and other teachers in relation to their contribution for the development of the school. The attitude of the teachers towards themselves as regards teaching profession is fairly negative and they inculcate a feeling that they are there because of sympathy and as such they do not have a social status. Regarding financial incentive they are negatively disposed whereas they are neutral as regards TLM.

Parental attitude reveals a favorable attitude towards unaided schools in almost all the dimensions included in the study. The overall generalizations that would emerge that parent are favorably disposed towards educating their children in unaided schools.

IMPACT ASSESSMENT OF CHILD TRACKING SYSTEM (CTS)

ICMR, New Delhi

OBJECTIVES

- To examine the existing status of CTS with reference to its objectives and earlier status.
- To examine the impact of CTS on children's enrolment, retention, transition and completion rate.
- To ascertain the impact of CTS on bridging gender and social category gaps, multilingual education and equity provisions for diverse category of children.
- To study the sustainability of CTS innovation through a decentralization process extending to the community level.

TOOLS & SAMPLE

Tools like interview schedule for Head Master, community members, management personels, (SPO, DPC, BRCC, CRCC) and record form and survey form for collection of data, Three districts i.e. Baragarh, Kandhamal and Angul have been selected for data collection. Two blocks from each sampled districts HQ blocks including the district headquarter and the other one is the remote block of the district. Ten habitations in each block have been selected by following a multi stage sampling procedure from the block to the cluster and then to the existing or nearby schools to the sampled habitations. The collected data has been analysed by the following statistical methods named percentage on status of child tracking system with respect to its objectives, social category, gender category, achievement and training component collection of chils data, extension of co-operation by the community members and officials and the status of in school and out of school children, educational status of in school children etc.

KEY FINDINGS:

Some of the out is school children of academic session 2008-09 have been enrolled in 2009-10 where as majority of them have remained out of school due to engagement in house hold cores, distance location of school and failure in class. This is mostly found in Bargarh district.

In case of in-school children the enrolment and retention are found to have increased.

The result of the study shows that the CTS has considerable impact on transition and completion rate but not to the desired level.

The trend of enrolment and retention of the students with regard to schedule caste, schedule tribe, other backward class and general caste categories, shows a positive trend and the drop-out rate has also decrease but these progressive trends are not consistent.

With regard to enrolment, retention of the students in respect of gender-wise variation, the findings of the study shows that the enrolment and the rate of retention of boys and girls taken separately, the boys have found to have increased in trend but this is not found consistently in all the districts. The girls are also found to have a increasing trend in Kandhamal and Angul district where as they have a decreasing trend in enrolment in the dist of Bargarh.

The drop out of the students in respect of gender-wise variation the findings of the study show a decreasing trend both in case of boys and girls in all the three districts. But such trend is not found to be consistent in Angul dist both in case of boys and girls and also in case of boys in Kandhamal district.

With regard to the objective of studying the sustainability of CTS through the process of decentralization, it is found that the management personnel starting from the State Project Office to the CRCCs, the implementers like the Headmasters and the beneficiaries like the community members and other stakeholder s have been actively involved in project implementation. The modus operendi of the programme is based on the process of decentralization.

Refresher training should be imparted to the block level and cluster level management personnel and the Headmasters of the schools, PRI members and the VEC members.
Awareness campaigns on implementation of CTS program should be organized through MTAs, PTAs and VECs to enlighten the community members about the programme.

All the DPCs have adequate knowledge and the BRCCs in Kandhamal district have also adequate knowledge about the programme of CTS and its objectives. However, all the Headmasters, CRCCs, and community members who happen to be the real implementers of the programme have either inadequate knowledge or lack of knowledge about CTS programme which needs urgent attention for achieving objectives.

It is found from the analysis and interpretation that 95% of data in both Angul and Kandhamal districts have been collected from Head of the Family.It is found that in Bargarh and Kandhamal districts sincere co-operation has been extended by the community members but in case of Angul district the officials have extended adequate co-operation.

The Electoral Registrars and VERs have been effectively used in collection of data on CTS in almost in all the three districts.

The CTS programme has helped in identifying ghost enrolments in all the sampled districts.

The strategies adopted by most of the HMs for increasing enrolment and retention like systematic organization of mid-day meal programme, imparting education through joyful learning and frequent meeting with community members and parents have been found to be more effective.

The training programme has not been undertaken in all the districts uniformly by the CRCCs with necessary support and guidance from higher authority.

As per the opinion of the Headmasters the problem pertaining to migration, shortage of time of the guardians, non-cooperation of the community members, language problem and illiteracy stood as impediments at the time of collection of information from the house holds.

Most of the Headmasters are found have been satisfied with the implementation of the programme in their districts.

The personnel concerned with implementation of the programme need to be oriented to have adequate knowledge about CTS.

It may be suggested that necessary guidelines need to be issued from the state level monitoring agency for organizing the training or orienting the implementers uniformly in all the districts.

Data must be collected from Head of the Family as far as practicable because the Head of the family can provide realistic data about the child.

The district authorities should take necessary measures for orienting the community members and particularly the VEC members for rendering co-operation for the successful implementation of the CTS programme.

The management personnel like CRCCs, BRCCs and the DPCs may take up steps for checking and verifying the data received from the lower level by covering all the areas.

The suggestions like sufficient time is needed for survey and updating the information from the DPCs. Besides, more co-operations is needed from PRI members and community members. Apart from this strong awareness campaign and more incentives are needed for CTS survey and updation programme.

EDUSAT FOR ENHANCING QUALITY OF ELEMENTARY EDUCATION-EXPLORING THE POTENTIALS AND POSSIBILITIES.

ICMR , New Delhi

OBJECTIVES:

1. To assess the present mode of utilising the services of the EduSat in the field of secondary education in Odisha extrapolating findings to Elementary Education.
2. To explore the range and extent of services that the EduSat is capable of providing/supporting quality elementary education in the state.
3. To formulate strategies for providing quality elementary education by tapping all possibilities considering the range and extent of services available through the EduSat in the context of the state.

SAMPLE:

60 students, 12 teachers, 12 Headmaster , 4 educational planners and administrators as per sample mentioned in Chapter II.

TOOLS:

Questionnaires, Interview schedules and Schudules and Schudule for FGD were developed and used for the study.

KEY FINDINGS:

Quality Teaching:

83 % of teachers caters to the needs of our students, 75 % teachers believe that all subjects can be taught through EduSat. , in terms of more of interactive session better infracture for Edusat, use of experimental methods, particularly for chemistry, appointment of trained experts and co-ordination between ORSAC and education department.Teachers almost in all schools encourage students to ask questions during the inter-active session

Interactive classroom:

Edusat programme is able to generate students initiated question about curriculum and getting tips for the examination. By and large except the tribal districts the attendance rate is above 70% level. 83% of teachers and 100% students are interested in such programmes. In the opinion of students on interactive classroom situation teaching methodology was good.

Infrastructural facilities:

The facilities are inadequate in 50% of the schools, need improvement in 33% and completely inadequate in 17% of the schools. The quality of audio video programme was good (25% for audio,66% for video).Classroom should have 800 sq. ft sitting space for 40 to 50 students . The planners and administrators reported that all equipments are provided to the centres and the man powers are sufficiently trained to give justice to the programme.

Nature of Educational Programme:

67% of the teachers observed course content is either good or very good and 25% are on the average. The headmasters responded that Received only Terminals (ROT) are available in 48% of the schools surveyed and

92% of the schools had interactive terminals. As per the opinion of headmasters, the quality of educational programme in terms of video and audio production is audio good 25%, 33% average and 42% poor.

Teaching Learning Process:

It is the feeling of 42% of teachers that services offered through Edusat are better than traditional teaching. The teachers who believed the teaching learning friendly programme of the Edusat stated that its effectiveness is visible because of new advanced technology, use of audio video presentation and greater learning outputs among students. Pre session and on session activities, identification of subjects, subject experts, circulation of guidelines, operation of camera, transmission of session and liaison with higher authorities are major activities being reported by 50% of the headmasters.

Quality of audio and video was better than average. Mathematics and science are understood fully by greater percentage of students compared to a general understanding of subjects.

Strategies for Development:

On the basis of overall programme teachers have given their candid opinion regarding the type of format to be used in the Edusat programme. The percentage distribution indicates that all of them agreed for an interactive format. The steps taken to motivate students to attend Edusat programme as per the opinions of the teachers consists of giving more time, teaching more subjects , having an AC room for interactive session, creation of more awareness. Proper installation of machineries, technical maintenance, availability of satellite, time table adjustment according to the students' requirement, modeling if after UGC Gyan.

They expressed needs for improvement of Edusat programme in the state. These are: Good environment and quality teaching. Transmission should be 6 days in a week. Time table should be regular, Telephone should be provided, Telecast through T.V regular channels, Teacher handwriting should be clear; Audio problem should be taken care, Teacher must be present during Telecast, Evaluation to be done after live telecast. Large classroom with full equipments and publicity about Edusat programme.

STUDY ON EFFECTIVENESS OF TRAINING PROGRAMMES FOR MEMBERS OF COMMUNITY BASED INSTITUTIONS

ICMR, New Delhi

OBJECTIVES:

- To assess the effectiveness of training of VEC, PTA, MTA & PRI during last three years i.e. 2006-07, 2007-08, 2008-09.
- To assess the functioning of VEC, PTA, MTA and PRI members in relation to inputs provided in the training programmes.
- To identify the strength and weakness of the training programmes.
- To identify the constraints in the functioning of VEC, PTA, MTA and PRI members.
- To suggest for measures for improving the nature and scope of training programmes.

SAMPLE & TOOLS:

The study covers two tribal and two non-tribal districts of Odisha, Kalahandi & Mayurbhanj are taken as representative of tribal districts where as Jajpur and Puri are the representatives of non-tribal districts. Two blocks one urban and one rural from each district has been selected.

37 schools in each block were selected. Accordingly the members of VEC, PTA, MTA & PRI were selected randomly to carry out study. Apart from them, the study also covers the Head Master/Teacher of school and management personnel like Gender Coordinator, DI of Schools etc. On the whole the study covers 24 officials, 120 teachers including Head Masters, 1184 VEC member, 1480 PTA members, 1480 MTA members, 592 PRI members, who are selected from 296 schools in 8 blocks under 4 districts of Odisha.

Seven sets of schedule were prepared to collect relevant information from the field. The data were collected both from primary and secondary sources.

- All VEC members are interested in supervising Mid-Day-Meal and 83.5% of the same in enhancement of enrolment which are popular measures but management of classroom and school is done only by 38% of members which are academic.About 50% of VEC evaluate training to be very good where as 32% as good and 18% as moderate.
- All the members have identified involvement of community members, development of awareness and encouragement of girls' education as strength. At the same time all of them have said unsuitability of venue, lack of financial incentives are examples of weakness of training program.
- In **MTA** category 58.7% of members have received training which is not only highest in district in all categories but highest in all districts taken in sample. And highest percentage of them are trained during 2007-08.
- 49% of MTA members do not attend MTA meetings regularly and 61.72% do not discharge their duties effectively. This means there is a qualitative gap between expectation of training and achievement in performance which is to be addressed after making further study.
- About 70% of trained MTA members contribute in form of enhancement of enrolment where as nobody contributes in classroom management. Hence it is observed that they take more interest in quantitative development rather than qualitative ones.
- Among the **PTAs** only 13.77% have received training which is not only lowest in all categories but lowest in all district taken in sample. Maximum about 30% of the total have received training during 2007-2008.Maximum percentage (46.2%) have educational qualification up to primary level

only.Highest percentage (72%) contribute in supervising Mid-Day-Meal programme where as 20% contribute in classroom management.

Kalahandi

- About the quality of training 51% evaluate it as very good where as 7.76% opine it as moderate, rests opine it as good.
- The highest areas of strength of training are involvement of community members where as development of awareness is the least area of strength. At the same time all of them identify improper venue, lack of financial incentives as weakness.
- In **MTA** category 52.88% have received training and highest percentages of them are trained during 2007-08.
- Maximum trained MTA members are literate only.
- 47.7% of total members do not attend MTA meeting regularly and 57% of the total believe that they have not discharged their duties effectively.

Jajpur

- The strength of the training has been identified to increase the enrolment and participation of community in school development.
- The major weakness of training has been identified to be lack of incentive and unsuitable time.
- So far as **MTA** members are concerned 48.35% has received training and highest percentages of them are trained during 2007-2008.
- Maximum MTA members have educational qualification up to Upper Primary level.
- All the trained MTA members contribute in motivating the parents and 86.3% motivate the girls only to increase enrolment.

Puri

- All the members were only given food during training period.
- All the members share 100% of opinion that SSA has contributed free education, Mid-Day-Meal and promotion of girls' education for spread of education in the locality.
- Although high percentage of members contribute in house survey for enhancement of enrolment, they least contribute in management of school and classroom.
- All the members identify community participation in school development as strength followed by enhancement of co-operation with headmaster.
- About 43% evaluate the training as very good and 7.10% as moderate.
- Among the **MTA** members 50.55% have received training and most of them are trained during 2007-08.
- Highest educational qualification is graduate and majority of MTA members have SSC as educational qualification.
- All the members attend MTA meeting regularly and all are satisfied with discharging their duties regularly.
- So far as **PTA** members are concerned 33.15% have received training and majority of them are trained during 2007-2008.
- The highest educational qualification is graduate and maximum members have qualification up to HSC level.
- Most of the members contribute in supervising Mid-Day-Meal programme and increasing enrolment. At the same time about 30% supervise the classroom teaching and management.
- In this district, the members participate in promotion of quality education which can be related to their higher educational status in all district.

EVALUATION OF IN-SERVICE TRAINING OF TEACHERS CONDUCTED UNDER SSA IN ORISSA

ICMR, New Delhi

OBJECTIVES OF THE STUDY

- To study the strategies followed in planning, and conducting in-service teacher training programmes conducted for primary and upper primary teachers under SSA.
- To examine the modalities of constituting resource groups, the strategy followed for their orientation and their performance in the teacher training programmes.
- To examine the roles of resource institutions in the training programmes including the institutional linkage in monitoring the programmes.
- To study the strategies of management of teacher training programmes at different levels.
- To assess the teachers' cognition (perception, knowledge, understanding and internalization) of training inputs.
- To assess the extent of training inputs as reflected in the classroom processes and learners' participation and as perceived by the community members.

SAMPLE

The study was conducted in 7 districts of the state covering 14 blocks. Since the training input were different for the primary teachers and the upper primary teachers, the study was conducted in 147 primary schools and 63 upper primary schools covering 14 selected blocks from rural, urban and tribal regions. The study involved teachers, Resource persons.

Focused Group Discussion (FGD) for the VEC / SCM Members

Major findings:

Correspondence between training needs of the teachers and conduct of in-service teacher training programmes.

An overall rating indicates that 48% of the respondents viewed that the training needs are catered to fully as against 37% saying to a large extent and 15% saying to some extent.

Views of the planners regarding the basis of assessment of training needs

In districts like Jharsuguda and Sundargarh, it was reported that students' achievement was mostly the basis for assessing the training needs. In districts like Koraput, 100% emphasis is given to classroom observation and teachers' report while assessing training needs. In districts like Jharsuguda, Kalahandi and Sundargarh classroom observation is not the basis for assessing training needs. In districts like Dhenkanal, Jharsuguda, Kalahandi, Mayurbhanj and Sundargarh teachers' report is not given any emphasis to assess the training needs. However, in all the districts students' achievement is taken into consideration while designing training programmes.

Views of the planners regarding involvement different stake holders in the development of training modules

An overall analysis indicates that 73% teachers, 63% pedagogy experts, 63% language experts and 56 % Teacher Educators are involved in developing training modules.

- Teacher's ability to individualize instruction
- Teacher's ability to identify and nurture talent

Classroom Observation

In order to assess the reflection of training inputs in the classroom processes, 147 classes of primary school teachers and 63 classes of upper primary school teachers who were administered the appraisal schedules were observed. Observation was done basing on a structured schedule containing 24 statements by trained observers through a 5-point rating scale which ranges from very weak to very good.

Reflection of training inputs in the classroom

The Mean observation score varies from 89.71 in Mayurbhanj district to 62.90 in Dhenkanal district out of the maximum score of 120, indicating the fact that, the classroom performance varies between weak to average. The performance is very good or good in case of Mayurbhanj, Sundargarh, Jharsuguda and Balasore. Similarly, in case of upper primary teachers the Mean observation score varies from 75.44 in Mayurbhanj district to 65.89 in respect of Dhenkanal district indicating the fact that the performance varies from weak to average.

Teacher interview after training

441 Primary school teachers and 189 upper primary school teachers were interviewed individually at the training venue in course of their training programme through a structured interview schedule to examine the effectiveness of in-service teacher training programmes.

District wise views of the teachers regarding organization of need-based teacher training programmes

The response under fully category varies from 0% in Balasore district to 100% in Sundargarh. The overall response under fully category comes to 60%. The response under partly category varies from 0% in Dhenkanal, Kalahandi and Sundargarh district to 85% in Balasore. 85% of the teachers from Balasore and 72% from Jharsuguda reported that the training programme was partly based on their training needs. The overall response of teachers under partly category comes to 30%.

District wise views of the teachers regarding organization training programmes based on the ground realities in the school

On the question of whether the in-service training is based on the ground realities in the school, 53% of the teachers reported in positive under fully category; whereas 34% of the teachers reported under partly category. The divergence in the views of the teachers is in line with their response on training needs. The consistence departure in views in case of the teachers of Balasore and Jharsuguda appeared to be pointer for revisiting training programmes and training modules.

District wise rating of teachers regarding management of in-service training

When management of training has been rated outstanding in districts like Mayurbhanj (81%), Sundargarh (53%) and Jharsuguda (48%); it has been rated very good in districts like Koraput (70%), Dhenkanal (81%), Kalahandi (67%) and Balasore (70%).

District wise rating of teachers regarding supply of training materials

On the supply of training materials it has been reported outstanding in districts like Mayurbhanj (62.5%), Koraput (45%) and Sundargarh (57.7%); and rated very good by the teachers in districts like Koraput (20%),

Dhenkanal (42%), Kalahandi (33%), Balasore (70%) and Jharsuguda (44%). The only district Dhenkanal reported poor (38.5%) on supply of training materials.

District wise rating of teachers regarding supply of training materials

In respect of technology used about 28% of the teachers reported as outstanding which includes Kalahandi (41.7%), Sundargarh (42.3%) and Jharsuguda (40%). The districts which reported very good include Mayurbhanj (31%), Koraput (35%), Dhenkanal (81%), Kalahandi (17%), Balasore (56%) and Jharsuguda (24%). Only 14% of the teachers reported poor on the use of technology in training.

District wise rating of teachers regarding interaction with colleagues

On the score of interaction with colleagues 46% of the teachers rated the dimension outstanding as against 30% of the teachers reporting the scope for interaction as very good. When more than 50% of the teachers from Dhenkanal, Kalahandi and Sundargarh reported the programme as outstanding, 56% of the teachers from Mayurbhanj reported it as very good. 17% of teachers from Kalahandi district reported that interaction with colleagues was poor.

District wise rating of teachers regarding duration of training in relation to training module

So far as the duration of training in relation to training module is concerned, the overall rating varied from 0.70% poor category to 37.50% outstanding category. Teachers from Dhenkanal (42%) and Jharsuguda (44%) reported the duration aspect as very good as against the teachers from Kalahandi (67%), Balasore (48%) and Mayurbhanj (43%) considering the duration of the training programme as outstanding.

District wise rating of teachers regarding facilities extended in course of training

While rating facilities extended in course of training, the response of the teachers varied from 4.60% under average, 38% good and very good category. The facilities were reported to be very good in districts like Myurbhanj (50%), Koraput (60%) and Dhenkanal (77%). The facilities were outstanding in districts like Sundargarh (54%) and Balasore (44%).

District wise rating of teachers regarding the quality of resource persons

The response varied from 3.90% under good category to 57% under outstanding category. The resource persons in Sundargarh (77%), Jharsuguda (76%), Mayurbhanj (63%) and Balasore (56%) were found outstanding. The resource persons were rated very good in Dhenkanal (58%), Kalahandi (50%), Koraput (45%) and Balasore (44%). The overall rating of the teacher participants on resource persons varied from good to outstanding and resource persons have not been reported under average and poor category.

The participating teachers were requested to assess their own classroom performance in respect of 22 dimensions of classroom transaction on a 5-point scale ranging from manageable to outstanding.

District wise views of the teachers regarding VEC support for their participation in the training programme

VEC support was found to be remarkable in districts like Dhenkanal, Mayurbhanj, Koraput and Kalahandi. It was found that 56% of the VEC members are indifferent to teacher training.

District wise views of the teachers regarding the extent to which ideas given in course of training can be put into practice

When 12% of the teacher participants agreed that the training inputs can be put into practice in the classroom, 55% of them reported that the training inputs can be put into practice to a large extent.

Perception of VEC members on in-service teacher training programme

A schedule was designed for conducting FGD on the VEC / SC members to study their perception on in-service training programmes organized for the primary and upper primary teachers in their locality. FGDs were conducted over 507 community members.

District wise qualification of the community members

The qualification of the VEC members varies from 0.80% P.G to 29.20% H.S.C pass out of 507 members interviewed in 7 districts. The number of VEC members with upper primary pass and H.S.C. pass constitute 54% of the sample.

wareness of the community members on organization of capacity building programmes for the teachers

73.60% VEC members are aware of the capacity building programme for the teachers through in-service training. The awareness of in-service training varies from 10.80% in Koraput to 98.60% in Mayurbhanj. Such awareness is also much less (36.80%) among the VEC members of Kalahandi District and 10.80% in Koraput district.

Views of the community members regarding normal functioning of school in absence of the teacher while attending training

76.30% of the VEC members are of the view that teachers' absence from school on account of their participation in in-service training programme creates dislocation in school activity. Such views vary from 31.90 % in Balasore to 100% in Dhenkanal.

Views of the community members in percentage regarding the justification of in-service training programme for the teachers

When asked about the justification of the in-service training programme for the teachers, 79.70% of the VEC members gave their views in positive which varies from 55.20% in Jharsuguda to 100% in Kalahandi.

Views of the community members in percentage regarding conduct in-service training programme during holidays and vacation

87% of the VEC members are of the view to conduct in-service training programme during holidays and vacation which varies from 73.30% in Sundargarh to 100% in Kalahandi.

5 % SAMPLE CHECKING OF DISE DATA OF 2009-10

Amc Research Group,
New Delhi

The specific objectives of the **Post Enumeration Survey (PES)** are as follows:

1. To cross check the DISE data with the PES data and to find out the deviation as well as the precision levels.
2. To make field level observation on:

a) Cooperation of Principal/ Head Teacher in providing data
b) Status of records of schools
c) Training of Principal/ Head Teachers in filling up of DISE data
d) Availability of infrastructure and computer professional in the District MIS unit
e) Data feeding arrangement made at District level
f) Feedback to schools in terms of School Report Cards
g) Availability of DISE data at all levels
h) Evidence of sharing workshops at all levels for dissemination and awareness about DISE data
i) Display of key information on the School Display/Information Board
j) Use of DISE data in planning

3. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES
4. To suggest measure to reduce the extent of deviation between DISE data and PES data.
5. To recommend the changes to be made in improving the DISE and PES operations as well as formats especially to make them more effective for cross checking and for making the DISE data more relevant for preparing Annual Work Plan and Budget by improving its quality.

The Five per cent sample check of DISE data was based on data collected in six districts viz. Sonepur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri representing Central, Northern and Southern regions of the state. Data for the study was collected from 510 schools spread over six districts selected for the study. However, comparison between DISE and PSE data could be established only in 510 schools. Further, in reference to certain variables there was no commonality between formats canvassed for DISE and PSE data. Hence, the report has not only the limitation of comparison among 510 schools but also in reference to certain common variables. PES were collected from the DPOs of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts and then processed in computers. Comparison between DISE and PES data was made to identify the number of schools showing variations on selected items. The percentage deviation and percentage precision were calculated and the reasons for such deviations were identified so as to suggest corrective measures to improve the qualitative aspects of the DISE activity in future.

Findings of the study:

- The overall deviation of DISE data from PES data, in respect of all comparable items, is 1.57%, which is within the range of permissible percentage of deviation i.e. 10%, and there by giving a precision level of 98.43% for DISE data in relation to PES

- The comparison of DISE and PES data 2009-10 has reflects that the DISE data differ from PES data in 4.12 percent schools in case of year of establishment, 2.54 percent schools in case of school category, 3.33 percent in type of school, 1.18 percent on lowest class, 5.09 percent on highest class, 3.72 percent on 'school management' and 0.98 percent on medium of transaction.
- Further, it reveals that the percentage deviation of DISE data from PES data is 4.33 percent on Teachers in position, 3.14 percent on status of school building, 4.08 percent on number of classrooms, 0.59 percent on children enrollment, 1.31 percent on SC children enrollment, 0.86 percent on ST children enrollment, 2.77 percent on number of repeaters, 16.03 percent on enrollment of children with disabilities, 3.12 percent on last year annual examination results and 1.57 percent on Source of drinking water.
- In many cases, due care has not been taken by the Head Teacher in filling up the DISE data and proper verification of DISE data has not been made by the CRCCs and BRCCs.
- The high level mismatch on items like number of repeaters and enrollment of children with disabilities have occurred due to wrong or no entry of data in DISE format and improper cross-checking of DISE data by the concerned CRCC, BRCC and other supervising personnel.
- A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 44.31 percent of sample Head Teachers/ Principals have shown very good initial response to the PES study team. Again, 43.52 percent of sample schools showed a very good status on maintaining the records of the schools
- With regard to training aspect of Principal / Head Teacher in filling up of DISE data, 78.62 percent of Head Teachers have received the training either at Cluster level. All of the sample Districts have the requisite softwares for DISE data entry and these softwares have been provided by State MIS Unit. The prescribed arrangements have been made in the sample Districts to provide computerized School Report Card.
- All the sample schools in six sample district did not have their own copy of DISE DCF. It was made available at the concerned DPO. The PES team further found that the compiled DISE data of 2008-09 were not available at any of the CRC and BRC of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts. However, DPOs have planned to provide Block level and Cluster level compiled DISE data to BRCs and CRCs respectively later on.
- In Sonepur, Khurdha, Dhenkanal, Nuapada and Malkangiri Districts, DPOs had conducted District level sharing workshop with BRCCs and CRCCs but in Nabaranpur District it was not conducted still. VEC and MTA members had not been invited at CRC level to make an effort to disseminate and create awareness on DISE data.
- The field observation of the PES study team highlights that till the visit of the PES study team, no school of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts had got the School Report Card for 2009-10.
- Further, it is revealed that 79.80 percent of the sample schools have School Display Board/ Information Board. The data on students' enrollment, students' attendance, teachers in position and grants received have been displayed in 86.73 percent, 79.85 percent, 83.78 percent and 25.79 percent respectively of sample schools respectively even though all schools are required to display such information.
- Despite organization of DISE training and sufficient consciousness of Principals/ Head Teachers on the DISE activity, mismatch between DISE and PES data has been found on almost all items of comparable data.
- Discussion on DCF guideline was partially done in Sonepur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts during the DISE training. Detailed explanation and doubt clarification of the DCF guidelines and concepts were not done during the training. Owing to short duration of time for data filling and cross-checking, some BRCCs and CRCCs could not properly rectify the mistakes done by the Head Teachers in the DCFs of some schools.

ASSESSMENT ON FUNCTIONING OF BRCCs AND CRCCs IN THE CONTEXT OF IMPLEMENTATION OF THE PROGRAMME OF SSA

AMC Research Group,
New Delhi

OBJECTIVES:

- To examine the role and style of functioning of the BRCCs within jurisdiction of their work.
- To examine the quality of functioning of the BRCCs in respects of programme implementation activities as entrusted to them in their job chart.
- To study the functioning of the BRCCs in respect of monitoring the execution of plans and day to day activities of the primary schools, CRCCs, alternative schools and providing necessary guidance to them.
- To examine the functioning of CRCCs in respects of educational planning foe their respective school clusters, to study the functioning of the CRCCs with regard to educational programme implementation and their monitoring..
- To study the nature and quality of functioning of the CRCCs in providing academic support services to the teachers, headmaster, VECs of the concerned school cluster.

SCOPE & COVERAGE:

The study was limited to Mayurbhanj, Cuttack, Balasore, Ganjam, Gajapati, Malkanagiri, Sundergarh, Sambalpur and Angul district.

METHODOLOGY:

SAMPLE:

9 no of sampled District, 36 blocks/BRCCs, 108 sampled School Cluster/ CRCCs , 324 sampled primary schools, 324 sampled Headmaster, 324 sampled Teachers,324 sampled VEC Chairman/ Member, 9 DPCs, 20 DIs.

TOOLS:

Questionnaire and Schedules, BRCC Schedule, CRCC Schedule, Headmaster Schedule, Teacher Schedule, VEC Member Schedule.

MAJOR FINDINGS:

MAYURBHANJ:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 40.6, 39.1, 13.4 and 6.9 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 33.3, 54.6, 9.9 and 2.2 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 11.1 percent of the sample schools have not been visited at all, while the CRCCs have made 14.39 visits per school i.e. more than once in a month.

- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (66.7 percent), (ii) teacher training and compilation of school data (75.0 percent), (iii) organize cluster level meeting (66.7 percent), (iv) assistance in community moblisation (41.7 percent), (v) use of contingency and teacher grant (50.0 percent) and filling up of monitoring formats (41.7 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollment of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 38.9 percent, 33.3 percent, 27.8 percent, 22.2 percent and 8.3 percent respectively.

CUTTACK:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 43.9, 41.2, 5.3 and 9.6 percent respectively.. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 30.7, 50.8, 12.3 and 6.2 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 2.78 percent of the sample schools have not been visited at all, while the CRCCs have made 15.23 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement
- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (91.7 percent), (ii) teacher training and compilation of school data (83.3 percent), (iii) organize cluster level meeting (83.3 percent). (iv) assistance in community moblisation (58.3 percent), (v) use of contingency and teacher grant (41.7 percent) and filling up of monitoring formats (50.0 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 61.1 percent, 44.4 percent, 41.7 percent, 33.3 percent and 19.4 percent respectively.

BALASORE:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 39.8, 40.3, 11.7 and 8.2 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 33.9, 52.3, 11.4 and 2.4 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 5.56 percent of the sample schools have not been visited at all, while the CRCCs have made 14.78 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.

- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (75.0 percent), (ii) teacher training and compilation of school data (66.7 percent), (iii) organize cluster level meeting (58.3 percent), (iv) assistance in community moblisation (16.7 percent), (v) use of contingency and teacher grant (25.0 percent) and filling up of monitoring formats (33.3 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 44.4 percent, 30.6 percent, 25.0 percent, 25.0 percent and 13.9 percent respectively.

GANJAM:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 41.4, 40.7, 10.6 and 7.3 percent respectively The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 34.3, 52.7, 10.1 and 2.9 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 8.33 percent of the sample schools have not been visited at all, while the CRCCs have made 12.89 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.
- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (58.3 percent), (ii) teacher training and compilation of school data (66.7 percent), (iii) organize cluster level meeting (50.0 percent), (iv) assistance in community moblisation (50.0 percent), (v) use of contingency and teacher grant and filling up of monitoring formats (41.7 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 41.7 percent, 25.0 percent, 30.6 percent, 27.8 percent and 11.1 percent sample school respectively.

Gajapati

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 40.2, 42.9, 11.2 and 5.7 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 31.8, 50.6, 8.9 and 8.7 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 2.78 percent of the sample schools have not been visited at all, while the CRCCs have made 13.33 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.

- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (41.7 percent), (ii) teacher training and compilation of school data (58.3 percent), (iii) organize cluster level meeting (41.7 percent), (iv) assistance in community moblisation (50.0 percent), (v) use of contingency and teacher grant (58.3 percent) and filling up of monitoring formats (33.3 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 36.1 percent, 333.3 percent, 25.0 percent, 19.4 percent and 16.7 percent respectively.

MALKANGIRI:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 41.5, 40.6, 13.8 and 4.1 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 34.7, 52.3, 10.4 and 2.6 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 13.89 percent of the sample schools have not been visited at all, while the CRCCs have made 10.36 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.
- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (66.7 percent), (ii) teacher training and compilation of school data (58.3 percent), (iii) organize cluster level meeting (50.0 percent), (iv) assistance in community moblisation (41.7 percent), (v) use of contingency and teacher grant (41.7 percent) and filling up of monitoring formats (25.0 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrolment of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 33.3 percent, 27.8 percent, 22.2 percent, 13.9 percent and 5.6 percent respectively.

SUNDERGARH:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 40.8, 43.1, 9.2 and 6.9 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 32.9, 54.2, 8.6 and 4.3 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 5.56 percent of the sample schools have not been visited at all, while the CRCCs have made 13.27 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.

- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (75.0 percent), (ii) teacher training and compilation of school data (50.0 percent), (iii) organize cluster level meeting (66.7 percent), (iv) assistance in community moblisation (25.0 percent), (v) use of contingency and teacher grant (50.0 percent) and filling up of monitoring formats (33.3 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 41.7 percent, 22.2 percent, 25.0 percent, 16.7 percent and 13.9 percent respectively.

SAMBALPUR

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 41.8, 40.2, 12.7 and 5.3 percent respectively. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 31.9, 53.3, 9.4 and 5.4 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 5.56 percent of the sample schools have not been visited at all, while the CRCCs have made 14.67 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.
- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (83.3 percent), (ii) teacher training and compilation of school data (58.3 percent), (iii) organize cluster level meeting (58.3 percent), (iv) assistance in community moblisation (33.3 percent), (v) use of contingency and teacher grant (41.7 percent) and filling up of monitoring formats (33.3 percent).
- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 27.8 percent, 30.6 percent, 33.3 percent, 11.1 percent and 8.3 percent respectively.

ANGUL:

- The percentage of time spent by BRCCs during 2009-10 on administrative support, academic support, community moblisation and others aspects was 43.2, 42.7, 6.2 and 7.9 percent respectively.. The percentage of time spent by sample CRCCs on administrative support, academic support, community moblisation and others aspects was 32.6, 42.7, 6.2 and 7.9 percent respectively.
- BRCC has visited each school nearly two times during academic year 2009-10 and 8.33 percent of the sample schools have not been visited at all, while the CRCCs have made 13.56 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.
- The areas in which a substantially higher proportion of CRCCs have received support from BRCCs are (i) monthly progress review (83.3 percent), (ii) teacher training and compilation of school data (75.0

percent), (iii) organize cluster level meeting (75.0 percent), (iv) assistance in community moblisation (50.0 percent), (v) use of contingency and teacher grant and filling up of monitoring formats (33.3 percent).

- The CRCs extend pedagogical support to school, conduct teachers training programme, and ensure enrollmemt of all children in the age group of 6-14 yrs besides conducting VEC / PTA / MTA meetings regularly. The type of help actually received from CRCC by the schools in classroom teaching highlighted that in order of importance use of TLM in classroom, finding out subject specific hard spots and their solution, supervising the use of training methods in classroom teaching, activity based method of teaching and taking of class when the teacher is absent 50.0 percent, 33.3 percent, 36.1 percent, 22.2 percent and 11.1 percent respectively.

BASELINE STUDY ON MULTI LINGUAL EDUCATION

ICMR, New Delhi

OBJECTIVES:

- To study the learning achievement of children exposed to the MLE program as against those not exposed to the program.
- To study teacher competency level in children's mother tongue and the nature of classroom transaction.
- To study how the MLE based classrooms are child friendly covering the guiding principle of NCF 2005.
- To study the level of community involvement in MLE schools.

SCOPE AND COVERAGE:

The study was limited to 8 districts covering 10 MLE languages (Mayurbhanj, Malkangiri, Kalahandi, Gajapati, Rayagada, Keonjhar, Sambalpur, and Sundargarh).

METHODOLOGY:

SAMPLE:

8 districts, 50 MLE schools, 20 non MLE schools, 70 teachers, 420 students, 210 Community Members, 3 FGDs, 50 District/Block-Level staffs.

TOOLS:

School Information Schedule/Questionnaire, Classroom Observation/ assessment Schedule, Questionnaire for the Students / Teachers / Community Members, Questionnaire for the DPC / BRCC / CRCC/ District Tribal Coordinators

MAJOR FINDINGS:

Existing Status of School Facilities and Learning achievement of MLE & Non-MLE schools:

- Except kitchen garden facility and availability of child-friendly elements. The MLE schools have better infrastructure and other school facilities compared to Non-MLE schools.
- The percentage of MLE trained teachers in MLE schools (40.72%) is significantly greater compared to non MLE schools (12.28%).
- Status of Books / Equipment Supplied is also satisfactory in MLE schools than non-MLE schools.
- The performance of MLE schools in various Curricular Programmes is satisfactory than the Non-MLE Schools

Status of Teacher competency level and nature of classroom transaction in MLE Schools:

- The level of teachers' behavior towards classroom transaction can be judged to be highly satisfactory in sampled MLE Schools than Non-MLE schools.
- The performance of MLE schools is higher than the performance of Non-MLE schools with regard to students' behavior towards classroom transaction. It has happened so probably due to the adoption of MLE policy.

- Surprisingly, still 12% of language teachers of MLE schools did not receive any MLE training.
- The effectiveness of MLE training programme was clearly visible among the language teachers of MLE Schools

Students involvement and their behaviour in MLE and Non MLE schools:

- Most of the students have respected that use of mother tongue in teaching learning activities by teachers is found to be more in MLE Schools than Non-MLE schools.
- Close to seven of every ten students of both MLE and Non-MLE schools stated that they always understand the text in mother-tongue books supplied to them. The difference between the two categories is very minimal but still MLE is ahead of Non –MLE schools.
- Most of the students expressed that use of Oriya by teachers as well as students is found to be more in Non-MLE Schools than MLE schools.
- According to students, use of native language by teachers, students as well as community is found to be more in MLE Schools compared to Non-MLE schools.
- According to students, use of TLMs in classroom teaching is found more in MLE schools compared to Non-MLE schools.
- According to students, MLE schools' performance in learning activities is satisfactory compared to Non-MLE schools.
- Most of the students also opined that more co-curricular activities are conducted by or for students in MLE Schools than Non-MLE schools.
- It was also found that MLE Schools' students like to go for learning in their school compared to Non-MLE schools but progress is not satisfactory.

Level of Means of Communications and Classroom Transactions Approach in MLE: Teachers' Views

- According to teachers, MLE has significant impact on use of children's mother tongue in classroom transaction by students as well as teachers.
- Most of the teachers have viewedmentioned that more co-curricular activities are conducted by or for students in MLE Schools than Non-MLE schools.
- Most of the teachers have stated that community involvement is more in MLE schools compared to Non-MLE schools.
- According to teachers, Students are not freely asking questions in their class in the case of both MLE and Non-MLE schools and which indicates that major difference between the two categories of schools was not found in this regard this summary finding well convince about equal performance of both the categories of schools.
- So far as teachers' attitude towards teaching in children's mother tongue in MLE schools is concerned any impact in hardly noticed.

Status of Community Involvement level in MLE Schools

- As per the finding it has been observed that community participation/ involvement in MLE schools were better in comparison to Non-MLE Schools.
- Most of the community members have viewed that that more MLE schools' teachers are using children's mother tongue in classroom teaching than Non-MLE schools.
- The status in respect of community members level of understanding/reading/ writing the Oriya language in MLE schools' areas was low in comparison to Non-MLE schools areas.
- Community members of MLE schools' areas are more familiar with native language in comparison to Non-MLE schools.
- Community members and VEC members have more actively participated in MLE schools in comparison to Non-MLE schools.

ASSESSMENT OF CONTENT KNOWLEDGE OF SSs AND GS IN MATHEMATICS AND SCIENCE

AMC Research Group,
New Delhi

OBJECTIVES

- To assess the level of Knowledge and understanding of the concepts of Mathematics and Science included in the elementary school curriculum of the Shiksha Sahayaks and Gana Shikshaks.
- To identify the areas of strength and weakness of Shiksha Sahayaks and Gana Shikhakas in the concepts of Mathematics and science included in the curriculum of elementary school of the state.
- To develop strategies for removing the weakness and enhancing the strength in Mathematics and Science of Shiksha Sahayks and Gana Shikhakas teaching at the elementary schools of the state.

SCOPE AND COVERAGE

The study was limited to Mayurbbhanj, Jajpur, Khurdha, Ganjam, Rayagada, Kalahandi, Sunderagarh, Sambalpur and Bolangir districts.

METHODOLOGY

SAMPLE

Three districts from each revenue division namely **Mayurbhanj, Jajpur and Khurdha** for Central Revenue Division, **Ganjam, Rayagada and Kalahandi** for Southern Revenue Division, and **Sundergarh, Sambalpur and Bolangir** for Northern Revenue Division. From each selected districts, two blocks (one is headquarter block and another is remote) and one urban conglomeration were selected on the basis of availability of Sss and Gss for the study

TOOLS:

The requisite data was gathered through two achievement tools (question paper) i.e. one for Science and other for Mathematics. The tools have been developed in the form of question papers with multiple choice test items to assess the Knowledge and understanding of the sampled SSs AND Gss.

FINDINGS:

Basic information about Siksha Sahayakas

Profile of Sss by age and gender: Almost all of the Siksha Sahayaks are below 55 years of age. The maximum number of Siksha Sahayaks (57.3 percent) was in the age group of 31- 35 years, while only 2.5 percent was in the age group of 46-55 years. The percentage of male Siksha Sahayaks(59.4 percent) was substantially higher than the female Siksha Sahayaks (40.6 percent).

Profile of Sss by General qualification and Professional qualification: 79.4 percent of Siksha Sahayaks have below gradute qualification, while 20.6 percent Siksha Sahayaks process graduation or above

Profile of SSs by total service experience: The maximum 85.1 percent Shiksha Sahayaks have total experience of 5 – 10 years, while only 1.4 percent Shiksha Sahayaks have total experience of more than 10 years.

Profile of SSs by social category: Overall, 39.3 percent of SSs belonged to OBC, 22.7 percent to General, 18.4 percent belonged to ST and 16.7 percent to SC.

Basic information about Gana Shikshakas

Profile of GSs by age and gender: The maximum number of Gana Shikshakas (52.1 percent) was in the age group of 36 – 45 years, while only 3.4 percent was in the age group of 46 – 55 years. The percentage of male Gana Shikshakas (62.3 percent) was substantially higher than the female Gana Shikshakas (37.7 percent).

Profile of GSs by General qualification and Professional qualification: 84.1 percent of Gana Shikshakas have below graduate qualification, while 15.9 percent Gana Shikshakas possess graduation or above qualification. As far as Professional qualification is concerned only 3.8 percent of the Gana Shikshakas possess CT qualification and rest of the GSs have no any professional qualification.

Profile of GSs by total service experience and social category: All of the GSs in all the sample districts have a total service period of below three years. Overall, 43.1 percent of GSs belonged to OBC, 16.4 percent to General, 21.9 percent belonged to ST and 16.4 percent to SC.

Strength of Siksha Sahayaks in Mathematics

The overall achievement of SSs in the contents of mathematics was maximum (39.8 items with standard deviation 4.8) in Khurdha district and minimum (35.9 items with standard deviation 5.7) in Bolangir district in terms of a total of 50 items.

Strength of Gana Shikshakas in Mathematics

The overall achievement of GSs in the contents of mathematics was maximum (29.6 items with standard deviation 4.6) in Khurdha district and minimum (26.2 items with standard deviation 5.4) in Bolangir district in terms of a total of 50 items.

Strength of Siksha Sahayaks in Science

The overall achievement of SSs in the contents of mathematics was maximum (40.2 items with standard deviation 5.9) in Khurdha district and minimum (37.6 items with standard deviation 7.2) in Bolangir district in terms of a total of 50 items.

Strength of Gana Shikshakas in Science

The overall achievement of GSs in the contents of mathematics was maximum (31.7 items with standard deviation 5.9) in Khurdha district and minimum (26.3 items with standard deviation 6.2) in Rayagada district in terms of a total of 50 items.

Level of knowledge and understanding in the content of Mathematics

Level of Knowledge of Shiksha Sahayak in the concepts of Mathematics

Overall 83.4 percent of the SSs had excellent knowledge in the concept of **Number and numerals, 75.2% in Rational number,** 78.2 %in **Factor and multiple**. 75.6%in **Ratio and proportion**, 76.2 % in **Power and indices** ,74.7 % in **Time and distance**, 76.3% in **Percentage** and 80.4 %in **Simple and compound interest**.

Level of understanding of Shiksha Sahayak in the concepts of Mathematics

Overall 80.8 percent of the SSs had excellent understanding in the concept of **Number and numerals**,72.9% in the concept of **Rational number**, 77.3 % in the concept of **Factor and multiple,** 72.3% in **Ratio and**

proportion ,72.6% in **Power and indices** ,70.9% in **Time and distance** ,72.8 % in **Percentage**, and 77.8% in the concept of **Simple and compound interest**.

Level of Knowledge of Gana Shikshakas in the concepts of Mathematics

Overall 49.9 percent of the GSs have excellent knowledge in the concept of **Number and numerals**,44.4% in **Rational number**, 43.2% in the concept of **Factor and multiple**, 43.8% in **Ratio and proportion** ,42.7 % in **Power and indices** 36.2% in **Time and distance**. 45.2% in **Percentage** and 43.7% in **Simple and compound interest.**

Level of understanding of Gana Shikshakas in the concepts of Mathematics

Overall 45.8 percent of the GSs had excellent understanding in the concept of **Number and numerals**,40.9% in **Rational number**, 41.3% in **Factor and multiple**,41.8% in **Ratio and proportion** ,39.6% in **Power and indices**,33.4% in case of **Time and distance**,43.2% in **Percentage and 39.4%** in the concept of **Simple and compound interest**.

Level of knowledge and understanding in the content Science

Level of Knowledge of Shiksha Sahayak in the concepts of Science

Overall 77.9 percent of the SSs had excellent knowledge in the concept of **Motion, force and machine**. In the concept of **Measurement**, it was 73.6 percent. 76.1 percent in the concept of **Heat**. Overall achievement of SSs in the concept of **Sound** was 74.3 percent.

Level of understanding of Shiksha Sahayak in the concepts of Science

Overall 79.1 percent of the SSs had excellent understanding in the concept of **Motion, Force and Machine**. In the concept of **Measurement**, it was 74.7 percent. Overall 74.6 percent of the SSs have good understanding in the concept of **Heat**. The achievement of SSs in the concept of **Sound** was 75.8 percent.

Level of Knowledge of Gana Shikshakas in the concepts of Science

52.6 percent of the GSs had excellent knowledge in the concept of **Motion, Force and Machine**. In the concept of **Measurement**, Overall achievement of GSs was 50.2 percent. Overall 48.8 percent of the GSs have good knowledge in the concept of **Heat**. Overall achievement of GSs in the concept of **Sound** was 48.6 percent.

Level of understanding of Gana Shikshakas in the concepts of Science

Overall 51.3 percent of the GSs had excellent understanding in the concept of **Motion, Force and Machine**. In the concept of **Measurement**, overall achievement of GSs was 46.5 percent. 45.2 percent of the GSs have good understanding in the concept of **Heat**. Overall achievement of GSs in the concept of **Sound** was 46.5 percent.

DIAGNOSIS OF LEARNING DIFFICULTIES OF CHILDREN IN LOW ACHIEVING DISTRICTS OF ODISHA IN LANGUAGE, MATHEMATICS AND SCIENCE:

OBJECTIVE:

1. To identify the districts as well as the different pockets in terms of blocks, school clusters of districts concerned where such learning deficiencies usually occur among the learners at primary level in different subjects like language (mother tongue), mathematics and science.
2. To diagnose the nature of learning deficiencies of the learners in the above subjects.
3. To trace out the major types of learning difficulties faced by the learners on the basis of the findings related to the nature of their learning deficiencies.
4. To suggest appropriate follow-up actions in the teaching-learning strategies adopted by the teachers in different clusters of schools located in different districts as well as in different parts of a district
5. To suggest modifications in the monitoring systems of academic programmes at the school, cluster, block and district levels and also in the existing pupil evaluation system.

SCOPE AND COVERAGE:

The study was limited to Boudh, Kalahandi & Mayurbhanj districts only.

METHODOLOGY:

SAMPLE:

3 districts, 6 Blocks , 6 clusters, 60 schools, 60 Headmasters, 60 teachers, 300 students ,120 parents, 60 VECs members, 12 CRCCs /Sis, 3 DPCc/DIs.

TOOLS:

Diagnostic Tests for Class V Students, Questionnaire for the Head-teacher, interview Schedule for Subject Teacher, Interview Schedule for Students/ Parents/ VEC members, Interview Schedule for CRCCs, BRCCs, SIs of Schools, DPCs and DIs of Schools

MAJOR FINDINGS:

A. Results of Diagnosis Test:

I. In Oriya Language test, more than 70% questions are not answered by the students of all the sampled districts. Among the sampled districts, Kalahandi is ahead of other study districts in Oriya test and Mayurbhanj is placed at the bottom.

II. In Mathematics test, more than 75% questions are not answered by the students of all the sampled districts. Students are very poor in Arithmetic compared to Geometry test. The achievement level of Class V students was not at all satisfactory in Boudh district compared to other districts.

III. The achievement level of Class V students in Science test is not satisfactory as only 25% questions are answered by them. Among the sampled districts, Kalahandi is ahead of other study districts in Science test and Boudh is placed at the bottom.

IV. In all the three subjects, Kalanhandi districts' achievement level is satisfactory compared to Mayurbhanj and Boudh districts.

V. Mayurbhanj needs special attention to improve the Oriya standard of Class V students and Boudh and Mayurbhanj need special attention to improve the both Mathematics and Science standard.

B. Stakeholders' views on Learning Difficulties faced by Students in Oriya

I. All most all stakeholders perceived that students of Class V had difficulty in Oriya due to difference between local language and text book language.

II. Shortage of subject wise teachers was another major obstacle for learning Oriya by students.

III. District-wise comparison revealed that learning difficulties by students in Oriya were noticed more frequently in Mayurbhanj and less frequently in Kalahandi with Boudh coming in between.

IV. Again, a large majority of stakeholders perceived that language problem was the main reasons for Class V students to have learning difficulties in Oriya.

V. District-wise comparison revealed that the reasons of learning difficulties were more or less the same for students irrespective of the district to which they belonged.

VI. A large majority of stakeholders perceived that text books do not have precise subject matter, sufficient practice sets and clarity of pictures.

VII. Stakeholders' perception of the subject matter, presentation and practice tests in the text books in Oriya was not encouraging and significant district-wise variations were not noticed.

C: Stakeholders' views on Learning Difficulties faced by Students in Mathematics

I. Understanding the basic formula was the first and foremost difficulties faced by students of Class V in Mathematics.

II. Shortage of subject wise teachers was another major obstacle for learning Mathematics by students.

III. Maximum students find hard in fraction, Area and Peripheral, and Simple Interest calculation

IV. In terms of difficulties faced by students of Class V in Mathematics, the order of the districts is Mayurbhanj, Kalahandi, and Boudh. District-wise discrepancy in difficulties faced by students of Class V in Mathematics did exist.

V. Overall, majority of stakeholders perceived that shortage of subject wise teacher was the main reasons for Class V students to have learning difficulties in Mathematics.

VI. Reasons of learning difficulties of students in Mathematics were different from district to district.

VII. The mathematics text book designs was satisfactory and significant district-wise variations were not noticed but those who reported having problems perceived that the present from of text books do not have precise subject matter.

D: Stakeholders' views on Learning Difficulties faced by Students in Science

I. Understanding the scientific terms was the main type of difficulties faced by students of Class V in Science.

II. Shortage of quality/ subject wise teachers was another major obstacle for learning Science by students.

III. Maximum students find hard in the subjects like change of season, discovery & invention, air & polluted air and energy & function.

IV. District-wise discrepancy of difficulties faced by learners in Science did exist.

V. Overall, like mathematics majority of stakeholders perceived that shortage of subject wise teacher was the main reasons for Class V students to have learning difficulties in Science.

VI. Besides shortage of subject wise teacher, thee indifference of parents for the school and education process of students is one of the most important reasons in science learning.

VII. District-wise figures are more or less consistent with respect to the reasons for Class V Students to have learning difficulties in Science. The problems dimensions were more or less the same for students irrespective of the district to which they belonged.

VIII .The Science text book designs was satisfactory and significant district-wise variations were not noticed but those who reported having problems perceived that the present from of text books do not have precise subject matter & examples. They emphasized that the teaching and learning strategies often have to be more specific in order to meet the learning needs of the children.

E: Stakeholders' Suggestions to remove the learning difficulties of students in Language, Mathematics and Science

I. Main suggestions reported by Stakeholders to remove the learning difficulties of students in Science and Mathematics were 'appointment of more subject expert / trained teachers' and 'resource materials and instructional methods must be appropriate to the student's age and interests'.

II. On the other hand, main suggestions reported by Stakeholders to remove the learning difficulties of students in Oriya were 'appoint more local language teachers' and 'frequent supportive and motivating practice'.

III. The district-wise variations were minimal may be due to small sample size.

EFFECTIVENESS OF MONITORING AND SUPERVISION MECHANISM FOR TEACHER TRAINING

ICMR, New Delhi

OBJECTIVES:

- To examine the teacher training programme as conducted as per guidelines and norms provided to each Teacher Training Institution.
- To study the strategies in planning and monitoring teacher training programme at different levels.
- To examine the modalities of constituting monitoring and supervision group for teacher training programme.
- To ascertain the roles and responsibilities of persons and institutions involved in monitoring and supervision and to ascertain the extent of training impact.

SCOPE AND COVERAGE:

The study was limited to Balasore, Boudh, Dhenkanal, Kalahandi, Koraput, Mayurbhanj, Nayagrah, Sambalpur, and Sundargarh districts only.

METHODOLOGY:

SAMPLE:

9 districts, 18 Blocks, 180 schools, 525 teachers, 7 SRGs, 35 DRGs, 72 BRGs, 11 TEs & SCERTs Personnel, 18 BRCCs, 34 CRCCs, 9 DPC / CI / DI, 9 Pedagogy Coordinators.

TOOLS:

Questionnaire for the SRG / DRG / BRG Members, Questionnaire for the DIET Principals / Teacher Educators, Questionnaire for the TE & SCERT Faculty Member, Questionnaire for the BRCC / CRCC, Questionnaire for the DPC / CI / DI, Questionnaire for the Pedagogy Coordinators, Questionnaire for the Teachers, School and Classroom Observation schedules.

MAJOR FINDINGS:

A. Status of Teachers' Training Programme:

- In terms of the types/areas of the training programmes, the types of training that are conducted in large numbers are 'subject' related training programmes followed by 'method and process' related and then 'theme related'.
- Irrespective of the type of respondents (SRG, DRG, BRG, Personnel from TE & SCERT and DIETS, DPC/CI/DI, BRCC/CRCC, Pedagogy Coordinators), there was more or less uniformity over the fact that the training programmes imparted more of subject-related knowledge compared to theme-related and pedagogic knowledge. The theme-related programmes were very few.
- The involvement of the state level and district level resource persons were minimal for training programmes held in rural locations.
- The TE & SCERT and DIET personnel did not have expected level of participation in teacher training particularly in rural locations.
- Monitoring the programmes is the major concern for the state level resources groups while 'Follow-up activity' is major concern for both district and block level resource groups.

- Among the different divisions of sampled, the highest training programme figure is observed in Northern Division as per BRCC and CRCC information schedule.
- Location-wise comparison in the average number of training programmes received by teachers at all the three levels reveal that rural blocks have provided more numbers of training programmes then urban blocks.
- Division-wise comparison in the average number of training programmes received by teachers at all the three levels revealed that Northern Division had provided maximum numbers of training programmes while Southern Division was placed at the bottom. Division-wise differences in the number and types of training programmes were not very prominent except a few casual differences that may be attributed to sampling fluctuations.

B. Importance of Training Inputs in Teachers' Training Programme

- The rating of the training inputs by most respondents was in the average range. Compared to other dimensions 'Importance of activity based approach' occupied the highest average rating by the SRGs, DRGs and BRGs and 'Plan for follow-up activities' placed in the least by the SRGs, DRGs and BRGs.
- Central division occupied the low average rating in all most all dimensions in training inputs by SRG, DRG and BRG members compared to other two divisions in Odisha.
- In almost all dimensions, Central Division's performance is matter of concern in average rating on the emphasis of the training inputs by the TE & SCERT faculty members and DIET personnel.
- According to TE & SCERT faculty members and DIET personnel 'Follow-up activity' was given least importance in all the three sampled division in terms of logistics, arrangement, and participation of in-service education of primary teachers.
- Compared to other dimensions 'Importance of activity based approach', 'Group/ Individual / Self-learning approaches' and 'Evaluation of learning outcomes' occupied the highest average rating where as 'Learning of language' was placed at the lowest average rating by the DPC/CI/DI.
- Northern division occupied the low average rating in almost all dimensions in training inputs by the DPC/CI/DI compared to other two divisions in Odisha.
- The average rating of training inputs of urban blocks are better than rural blocks in the BRCC conducted training. In case CRCC training it is the reverse.
- Rural blocks got the highest average rating by the teachers in most of the dimensions in training inputs compared to urban blocks.

C: Monitoring of Teachers' Training Programme

- According to the opinion of the all resource groups, monitoring during the training by authorities was more compared to the planning and the follow-up stage. According to the resource groups, during the training programme monitoring by authorities is very impressive irrespective rural and urban blocks.
- The respondents varied in their perception of monitoring of the training programmes depending upon their involvement in the process. But all groups opined that monitoring was relatively better during the training than either before or after it.
- Division-wise differences were not very prominent except some casual fluctuations. The perception of TE & SCERT and DIET personnel was comparatively less favorable than other resource groups. The perception of the pedagogy coordinators was highly favorable
- Division-wise differences in the number and types of training programmes were not very prominent except a few casual differences that may be attributed to sampling fluctuations.

- According to the opinion of the pedagogy coordinators, during the training programme and during the follow-up, monitoring by authorities is very good irrespective of divisions. But it is slightly less during planning stage compared to other stages in the Northern Division.
- Location-wise teachers viewed that urban blocks were ahead of rural blocks in the matter of monitoring by authorities at different stages.

D: Management of Teachers' Training Programme

- Over all the three divisions, the SRG members reported that 'Monitoring by authorities' and 'documentation' were relatively weaker, whereas both DRGs and BRGS reported that 'Follow-up activity' was the weakest. It implies that monitoring the programmes is the major concern for the state level resource groups while 'Follow-up activity' is major concern for both district and block level resource groups.
- The TE & SCERT faculty members and DIET personnel rated the monitoring and the follow-up activities as the weakest components of the training programmes. The stronger components were time management, session planning, task completion, competence of resource persons and knowledge sharing among teachers.
- Those responsible for providing logistics and arranging training programmes such as DPCs and educational administrators like CIs/DIs viewed almost all the dimensions relatively favorably. The BRCCs and CRCCs also rated all the components in the above-average range. But the ratings of the BRCCs were slightly higher than that of the CRCCs. Division-wise and urban-rural differences did not project a clear-cut trend. Most of the components were rated in the average range.
- Most of the teacher ratings remained within the scores 3 to 4 suggesting that as perceived by them the components of the training programme were addressed in a normal fashion.

E: Problems in Teachers' Training Programme

- According to the SRG, DRG and BRG members, the major problems are 'less budget provision', 'shortage of teachers', 'lack of TLMs', 'lack of proper infrastructure', 'less duration of the training programme' and 'poor monitoring and supervision'. The three divisions however differed in respect of the emphasis placed on the problems.
- The TE & SCERT and DIET personnel pointed out are that the training programmes are not properly monitored, DIET personnel are less involved in the training programme and there is lack of coordination among DPC, DI and DIET personnel
- These educational administrators such as DPCs, CIs and DIs felt that teacher shortage, lack of proper documentation, poor monitoring and supervision, lack of physical infrastructure and disinterested teachers are the major problems that need to be resolved to make the training programmes effective
- The BRCCs and CRCCs felt that shortage of teachers and less budget provision were the major impediments in making the training programmes effective. There were also problems associated with the infrastructure for the training programme and the timing of the training programme.
- The pedagogy coordinators approached the issue from pedagogic points of view by pointing out that lack of TLMs, poor monitoring, lack of audio-visual aids, implementation difficulties were the major problems that need to be resolved.
- Teachers remarked that the budget provision for the training programme is not enough as a result of which they are not supplied with adequate TA and DA. The timing of the training program and the duration are not proper; consequently the training becomes less effective as most of the teachers are not able to attend the training programme. The teachers from the training divisions differed in terms of emphasis placed on the problems.

EVALUATION OF NEW TEXT BOOKS AT ELEMENTARY LEVEL

ICMR, New Delhi

OBJECTIVES:

- To evaluate the textbooks of class I by examining their quality, learner friendly nature and bias if any towards the gender issues. [There is one textbook in two parts developed and prescribed for class I from he current academic session. That book is entitled "Hasa Khela – Part –I and Hasa Khela- Part-II". Each part is for half of the duration of the academic session. The textbook has been developed in an integrated way by incorporating the contents related to language (Mothertongue), mathematics and environmental studies].
- To evaluate the textbooks of class-III by examining their quality, learner friendly nature and biasness on the gender issues. [There are three textbooks developed and introduced in class III during current academic session. The books are "Ama Bhasa, Ama Sahitya", "Ganita Maza", "Jana Ajana". Each one of these books is prepared for covering the entire academic session for one year. Besides, there is another textbook on English language. That was developed and introduced last year.]
- To evaluate all the above textbooks from the point of view of nature their content, style of presentation, difficulty level, continuity and coherence with the students' previous knowledge and other similar relevant characteristics.
- To evaluate the prescribed textbooks with regard to the examples and illustrations like pictures and diagrams with regard to their relevance and appropriateness in placement and other relevant criteria.
- To evaluate the prescribed textbooks from the point of view of suggested learning activities, projects, assignments for students, handbook for teachers and scope for learner evaluation.

SCOPE AND COVERAGE:

The study was limited to Nayagarh, Sundergarh and Nawarangpur districts.

METHODOLOGY

SAMPLE:

The sample consists of 3 districts, 3 DIs,6 Sis,6BRCCs,6 CRCCs, 60 HM, 120 teacher, 300 student, 240parents & 300 classroom observation.

TOOLS:

Questionnaire for the Teachers, Questionnaire for the Rational Evaluation, Interview schedule for the Parents, Questionnaire of Classroom Observations schedule, Questionnaire for the Supervisors, Questionnaire for the Headmaster. Questionnaire for the Focus Group Discussion.

MAJOR FINDINGS:

Hasakhela Part-I for class-I

- According the teachers ,headmasters, parents and field supervisors that the size of the book , its volume, size of the letters and nature of its printing are suitable for students of class-I. However the members of FGD have suggested for the weight of the book to be lighter, size of letter to be a bit larger with clarity in printing and the book to have thread binding for convenient handling by the students.

- The teachers, the headmaster, parents, have opined that the language used in the book is appropriate for better comprehension of the students of class-I level. they are attractive and appealing for the students of class-I.
- With regard to the presentation of the contents from general to specific more than 50% of the teachers have opined that the contents to have been presented in that approach in 3 out of 13 topics only. Those topics are 'Thekha O Kaha', 'UEE' and 'Kichiri Michiri'.
- With regard to the difficulty, continuity and coherence level of lesson as per student competency level the teachers, the parents the rational evaluators have opined only three lessons namely "Baunsarani, Kahila Dekhi, Depabali" need to be modified or replaced with other suitable lessons.
- With regard to the nature of learning activities 85%, 71.66%, 86.66% & 91.66% of the teachers have opined that the learning activities have the scope for developing creativity, problem solving and drawing inferences, Activity participation of the learners and relating to the language, mathematics & Environmental studies.
- With regard to problems faced by the teachers in organizing learning activities, 23.33% of the teachers have faced the problem.

Hasakhela Part-II for class-I

- The teachers, headmasters, parents and the educational field supervisors have opined that the size of the book, its volume, size of the letters and nature of its printing are suitable for students of class-I. However the rational evaluators and the members of FGD have suggested for the weight of the book to be lighter, size of letter to be larger with clarity in printing and the book to have thread binding for convenient handling by the students.
- The teachers, the headmaster, parents, have opined that the language used in the book is suitable for better understanding of the students of class-I level. They are attractive and appealing for the students of class-I.
- With regard to the presentation of the contents from general to specific more than 75% of the teachers have opined that the contents to have been presented in that approach.
- With regard to the difficulty, continuity and coherence level of lesson as per student competency level the teachers, the parents the rational evaluators have opined only eight lessons namely "Neulara ghara tola, Hanu ra kadali khia, Musika raja, Wicket udigala, Kanchana ra pancha katha, Khanjani baja ra maja and Ratnakara ra janmadina" need to be modified or replaced with other suitable lessons.
- In accordance the nature of learning activities 78%, 61%, 73% & 92% of the teachers have opined that the learning activities have the scope for developing creativity, problem solving and drawing inferences, Activity participation of the learners and relating to the language, mathematics & Environmental studies.
- With regard to problems faced by the teachers in organizing learning activities, 26.66% of the teachers have faced the problem.

Ama Bhasa Ama Sahitya

- With regard to the size of the book, size of the letters, its volume and nature of its printing of the text book "Ama Bhasa Ama Sahitya" are suitable for class-III; The teachers, headmasters, parents and the educational field supervisors have expressed However the rational evaluators and the members of FGD have suggested for the weight of the book to be lighter, size of letter to be larger with clarity in printing and the book to have thread binding for convenient handling by the students.
- More than 78.32% of the teachers have judged the learner friendly nature of Ama Bhasa Ama Sahitya in view of its language, picture, learning activities, examples and getup that they are attractive and appealing for the students of class-III.

- With regard to the presentation of the contents more than 78.32% of the lessons are related to day to day life situations of the learners. More than 78.08% of the parents have opined that they understand the content given in the book quite well, able to explain the same and the instruction given at the end of each lesson help them to instruct their words accordingly where as the members of FGD have expressed that the style presentation is not much attractive and more examples and hints should be given in the book for teachers and parents.
- In accordance the nature of learning activities 66.66%, 88%, 66.66% & 92% of the teachers have opined that the learning activities have the scope for developing creativity, problem solving and drawing inferences, Activity participation.
- With regard to problems faced by the teachers in organizing learning activities, 68.33% of the teachers have faced the problem and most of them related to the students learning attend.
- The classroom observers have observed that in 86% of the classes most of the students are capable of completing the given exercises of the teaching concerned.

Ganita Maja

- With regard to the getup of the text book "Ganita Maja" i.e size of the book , size of the letters, its volume and nature of its printing are suitable for class-III; The teachers, headmasters, parents and the educational field supervisors have expressed However the rational evaluators and the members of FGD have suggested for the weight of the book to be lighter, size of letter to be larger with clarity in printing and the book should have thread binding instead of stapling for convenient handling by the students. The cover page of the book should have more attractive pictures.
- More than 80% of the teachers have judged the learner friendly nature of Ganita Maja in view of its language, picture, learning activities, examples and getup that they are attractive and appealing for the students of class-III.
- With regard to the presentation of the contents more than 85% of the lessons are related to day to day life situations of the learners. As such from this angle of consideration, the content of the lessons don't need any modifications.
- In accordance the nature of learning activities 81%,70% and 83.32% of the teachers have opined that the learning activities have the scope for developing creativity and problem solving and drawing inferences, Activity participation.
- With regard to problems faced by the teachers in organizing learning activities, 46.32% of the teachers have faced the problem such as subject wise teacher are not available to give information about tangram, descriptive math and in sufficient TLM etc.
- The classroom observers have observed that in 72% of the classes most of the students are capable of completing the given exercises of the teaching concerned.

Jana Ajana

- With regard to the size of the book , size of the letters, its volume and nature of its printing of the text book "Jana Ajana" are suitable for class-III; The teachers, headmasters, parents and the educational field supervisors like DPCs, DIs, BRCCs and CRCCs have expressed However the rational evaluators and the members of FGD have suggested for the weight of the book to be lighter, size of letter to be larger with clarity in printing and the book to have thread binding for convenient handling by the students.
- More than 70% of the teachers have judged the learner friendly nature of "Jana Ajana" in view of its language, picture, learning activities, examples and getup that they are attractive and appealing for the students of class-III.

- With regard to the presentation of the contents more than 78.32% of the lessons are related to day to day life situations of the learners. As such from this angle of consideration, the content of the lessons don't need any modifications. More than 78.08% of the parents have opined that they understand the content given in the book quite well, able to explain the same and the instruction given at the end of each lesson help them to instruct their words accordingly where as the members of FGD have expressed that the style presentation is not much attractive and more examples and hints should be given in the book for teachers and parents.
- In accordance the nature of learning activities 83.32%, 80%, & 63.33% of the teachers have opined that the learning activities have the scope for developing creativity, problem solving and drawing inferences, Activities completed during the lesson period.
- With regard to problems faced by the teachers in organizing learning activities, 30% of the teachers have faced the problem such as inadequate space in the classroom , lack of TLM, difficulty in panchayat samiti & there function etc.
- The classroom observers have observed that in 83% of the classes most of the students are capable of completing the given exercises of the teaching concerned.

Enjoy your English

- According the teachers, headmasters, parents and field supervisors that the size of the book , its volume, size of the letters and nature of its printing are suitable for students of class-III. However the members of FGD have suggested for the weight of the book to be lighter, size of letter to be a bit larger with clarity in printing and the book to have thread binding for convenient handling by the students.
- With regard to the learner friendly nature of Enjoy Your English in view of its language picture, learning activities, examples and getup. The teachers, the headmaster, parents, have opined that the language used in the book is appropriate for better comprehension of the students of class-III level. They are attractive and appealing for the students of class-III. The teachers teaching the subject English "Enjoy Your English" in class-III have followed the techniques and activities i.e word chain, word game, ladder game, rearrange jumbled letters, picture card, model, flash card , Total physical response (TPR), miming, and nursery rhymes etc.
- Most of the teachers have opined that there is sufficient scope for development of the primary skills viz listing and speaking skill among the learners through reciting the nursery rhymes and storytelling etc.
- More than 98.33% of the sampled teachers have expressed that the text book has scope for development of skills of reciting the rhymes. There is the facility in the text book to develop listing skill through regular recitation of the rhymes by teachers, self introduction and storytelling similarly speaking skill through the activities of Chorus reading, storytelling and counting the numbers and through the reading of the words by assimilating with pictures.
- More than 90% of the teachers have responded that all the competencies as fixed in syllabus have been reflected in the text book.

IDENTIFYING THE STRENGTH AND WEAKNESS OF THE INTERVENTIONS FOR IMPROVING QUALITY OF EDUCATION AT ELEMENTARY LEVEL

AMC Research Group,
New Delhi

OBJECTIVES

- To ascertain the views of children, community members, teachers, CRCCs, BRCCs and project management staff regarding the strength and weakness of SSA interventions for achieving access, equity and quality.
- To examine the utility of project intervention and difficulties experienced, if any, in the context of region-specific economic, socio-cultural, and geographical variation in the state.
- To examine the strength and limitation of intervention with references to the achievement using secondary data sources and published documents
- To document the suggestions of all important stake-holders in designing and implementing the project interventions to bring about further improvement in quality elementary education.

SCOPE AND COVERAGE:

The study was limited to Jajpur, Mayurbhanj, Kalahandi, Nabarangpur, Bolangir and Sambalpur districts.

METHODOLOGY:

SAMPLE: Six district viz: Jajpur, Mayurbhanj from central, Kalahandi, Nabarangpur, from southern and Bolangir, Sambalpur, from northern zone, 24 BRCCs,72 CRCCs, 360 primary schools, 360 Headmaster, 720 sample children & 360 sample VEC/PRI members.

TOOLS:

District Level Personnel Schedule, BRCC Schedule, CRCC Schedule, Headmaster Schedule, VEC/PRI Member Schedule, Children Schedule

FINDINGS

Objective -1. To ascertain the views of children, community members, teachers, CRCCs, BRCCs and project management staff regarding the strength and weakness of SSA interventions for achieving access, equity and quality.

Strength

Flagship programme, Good Working , Capacity,Decision Making Ability ,Good knowledge in the field of Quality improvement,High Confidence level,Sensitive towards cause,Good Coordination,Good staff,Leadership,Motivated,Equality,Willingness/ inclination,Completing task in time (Time Bound)

Weakness

Lack of confidence,Lack of coordination,Lack of knowledge/ Information,Lack of motivation,Lack of time,Carelessness,Lack of training ,Lot of other works ,Trust on others ,Unable to take help ,Unable to work for children ,Lack of adequate infrastructure .

Objective -2. To examine the utility of project intervention and difficulties experienced, if any, in the context of region-specific economic, socio-cultural, and geographical variation in the state.

- The expression of children regarding teaching methods of teachers were (i) Lecturing (talking down) by the teachers, learners are passive listener (38.2 percent), (ii) Group work by children and facilitated by teacher (14.6 percent), (iii) Children copying from Blackboard (13.2 percent), (iv) Game/activity/demonstration with TLM by teachers (8.3 percent), (v) Songs/stories/craft work/other fun activities (5.8 percent), (vi) Interactive environment (Children asking questions) (5.2 percent), (vii) Class work/written assignment by children (11.3 percent), and (viii) Children not doing anything sitting idle (3.4 percent). After lecturing, teachers prefer giving group work and copying from black board to children.
- The sample children were asked about the methods adopted by teachers for introducing of lesson at the aggregate level, the opinion of sample children are (i) Direct (Narrative) (Teacher centered method) (46.1 percent), (ii) Interactive/Participatory Approach (Learner centered method) (30.6 percent), (iii) both (i) and (ii)/ mixed (16.2 percent) and (iv) others like Game/activity/demonstration with TLM by teachers (6.9 percent).
- Only 15.6 percent of the sample children opined that teachers use TLM daily during classroom transaction, 45.1 percent for teachers use TLM on requirement basis during teaching learning processes. The expression of children regarding rarely use of TLM by teachers during classroom transaction was 15.8 percent and 4.3 percent of the children opined that teachers have not use the TLM at all.
- 14.6 percent of the sample children stated that the teachers adopt oral method and 25.5 percent of the teachers adopt written method for learners' assessment during the teaching learning processes, while 59.9 percent for the teachers conduct both oral and written test during teaching learning processes.
- 52.1 percent of the children stated that teachers are using blackboard during teaching learning process. While 47.9 percent of the sample children expressed that they are getting a chance to write on the black board and are being used by both teachers and children during teaching learning process. 80.6 percent of the sample children are using work note book during teaching learning process in the class room. Only 62.7 percent of the sample children stated that the teachers are regularly checking the work note book during teaching learning process.
- The performance level of children who belong to Gen category is higher than SC/ST category. At the aggregate level, the children who belong General category have given correct answer in Mathematics, Oriya language, English language and easy questions (GK) are 65.7, 65.3, 39.3 and 69.4 percent respectively. While the proportion of SC/ST children are 47.8, 54.2, 30.1 and 62.8 percent in Mathematics, Oriya language, English language and easy questions (GK) respectively.
- At the aggregate level, all the teachers across the sample districts expressed that the main purpose of visit of BRCCs to schools are to check attendance of the teachers/ Students, utilization of contingency and teacher grant, distribution of NT books/ Dress and school records. Beside the above activities, the opinion of sample teachers regarding supervision and monitoring of school activities by BRCCs are 65.8 percent for completion of the syllabus, 35.2 percent for evaluation work of students, 16.9 percent for school development work, 70.8 percent for organization of mid day meal, 67.8 percent for supervision & monitoring of civil work, and use of teaching learning methods in classroom transaction
- The BRCs have extended support towards school activities such as (a) cluster level training (74.2 percent), (b) providing school level data (56.7 percent), (c) preparation of TLM/ design (59.1 percent), (d) conducting tests (56.3 percent), (e) use of contingency and teacher grant (18.6 percent), (f) meeting with VEC members/ community (10.5 percent), (g) assistance in classroom transaction (46.3 percent), and (h) monthly progress review (13.6 percent).

- The CRCCs are perceived to be more important than the block staff because of close proximity, greater involvement and support to primary classes. The type of support extended to schools by CRCCs in order to importance as expressed by the sample teachers are (a) assistance in classroom transaction, organizing cluster level training, use of contingency and teacher grant and preparation of TLM/ design (100.0 percent), (b) providing school level data (88.1 percent), (c) conducting tests (88.9 percent), (d) mid-day-meal programme (86.1 percent), (e) filling up monitoring format (78.9 percent), (f) monthly progress review (72.5 percent), (g) enrolling out of school children (65.2 percent) and (h) meeting with VEC members/ community (58.1 percent).
- The important issues discussed in the CRC meeting as expressed by a significant proportion of sample schools are (a) model teaching methods (88.8 percent), (b) supply of school information/ data compilation (85.5 percent), (c) preparation and use of TLM (76.1 percent), (d) students evaluation and assessments on solving hard spots in different subjects (41.9 percent) and (e) school development activities on drinking water, sanitation, environment, etc (47.5 percent). The other items discussed in such meetings are utilization of grants, description of success stories of other schools and teachers, problem of dropout students/ low attendance students, mutigrade teaching etc.
- BRCC visited schools nearly two times during academic year 2009-10 and 13.33 percent of the sample schools have not been visited at all. District wise variation in the frequency of visit of BRCC to sample school is also notice and majority of the schools noted only one visit of the BRCC in a year. The CRCCs have made 14.03 visits per school i.e. more than once in a month. It is observed that BRCCs and CRCCs have frequently visited the schools to extend regular academic guidance to teachers for quality improvement.
- The sample CRCCs are asked to mention their view on 8 items relating to the teaching inadequacies noticed among the teachers. It is evident that 18.1 percent sample CRCCs expressed (i) poor knowledge of subject matter, (ii) teachers lack motivation to learn new teaching methods (26.4 percent), (iii) teachers lack competence in diagnosing hard spots of learning (47.2 percent), (iv) teachers need more guidance in preparation and use of TLM (58.3 percent), (v) the Head teachers lack training in maintenance of records/ registers (51.4 percent), (vi) lack of training in data compilation (34.7 percent), (vii) lack of interest in identifying and enrolling out of school children (25.2 percent) and others (12.5 percent) are the items in which inadequacies are found among the teachers.
- At aggregate level, in order of importance (i) 80.5 percent of sample CRCCs experience, shortage of teachers and lack of timely supply of text books, (ii) 76.4 percent on lack of subject teachers in English, Science and Mathematics, (iii) 58.3 percent on engagement of teacher in non-teaching work, (iv) 54.2 percent on lack of awareness and involvement among parents/ community in school development, (v) 45.8 percent on low attendance of students during local festivals and seasonal migration, (vi) 38.8 percent on less use of training inputs in the classroom, (vii) 34.7 percent on teachers lack desired skill to teach new methods, (viii) 30.5 percent on lack of monitoring & supervision by BRC and higher authorities, (ix) 20.8 percent on less monitoring and supervision work by CRCCs due to their engagement in data collection and information work (x) 20.8 percent on teachers lack skill in preparation and use of TLM, (xi) 16.7 percent on low attendance of girls students and (xii) 9.7 percent on engagement of children in household chores.
- At the aggregate level, it reveals that the difficulties faced by BRCCs are (i) difficult to make personal visit to school due to large area (54.2 percent), (ii) lack of transport facilities (41.6 percent), (iii) too many official task/ meetings and hence no time for monitoring (70.8 percent), (iv) lack of guidance/ leadership from superior (16.7 percent), (v) incompetent of CRC coordinator (16.7 percent), (vi) lack of cooperation from teachers (45.8 percent), (vii) lack of motivation among teachers to perform better (62.5 percent), (viii) lack of involvement of Community members/ VEC in school development (50.2 percent) and others (12.5 percent).

- On an average, 80.93 percent of the VEC/PRI respondents have received orientation training on their role and responsibilities in school development. The average number of training given to VEC varies from 1.00 (Kalahandi) to 1.39 (Mayurbhanj) across the sample district, while at the aggregate level, it was 1.17. This is in conformity with the provisions of SSA to conduct at least two orientation training programme for VEC/PRI member.
- An enquiry made to know the number of VEC meetings attended by sample VEC members reveals that on an average they have attended 4.89 (Kalahandi) to 5.97 (Jajpur) number of meetings, while at the aggregate level, it was 5.17
- It is pertinent to mention that across the sample districts, the activities on which majority of sample VECs/ PRI member have received support from BRCC are (i) advice regarding enrolling out of school children (58.6 percent), (ii) moblising community to participate in school activities (48.3 percent), (iii) motivating VEC members to help in civil works/ school infrastructure (31.3 percent), (iv) guide and advice on caring for children with special needs (25.2 percent) (v) moblising community to contribute for MDM activities (33.1 percent) and (vi) keeping records (44.2 percent).
- Majority of the VEC/ PRI respondent have received support from CRCC on activities viz; (i) advice regarding enrolling out of school children (96.1 percent), (ii) moblising community to participate in school activities (89.4 percent), (iii) motivating VEC members to help in civil works/ school infrastructure (54.5 percent), (iv) guide and advice on caring of children with special needs (69.7 percent) (v) moblising community to contribute for MDM activities (83.3 percent) and (vi) keeping records (63.7 percent). District wise variation reflects that the sample VECs of Jajpur districts have received more support from both BRCCs and CRCCs than other sample districts.
- All the sample VEC/ PRI member across the sample districts indicate that they are supervising the regular attendance of the teachers and evaluation work of students, while the VECs were involved in supervision of regular attendance of the students 83.3 (Nabarangpur) to 97.3 (Sambalpur) percent, monitoring of completion of the syllabus 90.0 (Nabarangpur) to 98.3 (Jajpur) percent, intimation to the guardian regarding evaluation achievement 23.3 (Kalahandi) to 53.3 (Jajpur) percent and steps taken after knowing result of evaluation achievement 8.3 (Nabarangpur) to 20.0 (Jajpur) percent.
- To measure the involvement of VECs regarding administrative supervision and monitoring of school activities on 8 items. It reveals that (i) supervision of school records, (ii) utilization of school grants/ funds, (iii) organization of school activities related to Plan of Action, (iv) follow up action in accordance with VEC meeting, (v) sending Copies of all reports to PRI already submitted to higher authority, (vi) school development work, (vii) organization of mid day meal, and (viii) distribution of Reading Material are the activities are expressed by 100.0, 64.4, 60.2, 43.1, 7.2, 61.1, 94.7 and 15.1 percent sample VEC/PRI members respectively. It indicates that the VECs are conscious and supervising the schools effectively.

Objective -3. To examine the strength and limitation of intervention with references to the learning achievement of different categories of children using secondary data sources and published documents

- The Gross Enrolment Ratio at the Primary level has marginally increased in each year. The GER at the primary level was 92.25 percent and 83.30 percent at upper primary level in 2005-06, while it was 98.04 percent at primary level and 104.11 percent at upper primary level in 2009-10.
- The Net Enrolment Rate at the primary level was 78.58 percent and 78.25 percent at upper primary level in 2005-06, while it was 92.88 percent at primary level and 85.68 percent at upper primary level in 2009-10.
- The drop out rate at primary level was 18.49 percent and 28.39 percent at upper primary level in 2005-06, while it was only 2.83 percent at primary level and 8.19 percent at upper primary level in 2009-10.

- The proportion of enrollment of girl's children at primary and upper primary level was 48.16 and 46.16 percent in 2005-06 respectively, while it was 48.47 and 48.36 percent in 2009-10.
- A total number of Out of School Children in 2005-06 was 5.37 lakhs, while it was only 1.86 lakhs in 2009-10. A total number of SC and ST Out of School children in 2006-07 was 1.04 and 2.05 lakhs respectively, while it was only 0.38 and 0.96 lakhs in 2009-10.
- The enrollment of CWSN children against identified CWSN children was 86.28 percent in 2007-08, while it was 93.63 percent in 2009-10.

Access

➢	Opening of new primary school	:	8130
➢	Opening of new upper primary school	:	8520
➢	Construction of school building	:	12044
➢	Construction of Additional Classroom (ACR)	:	32033
➢	Upgradation of EGS/AIE centre to regular schools	:	933

Quality Access

➢	Total number of habitation	: 87095
➢	Primary School (within 1 KM)	: 82049
➢	UP school (within 3 KM)	: 83521
➢	PS and UPS ratio	: 2.41
➢	Total number of school	: 53056
➢	Available classroom	: 175736
➢	With drinking water	: 40448
➢	With Common toilet	: 27445
➢	With separate girl's toilet	: 15727
➢	Parent Teacher Ratio (PTR)	: 31.29
➢	Student Classroom Ratio (SCR)	: 29.0
➢	Single Teacher School	: 4.8

Objective -4. To document the suggestions of all important stake-holders in designing and implementing the project interventions to bring about further improvement in quality elementary education.

- Head Masters/Mistress should take responsibility for his/her school. This can come about only if he/she is empowered to take action at least in some matters pertaining to the school. This should be done in conjunction with the involvement of Village Level Committees. At the end of the day, it is schools that have a strong "internal accountability system", i.e. a clear, strong internal focus on issues of instruction, student learning and expectations for teacher and student performance that will be the most effective
- The training should normally be in relation to the needs and requirements of teachers and schools, taking into consideration emerging trends and concerns in education. The emerging concerns need to be essentially incorporated both in pre-service and in-service training programmes including short duration of orientation of teachers
- To make teachers professionally competent they need to be trained in ten vital areas namely: contextual, conceptual, content, transactional, educational activities, developing teaching learning material, evaluation, management, working with parents, community and other agencies.
- Motivation camps should be organized in villages where concentration of out of school girls is more. Camps should be organized for such girls and especially for those belonging to socially and

economically weaker section. Activities like creative poetry writing, painting, drama, story writing, toy making games and sports are to be organized.

- Adequate infrastructure facilities should be provided to all schools like separate toilet for girls, boundary wall, drinking water, kitchen shed for MDM, classroom as per children strength, etc. Each school should be advised to make a kitchen garden, which will help in getting nutritious food for children.
- Coordination between members of VEC and school teacher should be maintained so that the impediments (obstacles) in the execution of the any activities are avoided.
- Communities must be made aware of how they can and must hold schools, principals and teachers accountable. It must be impressed on them that teachers and HMs are government servants placed in schools to serve the community, their job being to teach the children belonging to that community. They should be trained on the basic qualities exhibited by an effective school, the meaning of quality education and their constitutional right to demand it for their children. The importance of setting expectations of teachers, HMs, schools and student learning must also be stressed. Strong expectations can influence and shape what a teacher or administrator feels responsible for in his or her work.
- Capacity building and training of Sis and BRC personnel is essential. As inspection officers, SIs should receive special pre-service orientation school supervision, appropriate techniques to develop capabilities in educational administration, planning and management. BRC personnel should receive training in teacher professional development, teacher evaluation, new methods of teaching that teachers are being trained on.
- There is a great need to strengthen teacher education, its overall knowledge and value base and practical training. Teachers must be thoroughly equipped with subject knowledge and critical pedagogy skills. There is need to incorporate a foundational base of strong critical social science and humanities knowledge which is governed by democratic egalitarian perspectives in teacher education curricula.
- After completion of training programme the utilization of training inputs should be assessed by BRCC/ CRCC b y monitoring classroom practices. Outstanding teachers showing innovative practices may be declared as 'Teachers of the month' during monthly sharing meeting and their service may be utilized at the district, state level for improving pedagogical interventions.

pedagogical interventions.

- The problem of enrolment and retention were interlinked with attendance of students. It would be advisable for the key functionaries of the project and others to adopt some schools which they should supervise continuously to have reliable figures of enrolment and retention. Teacher should cooperate in this.

PERFORMANCE ASSESSMENT OF THE FUNCTIONING OF SRG, DRG AND BRGs IN THE CONTEXT OF SSA

ICMR, New Delhi

OBJECTIVES:

- To make an assessment on the performance of the state resource group members in the areas of development of learning materials for the learners and training materials for the trainers and supervisors, conduct of training programmes for the district resource group members, district level supervisors, DIET level teacher educators and other field level academic supporters for various academic works.
- To identify the strength and weaknesses and the limitations in their functioning and to suggest measures for quality improvement in their functioning.
- To assess the performance of the District Resource Group (DRG) members in organizing and conducting training progamme for the Block Resource Group (BRG) members, for training of the block level teachers, implementation of effective classroom transaction processes, preparation and implementation of learning activities, effective conduct of pupil evaluation activities at the Block level and such other SSA related activities. To identify the strength and weaknesses in the functioning of the DRGs
- To identify the short comings and limitations in the performance of the DRG members and to suggest major for improvement in view of the effective implementation of the SSA activities at the district level.
- To assess the performance of the Block Resource Group (BRG) members in organizing and conducting the training programmes for CRCCs of the concerned block for imparting effective training to the teachers / headmasters of their respective clusters of schools.
- To assess their performance in respect of;
- Effective coordination of the programme activities in the block assigned to them;
- Participation in the training programmes conducted for the teachers and headmasters of different school clusters of the block;
- Participation in the workshops organized in the context of block level pupils' learning evaluation work;
- Development classroom learning activities;
- Participation in organizing block level competition on different co-curricular programmes like science exhibition, common annual sports and the like;
- Participation in conduct of district level school annual examination as per the task entrusted to the BRGs by the block authorities;

SCOPE AND COVERAGE:

The study was limited to Koraput, Jagatsinghpur,Sambalpur districts.

METHODOLOGY

SAMPLE

3 districts, 12 blocks, 20 SRGS, 39 DRGs, 112 BRGs, 3 FGDs, *3 District-Level staffs (DIs)*.

- **TOOLS:**

Questionnaire for the SRG / DRG / BRG Members, Interview Schedule for DPCs, DIs, Pedagogy Coordinators, Record Review, Focus Group Discussion with SRG / DRG / BRG Members.

MAJOR FINDINGS:

Performance of SRGs:

- SRG members' awareness on its teacher education/training, curriculum development etc functions is quite impressive but it is slightly less on developing of innovative materials/methods, coordination activities and activities related to classroom transaction.
- Frequency of meetings for SRGs is very less i.e., literarily twice in a year. So it is very ineffective in terms of monitoring and supervisions of activities entrusted to them.
- SRG members discussed all most all important functions to achieve the SSA objectives but majority of them were not mentioned any target oriented activities they are performing. The study found that they are not accountable to their activities.
- SRG's perception on progress of achieving the targets was favorable but it needs some special attention in few areas by shut out the SRGs problems.
- SRG has delivered wide rage of functions at state level as per SSA norms but its involvement in training and plan preparation activities paints a positive picture as compared to their involvement in development of innovative materials and practices.
- Quantitatively involvement of SRG members is very less in text book preparation but those who involved in maintaining competency of textbooks and learning materials on the areas of contextual, conceptual, content, and transactional at the elementary stage, their performance is qualitatively eye catching.
- The most important problems SRG members faced were that the inadequacy of teachers in the school (60%), absent of proper planning (45%) and lack of community support (35%).
- SRG members have given some important suggestions to overcome the problems. The major suggestions were 'improve their capacity through exposure visit to other State/districts and provide additional reference books, orient by experts, pedagogies etc', 'regular review meetings like Monthly/ Quarterly meeting & discussion should be organized', updating the information and infrastructure facilities and scientific need assessment by considering the feedback from monitoring.

Performance of DRGs:

- Awareness level of DRG members on different activities of DRG is satisfactory and list out functions were vast in nature.
- Majority of DRG members responded about average progress of achieving the targets in all most all the mentioned targets because they are not satisfied on the present system of delivering the functions. Their enthusiastic level is low due to their unsystematic working conditions and logistic support.
- Most of the DRG
- DRG meetings are held regularly every month, with average sittings of 10 times a year in Koraput and Sambalpur district and 13 times a year in Jagatsinpur district.
- DRG members did not have such target to achieve except completion of BRG training and support the preparation district annual action plan. They have also not mentioned some important activities like development of evaluation tools and locally relevant teaching-learning material, creating a quality

related Data base for the District/State, document the success story & disseminate on important themes etc. It implies that they have no role to play or they are not concerned to above role and responsibilities. Acquisition of competencies alone will not be sufficient until and unless the functionaries is fully committed. members reported to be involved in activities aimed to improve the capacity building of teachers in the three selected districts. Besides that, they are also contributing in academic, supervision and co-curricular activities other than training activities, but these are not performing so frequently. The DRG members also expressed their helplessness in delivering the above fields due to haphazard government policy and lack of coordination & support from the vertical and horizontal functionaries.

- A large majority of DRGs did not pin down their views on type of functions they performed either because they did not deliver any function or because they were not genuinely concerned with the function of DRG. The negative trend is noticed in all the three selected districts.
- DRG members were perceived to be weak in development of Teacher-Training Modules and try out in the field aspects such as development new training modules, need base change in training modules, and try out the same in the field. The negative trend is noticed in all the three selected districts with minimal variations.
- DRG performance in designing the Innovative learning activities / TLMs was not satisfactory and significant district-wise variations were not noticed among the three selected districts.
- Majority of the DRG members viewed that they played the monitoring and supervision role through regular review meeting and analyzing the achievements of target specified issues. The monitoring and supervision activities paints a slight positive picture as compared to DRGs' performance in designing innovative learning activities.
- DRG member's perception on the type of involvement in evaluation practices they performed was not up to the mark and significant district-wise variations were not noticed. Their role confined within some tradition evaluation practices like preparation & distribution of question papers; review the student's achievement profile, etc.
- District-wise pattern with respect to problems reported by BRG members were more or les the same across all districts. But most of the DRG members reported that they are encountering the problems of inadequacy of quality teachers to implement the SSA goals in the schools. Besides that other main problems listed out were contract nature of their engagement', 'absent of proper supervision & monitoring mechanism', 'non availability or no use of quality TLMs in training/ teaching', and 'lack of proper action plan'.
- Most of those who reported having suggestions perceived that 'a permanent resources team should be set up at district/ block level' and 'its' scope of work should be expanded to perform their role & responsibilities' to improve the functioning of DRGs. The suggestions were more or less the same for DRG members irrespective of the district to which they belonged.

Performance of BRGs:

- Most of the BRG members are well aware about their primary functions i.e., conduct various teacher training programmes at block level and also wide range of secondary functions.
- BRG meeting was held regularly in every month except in Koraput district. In terms of attaining the meetings by BRG, maximum members attained the meeting in Koraput district compare to other two selected districts. But the difference is very minimal.
- Delivering the target oriented functions of BRG was highly unfavorable, it performance is comparatively weak in academic practices and innovations suitable to the learning requirements of teachers and students of the concern block they belong.

- Majority of the respondents viewed average or satisfactory progress of achieving the targets in all most all the mentioned targets in all three selected districts. It is also observed that, satisfaction level of BRG on progress of achieving the targets is high compare to DRGs/SRGs. The positive trend is noticed in each of the districts.
- Most of the BRG members reported to be involved in activities aimed to improve the capacity building of teachers in the three selected districts. It is also observed that they had contributed in academic, supervision and co-curricular activities other than the training activities.
- A large majority of BRGs did not pin down their views on type of functions they performed either because they did not deliver any function or because they were not genuinely concerned with the function of BRG. The negative trend is noticed in all the three selected districts.
- BRG members were perceived to be weak in development new training modules or incorporate need base change in training modules but they were impressive in try out the different modules/ TLMs in the field. The same trend is noticed in each of the districts.
- BRG performance in designing the Innovative learning activities / TLMs was not satisfactory either they are not competent to so or no scope to deliver in this dimension. The negative trend is noticed in each of the districts.
- Over all, majority of the BRG members viewed that they did not find any scope for monitoring and supervision role as a BRG member or silence on this matter. It presents a gloomy picture about the performance of BRG members in supervision and monitoring activities in the block.
- BRG member's perception on the type of involvement in evaluation practices they performed was not up to the mark and significant district-wise variations were not noticed. Their role confined within some tradition evaluation practices like preparation & distribution of question papers; attending question papers preparation meetings, etc.
- The problem dimensions were more or less the same for BRG members irrespective of the district to which they belonged. But Jagatsingpur was at the lowest ebb as percentage of BRG members facing problems was higher compared to the other two districts.
- Some good suggestions were suggested by BRG members to tackle the problems faced by them. District wise Maximum suggestions listed out on 'a permanent resources team should be set up at district/ block level' by BRG members of both Koraput and Jagatsingpur where as 'strengthening the coordination mechanism for block level implementation was suggested by BRG members of Sambalpur.

TEACHER'S ASSESSMENT ON PROJECT INTERVENTIONS

AMC Research Group,
New Delhi

OBJECTIVES

- To ascertain teachers' view on the infrastructure facilities and the project management structure of SSA in promoting quality elementary education in the state.
- To examine teachers' perception of the effectiveness of pedagogical interventions in ensuring quality education.
- To assess teachers' perceptions of interventions programmes for girls, socio-economically disadvantage, CWSN and children from religious and linguistic minorities.
- To obtain teachers' feedback regarding the effectiveness of programmes on ECCE and alternative schooling in ensuring children's access to elementary education.
- To ascertain teachers' views on involving the community and PRIs in school management through community mobilization exercises.
- To obtain teachers' opinion on the MIS and utility of research in providing feedback to all other SSA interventions.
- To elicit suggestions from teachers regarding how best the project interventions can be designed, implemented and evaluated.

SCOPE AND COVERAGE

The study was limited to Mayurbhanj, Jajpur, Jagatsinghpur, Ganjam, Nabarangpur, Kalahandi, Sambalpur, Sonepur, Bolangir districts.

METHODOLOGY

SAMPLE

Nine district viz:**Jagatsingpur, Jajpur, Mayurbhanj** from central, **Ganjam, Kalahandi, Nabarangpur,** from southern and **Bolangir, Sambalpur, Sonepur** from northern zone. From among the blocks of the each district four blocks are randomly selected by using circular systematic method. A total of 1800 teachers were interviewed to collect information on how they accept and implement the intervention programmes instituted and to judge their effectiveness in the light of SSA mission.

TOOLS

Schedule for Civil work, Schedule for Project Management, Schedule for Pedagogical Interventions, Schedule for Intervention for the Socio-Economically Disadvantaged, Schedule for Programme on Alternative schooling, Schedule for Assessing ECCE Services, Schedule for community Mobilization Programme, Schedule for MIS, Schedule for Research and Evaluation

FINDINGS OF THE STUDY

Major findings of the study

Objective – 1. To ascertain teachers' view on the infrastructure facilities and the project management structure of SSA in promoting quality elementary education in the state.

- The expression of teachers towards availability of adequate Office furniture, drinking water, Common toilet, separate toilet for Male & Female, teaching learning equipment, playground, playing kits, separate classroom for each class, adequate No of teacher, subject specific teacher, library, electricity, boundary wall, teacher's Common room, kitchen for MDM and ramp and other facilities are found to be 97.2, 90.2, 81.3, 42.1, 93.2, 67.2, 62.5, 21.3, 29.3, 19.2, 10.6, 30.7, 66.7, 13.1, 35.2 and 64.5 percent respectively.
- The perceived level of satisfaction of teachers highlights that they are fully satisfied on the aspects of construction work viz, (a) Quality of constructed school building (59.8 percent), (b) Materials used in construction work (83.7 percent), (c) Sitting arrangement (60.7 percent), (d) School environment (34.1 percent), (e) Classroom setting (19.9 percent), (e) Availability of infrastructure facilities in the school (12.9 percent), (g) Involvement of VECs in construction work (24.5 percent), (h) Involvement of technical person (14.6 percent), (i) Allocated fund for construction work (44.4 percent) and (j) Supervision & monitoring of civil work by higher authority (12.7 percent). The corresponding percentages on satisfactory category are 40.2, 16.3, 39.3, 56.3, 39.6, 72.4, 41.3, 67.4, 55.6 and 61.5 percent respectively.
- All the sample teachers across the sample districts expressed that the construction of school building, additional classroom, boundary walls, and major repairing of school building are helping in better classroom management, sitting arrangement for children, good school environment, child friendly element and ensuring safety for school premises. The response of teachers indicate that the lack of adequate classroom hampers the teaching learning process.
- The expression of teachers towards problem faced by them in civil work intervention are as: 38.9 percent for lack of supervision and monitoring by higher authority, 91.6 percent for involvement of Head Teachers in civil work hamper their academic activities, 42.8 percent for lack of interest among VECs as per their role and responsibilities, 61.2 percent for lack of support by technical person, 13.2 percent for lack of technical knowledge amongst VECs members, 15.3 percent for Lack of separate classroom for each classes, 33.6 percent for lack of transparency in use of allocated fund, 33.3 percent for lack of boundary wall and 9.3 percent for lack of interest in academic support.
- The schools are to collaborate with various departments to perform their different activities. The purpose of collaboration with tribal department is found to be (a) stipend to SC/ ST children, (b) girls hostel and (c) supply of NT books.
- The collaboration with Social welfare department for (a) Mid-day Meal programme, (b) ECCE centre, (c) Aganwadi Centre, (d) formation of food committees, (e) construction of kitchen room and (f) ECCe feeding and the purpose of collaboration with Public Work Department are (a) water and sanitation and (b) construction of school building and repair of building.
- The sample teachers are found to have collaboration with Health department for (a) health checkup camp for students, (b) polio, (c) supply of medical kits and (d) sanitation programme and the collaboration with block development Office is for the purpose of (a) administration, (b) training, (c) public awareness and (d) construction work.
- The purpose of Women and Child Development Department are found to be for (a) health awareness, (b) conducting training programme for ICDS and (c) pre-primary education enrollment. Collaboration of NGOs is made for the purpose of (a) public awareness camp, (b) training to teachers and (c) community moblisation.
- Majority of the sample teachers are highly satisfied on the aspects of management structure viz, (a) State level personnel (82.4 percent), (b) District level personnel (30.2 percent), (c) Sitting arrangement (27.4 percent), (d) DIET personnel (82.7 percent), (e) Cluster level personnel (70.4 percent), (e) School level management personnel (32.4 percent), (g) State level structure (100.0 percent), and (h) Involvement of technical person (100.0 percent).

Objective - 2. To examine teachers' perception of the effectiveness of pedagogical interventions in ensuring quality education

- Majority of the teachers have received two numbers of training, each of 7 days duration. The teacher's level of competency depends upon pre-service education, experience and in-service training. All these are expected to develop necessary competencies among teachers and make them professionally competent and effective. Maximum (3.17) numbers of training progarmmes are organized in Nabarangpur district and minimum (2.23) in Jagatsingh district.
- The TLM grant of five hundreds rupees was received on time and was used by teachers in the schools visited. Moreover, TLM workshops have been organized in sample districts The TLM available was of a routine sort (charts etc.), rather then innovative, and the use of TLM in the classroom situation was inadequate in most of the cases. The idea regarding the TLM grant for empowering the teacher for bringing creativity and freedom in the use of appropriate teaching learning material in the teaching learning process fell short of its actual realisation.
- The main purpose of visit of BRCCs to schools are attendance of the teachers/ Students, use of contingency and teacher grant, distribution of NT books/ Dress and school records. Beside the above activities, the opinion of sample teachers regarding supervision and monitoring of school activities by BRCCs are, as 67.3 percent for completion of the syllabus, 39.2 percent for evaluation work of students, 18.1 percent for school development work, 72.7 percent for organization of mid day meal, 67.2 percent for supervision & monitoring of civil work, and 71.4 percent for use of teaching learning methods in classroom transaction
- The main purpose of visit of CRCCs to schools are attendance of the teachers/ Students, use of contingency and teacher grant, distribution of NT books/ Dress and school records, completion of the syllabus, evaluation work of students, school development work, organization of mid day meal, supervision & monitoring of civil work, and use of teaching learning methods in classroom transaction
- The BRCs have extended support to school activities mainly on (a) cluster level training (74.3 percent), (b) providing school level data (58.7 percent), (c) preparation of TLM/ design (59.9 percent), (d) conducting tests (56.6 percent), (e) use of contingency and teacher grant (19.8 percent), (f) meeting with VEC members/ community (11.8 percent), (g) assistance in classroom transaction (47.2 percent), and (h) monthly progress review (14.7 percent).
- The type of support extended to schools by CRCCs in order of importance as expressed by the sample teachers are (a) assistance in classroom transaction, organizing cluster level training, use of contingency and teacher grant and preparation of TLM/ design (100.0 percent), (b) providing school level data (89.7 percent), (c) conducting tests (89.3 percent), (d) mid-day-meal programme (87.8 percent), (e) filling up monitoring format (82.3 percent), (f) monthly progress review (72.9 percent), (g) enrolling out of school children (66.1 percent) and (h) meeting with VEC members/ community (60.2 percent).
- A wide range of topics relating to water, sanitation, school environment, teaching methods, maintenance of cash books, use of TLM, grant etc. are discussed in the CRC meeting. The important issues discussed as expressed by the (a) model teaching methods (88.6 percent), (b) supply of school information/ data compilation (86.8 percent), (c) preparation and use of TLM (78.5 percent), (d) students evaluation and assessments on solving hard spots in different subjects (44.8 percent) and (e) school development activities on drinking water, sanitation, environment, etc (48.7 percent). The other items discussed in such meetings are utilization of grants, description of success stories of other schools and teachers, problem of dropout students/ low attendance students, mutigrade teaching etc.
- 35.7 percent of sample teachers expressed their full satisfaction, 54.9 percent teachers are somewhat satisfied and 9.4 percent of teachers are dissatisfied with the support received from BRCCs. While

56.5 percent of sample teachers expressed their full satisfaction and 43.5 percent teachers are somewhat satisfied with the support received from CRCCs to improve the quality of teaching.

- At the aggregate level, all of the sample teachers expressed that the following impact of CAE programme
- Lot of interest has developed among the children towards computer education as approved by the entire stakeholder.
- During the interaction with the teachers it was observed that the children who were reluctant to come to school are now desperate to come to school.
- Students who were low achievers in study are doing better in computer.
- The CAE is gradually increasing the confidence level of the students.
- The responses of the teachers reflect positive attitude towards the computer aided education system.
- All of the sample teachers realize that there is an increase in interest towards study after learning takes place through computer and also the students are receiving a platform to share their opinion with fellow students.
- The CAE has equally been successful in creating interest among the teachers & endow them with new skills to apply their creativity in developing teaching learning materials, session plans etc. using computer.
- Computer as a teaching tool has minimized the task of most of the teachers as it become easier to explain the subject matter through visualization & practice.
- Teaching the subjects through computer is also helping the lower achiever students grasp the subject better.
- The impact of media involvement in promoting of education, different opinions were expressed. At the aggregate level, all of the sample teachers expressed that the involvements of media has made an impact on different aspects i.e. increased the enrollment & retention of children in the schools, help maintenance of hygiene & Sanitation in schools, create awareness amongst local community on various facilities available in schools, create awareness on SSA activities in schools, reduction in dropouts children, increase community participation in school, Tribal community has taken initiative to send their children to school and community mobilization and information dissemination.

Objective - 3. To assess teachers' perceptions of interventions programmes for girls, socio-economically disadvantage, CWSN and children from religious and linguistic minorities.

NPEGEL programme

- All the sample teachers expressed that the rate of increase in enrolment of girls in the continuing NPEGEL period is relatively higher than that of boys. It is inferred that the programme interventions strategies like teaching learning equipments, vocational teaching, bridge course, early childhood care and education centres, distribution of library books and community mobilization have attracted the drop out, out of school, overage and working girls, girls from marginalized social groups, girls with low attendance and girls with low level of achievement of enroll themselves in the MCS centres. The MCSs are fairly supervised by the CRCCs/ BRCCs. Recruitment of MCS Co-ordinators which are pre requisite for NPEGEL have been successfully done in the sample districts for promoting girls education.
- All the sample teachers opined that their schools have received grants both recurring and non-recurring from the state government. They make a good use of the grant for the student development both academic and non-academic. Some of the HMs are facing a lot of problems in implementation of NPEGEL programme due to most of the MCS coordinators simple HSC pass lady and their experience is less and they lack interest.

- All the sample teachers are trained on Life skill Education (PRYAS) for 4 days, but the teachers were not supplied with the Hand Book on the Life skill Education neither during the training nor in post training period.
- The important courses are: (i) Vocational education, (ii) Bridge course, (iii) Remedial Teaching, (iv) Cycling and (v) Computer education. Vocational courses like music, craft, yoga and art have been designed for tapping the vocational potential of girls at an early stage and make them think that education is for their future. At aggregate level all the sample teachers expressed that they be imparted vocational courses as against 35.2 per cent run the bridge course, remedial teaching facility is providing by 55.6 percent sample MCSs teachers..
- All the sample teachers opined that the girl students regularly participate in indoor and outdoor games and sports conducted at MCSs and Kishori Mela. While 55.6 of the sample teachers are arranging remedial teaching for girls and 73.8 percent of the teachers expressed that they are conducting literacy activities like debate, drawing competition, essay competition, etc. where as song and dance competitions are held at all sample MCSs. The teachers remain the most important medium to teach students and facilitate learning.
- All the MCS Coordinators have extended support to teachers mainly on (a) distribution of school uniform, (b) organization of co-curricular activities, (c) vocational training programme and (d) personality development activities for girls, while at the aggregate level the involvement of MCS coordinator are found to be on such activities like Special enrollment drive for girls (71.2 percent), Village Education Register (VER) Updating (52.3 percent), Improvement in school environment (61.2 percent), Survey work for find out drop out children (48.7 percent) and community moblisation (61.7 percent).

KGBV programme

- A whole effectiveness finds that the access related objectives have been met in most areas. A large proportion of girls studying in the KGBVs are from disadvantaged social groups, most of them have dropped out at various stages of primary education or do not have ready access to upper primary schools. It was also found that some of the KGBVs are catering to younger girls who have dropped out at the primary level.
- Most of the vocational courses and classes were gender stereotypical. Tailoring, sewing, embroidery, pickle making etc were common. However Yoga, dancing was extremely popular in KGBV School. Computers were available in all sample KGBV schools. However usage and computer assisted learning requires greater attention; apart from a nodding acquaintance with basic functions of the computer, the girls are not actually using the computers effectively as pedagogical tools or to develop vocational skills.
- It is worth noting that the teaching and learning processes visible in KGBVs was textbook oriented and in all of the KGBVs and it was not very different from the formal schools. Perhaps because teachers themselves have little inputs in participatory and activity based teaching practices.
- Overall the girls looked cheerful and happy. In depth interactions with teachers revealed that all the wardens are living with the children needed more training to efficiently manage / administer the school, plan for health and nutrition and in the importance of hygiene. Teachers need to cater to young adolescent girls who need to be oriented on the changes in their body, menstruation and also on a range of important reproductive health issues. This area was uniformly strong in almost all the sample KGBV.
- This study found that health was critical area as many girls had poor health due to their circumstances, particularly neglect and hard work. In almost all KGBVs health check ups was being done basically by way of height and weight records, hemoglobin count. The health related information is not used to plan the diet of the children who need a balanced intake. Girls also

complained of having headaches, stomach aches and nausea. The former possibly because of low hemoglobin levels and the latter due to worms. They do require proper and complete health check ups when they enroll so that their health can be tracked and do not leave the hostel due to a severe illness.

CWSN programme

- Ramps and handrails are most essential in different schools where children with locomotors impaired are reading. In this regards, at the aggregate level 83.7 percent of the sample teachers expressed that architectural barriers have been removed under CWSN programme. While the opinion of teachers against support received from resource person was 70.3 percent due in blocks have not BRTs.
- All the sample teachers were imparted training on IED activates for 5 days at cluster level and they expressed that the essential aids and appliances are being provided by SSA on time after completion of formal and functional assessment of CWSN children.
- All the sample teachers expressed that parents counseling and training are conducted at cluster level. This is educated the parents for their attitudinal change and to equip them with certain skills in handling their children after school hours. The counseling programmes for the parents of severely disabled children who need more guidance are also imparted.
- 72.7 percent of the teachers have used special teaching learning materials for their learning and more time and scope is provided to listen to their problems. Against 27.3 percent teachers have not used special teaching learning materials in classroom transaction. Even more time and scope is not provided to listen to their problem. It reduces their performance.
- Some (35.2 percent) of the teachers are not following activity based approach, these students are naturally neglected in the common school transaction, when the classroom teachers learning goes on, teachers do not attend to the class properly and does not pay attention towards their sitting arrangement.
- All the sample teachers indicated that they had not been given any training regarding proper use and maintenance of the aids and appliances and financial assistance was not given for repairing and maintenance of the aids and appliances.

Education for SC/ST children

- The attitude and perception of teachers towards implementation of MLE programme were as: 81.8 percent of the teachers find usefulness in curricular transaction of MT, 63.6 percent of the teachers also believe in the development of adequate learning ability and comprehension of children through MT education. 69.1 percent of the teachers consider MT education is useful for employment as an adjunct to development competency in the local community language 72.7 percent. Since principles of language learning are universal. Regarding availability of TLM in the language, the situation is very encouraging, 78.2 percent of the teachers have such materials but they felt that MLE is more beneficial for the tribal community (63.6 percent).
- The opinion of sample teachers on impact of MLE are as (i) Children got back their voice (90.9 percent), (ii) Improved enrollment and retention of SC/ ST children (100.0 percent), (iii) Children started talking in their language and understood the content and connected the classroom knowledge with their experience (89.1 percent), (iv) Children started reading and writing and identifying letters from the sentence (92.1 percent), (v) Literacy became easier and the result is visible (76.3 percent) (vi) Child can think and create if given a context (81.8 percent) and (vii) children are able to identify the words and letters from the sentence with meaning (85.4 percent). The perceptions of teachers towards impact of MLE programme indicate that children and teachers are getting a lot of benefit under this programme.

- The attitude and perception of teachers towards implementation of SRUJAN and RUPANTAR programme are as: 75.4 percent of the teachers find usefulness in curricular transaction of MT, 90.2 percent of the teachers also believe in the development of adequate learning ability and comprehension of children through MT education. 89.3 percent of the teachers consider MT education is useful for employment as an adjunct to development competency in the local community language 92.6 percent. Since principles of language learning are universal. Regarding collection of TLM from local community, the situation is very encouraging, 92.7 percent of the teachers have such materials and they felt that SRUJAN and RUPANTAR are more beneficial for the tribal community (90.1 percent).
- It is found that all the sample teachers are conducting or participating in Story telling festival, Song, dance and music festival, art and craft activities, Traditional game and spots activities, and Siksha Mahasabha at village level and cluster level. While at the aggregate level 81.4 percent of the teachers are conducting/ participating science quiz but no one is conducting Math mela and nature study activities.
- The opinion of sample teachers on impact of SURJAN programme are as (i) Children got back their voice (89.2), (ii) Improved enrollment and retention of SC/ ST children (87.9 percent), (iii) Children started talking in their language and understood the content and connected the classroom knowledge with their experience (93.6 percent), (iv) Ensuring regular attendance of children (88.6 percent), (v) Literacy became easier and the result is visible (88.3 percent) (vi) Child can think and create if given a context (89.6 percent), (vii) Developing school community linkage and create responsible PRIs/ and traditional tribal leader (93.4 percent). (viii) Tapping community resources (oral and materials resources) for curricular support (92.5 percent), and (ix) Creating a local resource pool in the CRC for tribal education (88.5 percent).

Objective - 4. To obtain teachers' feedback regarding the effectiveness of programmes on ECCE and alternative schooling in ensuring children's access to elementary education.

- All the sample teachers expressed that aganwadi workers and ECCE instructors are actively involved in enrollment of children age group of 3-6 yrs at AWC/ ECCE Centres and providing preschool education with physical and psychological development to children.
- The expression of sample teachers towards availability of educational kit (time table, syllabus, separate TLM for language, math and GK, etc.) and medical kit at the AWCs/ ECCCE centre reflects that all the AWC/ ECCE Centres are having these types of facilities. All the aganwadi workers and ECCE instructors have received a training programme which is conducted by OPEPA at block level.
- The involvement of local community in enrollment of their children in AWCs/ ECCCE centre is a major aspect of ECCE programme. At the aggregate level, only 39.2 percent of the sample teachers indicated that local community are taking interest in this regards, while 87.2 percent of the teachers expressed that aganwadi workers and ECCE instructors are actively involved in community mobilisation activities and enrollment of children to primary school after completion of preschool education, and 72.7 percent of them opined that aganwadi workers and ECCE instructors are marinating regular coordination and meeting with teachers.
- All the sample teachers across the sample districts expressed that children are able to say month of year, the day of the week, answer simple question like, village name, district name, block name, parent's name, etc, identify the primary colour, identify a few animal, vegetable or common objects and Say festival name (local & national) after completion of preschool education, while the expression of teachers regarding identify number and alphabets (English & Oriya), and colour with an outline were 77.3 and 63.8 percent respectively. The level of preschool education and expression of teachers in this regards indicates that ECCE programme are making a positive attitude and interest amongst the children for education at primary level.

Objective – 5. To ascertain teachers' views on involving the community and PRIs in school management through community mobilization exercises.

- The involvement of VECs in materials management, 43.0 to 69.0 percent of the sample teachers expressed that VECs are taking interest and collecting TLM in both the Blocks, 51.5 to 91.5 percent for taking care of TLM and preserve it for its durability, 76.5 to 96.0 percent for proper utilization of TLM in classroom transaction, 8.5 to 21.0 percent for interested in collection of TLM from local community, 2.0 to 21.0 percent for involvement in materials management for Repair of school building at the time of natural calamities and 9.0 to 34.0 for in observance of National days.
- The opinion of sample teachers towards the involvement of VEC in pedagogical management are as 77.0 to 98.5 percent for smooth conduct of effective teaching, 71.5 to 95.5 percent for Smooth conduct of regular and systematic evaluation, 19.5 to 51.0 percent for help in recording of evaluation scores, 26.0 5 to 62.0 for intimation of parents about achievement of children, 8.5 to 31.5 percent for preparing talented students, 3.0 to 19.0 percent for arrangement of classes in absence of regular teachers and 3.5 to 21.5 for help in arrangement of multi-grade teaching.
- The involvement of VEC in curricular activities and management of the schools are as: 66.5 to 95.5 percent of the sample teachers are expressed about the involvement of VECs in observance of important days, 61.0 to 89.5 percent for participating in annual sports, 22.0 to 45.5 percent for support in School/ Educational exhibition, 5.0 to 22.0 percent for cooperation and in arrangement of Inter School Competition and 44.5 to 73.5 percent for participating in health activities.
- All the sample teachers indicate that VEC member are supervising the regular attendance of the teachers and evaluation work of students, while the VECs were involved in supervision of regular attendance of the students 84.5 to 96.0 percent, monitoring of completion of the syllabus 89.0 to 100.0 percent, intimation to the guardian regarding evaluation achievement 23.5 to 62.0 percent and steps taken after knowing result of evaluation achievement 7.5 to 31.0 percent.
- The expression of sample teachers towards interaction between VECs and local community for enrollment drive was 74.1 percent. Against, for checking drop out rate, survey work for the age group of 5 to 11 and 11to 14 years, participation in village committee meeting, Observance of PTA Day, information to PRI for sanction of funds, information for filling up the vacancy for the teachers post, submission of resolution of VEC to PRI for approval, engage Professional person in teaching learning process, to develop awareness, cordial relation with communities for smooth management and steps taken for good relation with education department are expressed by 46.2, 60.7, 11.8, 7.4, 84.2, 47.8, 36.8, 6.2 19.8, 80.1 and 71.5 percent sample teachers respectively.

Objective – 6. To obtain teachers' opinion on the MIS and utility of research in providing feedback to all other SSA interventions

- It needs also to be recognized that to develop competency to perform functions effectively at the school level depends significantly on teachers themselves, through assessment of their own deficiencies and by seeking information and resource support from different educational institutions and other sources.
- Training input must reflect in the actual classroom teaching process. It should be activity based and not lecture-cum-discussion based.
- Strong monitoring mechanism need to be developed at the institution level in particular, block and the cluster level in general to identify and resolve the issues on the hard spot.
- Training to in-service teachers must be imparted with the sole objective of qualitative improvement in the skill, knowledge, communication and handling of real classroom situation.
- Focused group discussion and practical work should be made the part and parcel of the training programmes so that the doubts in the minds of the trainees could be removed on the spot.

- Effective feedback should be collected for future improvement in training programmes.
- The resource persons at all levels wherever training is imparted should have mastery over the subject of their respective field. The selection criteria for the appointment of these persons should be very rigorous and transparent.
- Quarterly Assessment test of teachers in all subjects should be carried out at cluster level and software can be designed by OPEPA for carrying out the analysis of the level of knowledge and understanding of teachers in the covered concept.
- There is a great need to strengthen teacher education, its overall knowledge and value base and practical training. Teachers must be thoroughly equipped with subject knowledge and critical pedagogy skills. There is need to incorporate a foundational base of strong critical social science and humanities knowledge which is governed by democratic egalitarian perspectives in teacher education curricula.

ECCE programme

- Mostly drop-out amongst girls happen because of sibling care. Thus, the strengthening of existing ECCE centre/ anganwadis can be improved enrollment of girl children and can also take care of their siblings. This system will also help in enhancing enrolment of small children who will be the future students due to easy transition from anganwadi or ECCE centre to primary school.
- Inspections by BRCC/ CRCC and CDPOs should be increased so that working process of the scheme may be improved to get intended benefits.
- Women and Child Development department should construct anganwadi buildings to ensure 100% coverage of the functioning of the ECCE centre/ anganwadi centers.

CWSN Programme

- A good need based training programme at various level may be required to implement effectively the inclusive education programme and ensure the reach of the benefits to the disabled children in the state.
- The positive attitude can be increased with the positive reinforcement of the good activities and by undertaking motivational awareness programme for the persons at the various levels.
- Early identification and intervention best practices and models, which are effective and viable, may be incorporated in the state (ICDS & IE programmes) to address the problem effectively. These models can have the linkage with the various pre-school programmes in the state.
- Through PTAs and community support, a mass campaign needs to be launched to increase the awareness among the community.
- A systematic training of officials at various levels may help in effective implementation of the programmes in the state. Quite Consistently,
- There are provisions made for establishment of resource centres in all the districts. They may be catering to identification, assessment (both formal for certification & functional for Education and Training planning), provision of Aids & Appliances, treatment, consultation services. The challenge lies in effective implementing and monitoring of the planned activities for these resource centres and equipping them both human and material resources.
- The most important step in this regard is Generation of Awareness among all members of the society. One-to-one and Group meeting between Special Educators and Parents of the CWSN, between Special Educators and school teachers are necessary. These meetings must focus on illustration and exhibit of successful CWSN who have been able to defeat their inherent shortcomings and have emerged as one of the many children.

- Resource Teachers (RTs) with their expertise may be used as a very crucial resource and may be given the tasks in their strength areas, viz.
- Be an itinerant teacher in schools and classrooms having CWSNs. RTs may actually demonstrate to the class teachers, how to engage a classroom having CWSN, effectively.
- They may help the school teachers to prepare IEPs.
- They may help in the active Identification and assessment (Functional) of CWSNs in Camps & in schools.
- They may help parents to manage and their CWSN wards at home and help them in home tuitions.
- They may act as expert liaison agents between the administrators and the Class room teachers and parents.

Girl Education

- Two strategies (Pull & Push) should be adopted to ensure 100 percent retention of girls enrolled in schools. Pull strategy includes providing economic support to villagers, building awareness about girl child education to the villagers, supporting handicrafts and physically and mentally, easy access to school and child care at house. Various intervention programme includes organising PTA Meeting, mobilizing and motivation of Teachers and PTA, Free educational benefits like free text books, free uniforms, free mid day meal for all girls.
- Push Strategy includes infrastructure support, school contingencies support like furniture, chairs, fan etc, building maintenance support, teacher contingency support like Rs 500 per year per teacher for Training and Learning Materials purpose, teacher training support through DIET and monthly and monitoring mechanism.
- Motivation camps for girls and parents: Motivation camps should be organized in villages where concentration of out of schoolgirls is more. Camps should be organized for such girls and especially for those belonging to socially and economically weaker section. Activities like creative poetry writing, painting, drama, story writing, toy making games and sports are organized.
- The instructors of all classes are to be trained regularly and evaluation must be made regularly in remedial, vocational and bridge course classes and results must be communicated to the parents / guardians. It would be better to conduct examination in the presence of parents.
- The positions of girls' education of the concerned village need to be discussed to appraise and to mobilize the community.
- Different competitions like debate, quiz etc. are to be conducted at MCSs and regular health camp once in a month by experienced doctors are to be organized for exploring inner talent of girls and for improvement on their health respectively.
- Parents could be asked to give an assurance that they will not get their daughters married before they turn 18 and that they will retain the girls in the KGBV till they complete class 8. As with degree of community interest has emerged from the ground it would be ideal to ensure that education functionaries in partnership with the community /parents agree on certain "non-negotiables" regarding the responsibilities of the guardians of girls attending KGBVs - girls do not migrate with families, do not get married before 18, continue in school after KGBV for another 2 years, younger siblings are regular in schools etc.

SC/ST education Programme

- Better working relationships between the different government agencies and the projects servicing the STs could also be encouraged. OPEPA could develop coordination between the ST and SC Development Department and the Women and Child Development Department in promoting MLE. More concerted strategies by different government agencies working together could allow for the implementation of a more streamlined educational policy.

- Increased regularity in the monitoring of MLE schools could be encouraged by BRCCs and CRCCs. Greater coordination between the different MLE stakeholders could be fostered so that there are no gaps in information sharing.
- Parents need to be incorporated into MLE more strongly and their participation encouraged.
- Advocacy and awareness-raising projects highlighting the benefits of MLE should be strengthened. The aims of MLE and its socially inclusive dimensions should be clearly disseminated to both service providers and parents.
- The gap between home and school still needs to be bridged. The school still has to be perceived as the community's own school. A possible suggestion in this regard might be to organize after-school sewing classes and arts and crafts clubs.
- Teacher education curriculum needs to incorporate an understanding and appreciation of cultural diversities in particular the history of rich cultures and traditions of marginalized communities, histories of their protest and struggles and their constructive contribution to nation. An understanding without essentialising diverse identities and the recognition of he interplay between identity of child, culture and learning will enrich curriculum.

Media Involvement

- Media visibility and self-representation: It is important to facilitate inclusiveness and increased visibility of diverse identities in the media. People from different social groups are best qualified to change perceptions and attitudes towards themselves and to share their experiences with others. They should therefore play a central role in the development of strategies and media texts.
- Encourage diversification of media ownership and support independent media.
- Media policy should be designed from the point of view of the needs of the users, the citizens. Policy must play an important role in regulating new technological developments and the manner in which they are made accessible to various sectors of the population – not just to the majority of people or to those with the most purchasing power.
- Utilise ICTs to promote education and empowerment, giving citizens access to information.
- One way for the media to be more socially responsible is to be more self-reflexive and to make the issues relating to media representations, roles, responsibilities and their effects more visible in the media itself.
- Use the public service broadcasters to promote media literacy and other forms of education via public information campaigns. Simple messages tagged to the classification guidelines accompanying film and television programmes can help to raise media literacy and diminish negative media effects. Recognise and discredit or resist the use of stereotypes, labels, unsubstantiated opinion.
- Facilitate a sense of cultural citizenship by developing media production and media analysis skills in educational institutions and community centres and encourage corporate sponsorship of academic media research and local media production.

Management Information System

- Proper assessment of the data requirements and the MIS design thereon should be worked out. In the modern age of knowledge and information, the MIS is a vital component of each organization. MIS is nothing but a cell of an organization that collects analyses and provides the necessary data/information to the immediate management as well as the top-level management.
- In other aspect, Management Information Systems (MIS) is the set of computer based systems and procedures, designed to improve the managerial decision making process that involve collection, organisation, distribution and storage of information for analysis and control.

- MIS may play a vital role in successful implementation of the SSA if its staff is competent professional and aware of the new technologies. Therefore it seems to be a must to give necessary trainings based on the new technologies. This will help to develop some district specific computer based monitoring tools. In this regard, following trainings are proposed for the MIS staff:
- **Training on Oracle** – A monitoring software tool DISE based on Oracle has been implemented in the district. This software has been developed and provided by the Government of India. The MIS staff needs a detailed training on Oracle. This can be done by outsourcing a training agency.
- **Advanced Training on LINUX** – In the district, the Computer Aided Learning (CAL) programme named "BICEP" has been implemented. There are 600 BICEP centres functional across the district. The Open Source Operating System "LINUX" has been provided and installed in the computers under this project. The MIS staff should be given an advanced training on LINUX for smooth functionality of these BICEP centres. The training can be conducted by outsourcing the agency.
- **Training on Web Technologies** - The current world needs web based information system, which provides the word wide access of the information of an organization. It also facilitates the sharing of information within a minimum time of span. The district will be developing a web enabled information system that will require a skilled team of technical personnel. A short-term training on Web Technologies is proposed to be given to the MIS staff so that the desired in-house production can be done as per need of the district.

VECs/ Community members

- The VECs should also focus more on enhancing better learning and quality of education in their schools. For this they can supervise lessons and interact with the school teachers to ensure teachers commitment and presence in attaining quality education.
- The VECs activities can be supervised by BRCC/CRCC on weekly basis.
- The VECs should also ensure equity in education with sensitivity towards gender, Socio-economic deprivation or CWSN (Children with special needs).
- Some of the VEC members have not attended the training sessions carried out by BRC/CRC, due to which they are not aware of their roles and responsibilities specially towards NPEGEL and CWSN. The PRI members are also not encouraging VEC activities.
- As far as the training programme of VECs is concerned, it needs substantial upgradation and supplementation. Some of the community members (including teachers and VEC members) are not fully aware of Sarva Shiksha Abhiyan (SSA).
- The computer aided learning programme can help a lot in filling the supplementary gaps in training of VECs. There should also be more interactive sessions while carrying out the training programme; this will help in better performance of VECs. There should be distribution of responsibility amongst each VEC members.
- Low sensitivity on the part ofVEC was noticed towards the deprived sections of society and CWSN (Children with special needs).in this regards, there need to a IED training for VECs member.

ROADMAP FOR CONVERGENCE OF SS AND GS IN THE ELEMENTARY CADRE

ICMR, New Delhi

OBJECTIVES:

- To ascertain the existing workforce of teachers and the requirement of teachers for the state under the MHRD guidelines.
- To examine the trend in the vacancy positions in the elementary education cadre in subsequent years and the possibility of absorption of SSs into the cadre on a progressive basis.
- To ascertain the financial implications for the state.
- To assess the views of the representatives of SSs and the SSA project management staff concerning how best the convergence of SSs into the elementary education cadre can be achieved.
- To finally suggest a roadmap to the government to evolve a uniform policy for achieving convergence of SSs into the elementary education cadre.

SCOPE AND COVERAGE:

The study was limited to Puri , Nayagada, Baleswar, Kalahandi, Sundargarh, Mayurbhanj districts only.

METHODOLOGY:

SAMPLE:

6 districts, 12 blocks, 120 SSs, 120 GSs,12 BRCCs, 24 CRCCs, 18 SIs, 8 District-Level staffs (DIs) , 4 (at the level of Asst Directors, Deputy Directors, and Additional Directors).

TOOLS:

Schedule for MIS Data , Interview Schedule for SSs and GSs, Interview Schedule for the BRCC / CRCC, Interview Schedule for the District-Level Personnel, Interview Schedule for the State-Level Personnel, Procedure of Data collection, Crosschecking, Scrutiny and Analysis.

MAJOR FINDINGS:

Existing Status of Sikshya Sahayaks / Gana Sikshyaks:

- Odisha government faced the pressure of universalizing elementary education under the SSA and shortage of teachers in rural schools; it hired para-teachers paying paltry sums.
- The engagement will be on an annual contract basis for both SS and GS. Contract will be renewed in subsequent years depending on the performance of the candidate evaluated by VEC.
- Lack of any career mobility and loosing early years as a contract employee, a teacher hardly derives any motivation to perform in the government schools.
- After completion of 3 years of regular service SSs will be treated as JT and on completion of 6 yrs regular service SSs will be treated as regular teachers.
- The Gana Sikshyak will be engaged against the existing created vacancies of Sikshya Sahayaks and after completion of 3 years of regular service GSs will be treated as SSs who have adequate professional qualification.

- The figures available in OPEPA and at the District level offices did not perfectly match or sometimes not available at all. The differences, however, were not wide; there is a need to resolve the discrepancy by updating the information.
- The data obtained from OPEPA reveal that over the entire state, the SSs and GSs consisting 5.4 per cent and 2.1 per cent of the total teachers strength.
- In the sampled districts, the percentage of SSs in Mayurbhanj was more where as the percentage of GSs was more in Kalahandi district.
- The percentage of para-teachers with professional qualification is a bit low among Gana Shikshaks than the Sikshya Sahayaks. The percentage of trained SSs and GSs in Odisha is 46.3 and 40.9 respectively.
- The proportion of untrained SSs and GSs was higher in the Tribal dominated districts compare to costal districts.
- It is also observed that convergence of Gana Shikshaks into elementary cadre is very low compare to convergence of Sikshya Sahayaks in the State.

SS/GSs' Perceptions on their Convergence into Elementary Cadre

- It implies that the progress in respect of SSs absorbed into elementary cadre was better in comparison to GSs. Professional qualification and lengths of satisfactory service are the major hindrance for GSs to become permanent teacher.
- Besides that the above study express concern over the poor quality of the short-term training provided to SSs/GSs and also about the quality of their teaching. It is a grim scenario in the context of the para-teacher policy in Odisha.
- The awareness level regarding government policy among the GSs is slightly less compared to SSs in the sampled districts.
- Among the sampled districts, the awareness about Right to Education Act among SSs and GSs was more or less the same.
- SS/GS respondents were well aware about the provision of 'give free and compulsory primary education up to the age group of 6-14 years' where as most of the respondents were not aware about some important basic provisions of government policy like quality education and joyful learning in the classroom.
- Need of 'Subject-wise training to become a professionally competent teachers' was felt by maximum number of SS/GS respondents.
- SSs are well aware about the provision of RTE 'give free and compulsory primary education up to the age group of 6-14 years' where as GSs are well aware about the provision of "Teacher should not have any caste feeling'. But majority of the SS/GS respondents were not aware about some important basic provisions of Right to Education Act like emphasis on Disabled Children education (4 GSs), and school should be no punishment Zone (12 SSs + 11 GSs) and stress on Girls Education
- More than two - third numbers of SS/GS respondents suggested that 'trained & experienced teachers should be absorbed into the elementary cadre'.
- Maximum number of SS/GS respondents justified that 'as they are trained and performing the same duty as regular teacher, they should be absorbed into elementary cadre.
- According to the opinion of whole sampled of SS/GSs, 'more and more children of 6 -14 years age group will be able to get education' and 'reduce dropouts' are the most positive aspects of present government policy where as 'heavy burden on teachers' and 'same work but not equal pay structure or any increment provisions' are the most negative aspects of present government policy.

- To become a professionally competent teacher 'training in regular interval should be extended to them' and 'CT or similar type of professional training should be provided to them' was viewed by maximum number of SS and GS respondents respectively.

Project Management Staffs' Perceptions on Convergence of SS/GS into Elementary Cadre

- Awareness level regarding government policy among the CRCCs is slightly less (68%) compared to BRCCs (86%) in the sampled districts.
- An overwhelming 32% CRCCs reported that they are not aware about government policy.
- Majority of sampled DI/SIs were aware about the provision of 'give free and compulsory primary education up to the age group of 6-14 years' where as majority of sampled BRCC/CRCCs were aware about the provision of 'provide education with quality'.
- Majority of the project management staffs were not aware or mention about some crucial provisions of government policy like school is a no punishment zone, give special attention to disabled students and ensure girls' education etc at elementary level.
- An overwhelming 90% DIs/SIs and 89% BRCCs/CRCCs respondents reported that they are aware about Right to Education Act.
- Maximum number of project management staffs of SSA are of the views that 'further Subject-wise training needs of SSs / GSs to become a professionally competent teachers'.
- Most of the respondents were not aware about some important basic provisions of RTE Act like emphasis on Disabled Children education, school should be no punishment Zone) and stress on Girls Education.
- According to the opinion of project management staffs, 'government policy helps to increase the literacy rate' and 'free education helps to poor children to avail minimum education' are the two most positive aspects of present government policy. On the other hand, 'discrepancy in salaries and posts' and 'hampering quality education due to unskilled teachers' are the two most negative aspects of present government policy.
- Maximum numbers of project management staffs have suggested for 'trained & experienced teachers should be absorbed in to elementary cadre' and 'yearly elementary cadre list should be prepared in this regard'.
- Maximum numbers of project management staffs have given their point of justification that 'as SS/GSs are delivering same duty and responsibility with regular teacher they should be absorbed'.

STUDY OF STUDENTS TIME-ON-TASK IN PRIMARY AND UPPER PRIMARY SCHOOLS

ICMR, New Delhi

OBJECTIVES:

- To observe and describe various group and individual tasks/activities of students during school hours.
- To observe and record teachers' activities in class and the purpose of each activity and to related it to the learning and other activities of the students.
- To assess the time spent on active learning and other activities by students inside and outside the classroom during the school hours.
- To assess the time spent on active teaching and other related activities of the teachers inside and outside class-room during the school hours.
- To find out the difference, if any between activities of boys and girls at different classes studying in Govt. and local body schools.
- To find out difference, if any between activities of male-teachers and female teachers teaching in different classes.
- To ascertain how remedial teaching is done and time spent by teachers and students on remedial teaching tasks.

SCOPE AND COVERAGE:

The study was limited to Cuttack, Ganjam and Kenojhar districts.

METHODOLOGY:

SAMPLE:

Total no. of school-102,60 Primary School , 42 Upper Primary, No. of District-3(Cuttack, Ganjam and Kenojhar),No. of Blocks – (3 district X2)=6 Blocks.

TOOLS:

- Investigators Classroom Observation Schedule (TS-1 School Schedule) : Part 1 & Part 2: School profile, teachers attendance, management of class, teachers activity and students activity
- Observation of outside Classroom activities (TS-2 Teachers Schedule): Profile of teachers who are teaching Math &Language and Social science
- Instruction sheet for investigators TS-III School Schedule : Observation of school activities, overall observation of teachers and students activities
- Structured information schedule for students and teachers record :
- TS IV A (Teachers schedule):
- TS-IV B (Students Record Sheet)
- Focus Group Discussion for Students

MAJOR FINDINGS:

1.Response on teacher behavior indicates use of wall blackboard (92.99%), clarity of speech (72.19%), pronunciation of words (88.55%), legibility of writing on blackboard (73.13%), behaviour with students friendly and informal (58.41%) ,teachers movement while teaching kept standing (45.37%), teachers questions were addressed to all students (77.80%),, teachers proficiency in the subject (69.39%) , teachers encouraging students to ask question (93.22%), teacher paying attention to Boys and Girls (95.56%).

2. Multigrade classroom teaching is adopted by teachers where the following teachers strategy and students activities are pronounced:
   a. Taught one grade and gave assignment to students of other grades: 30.37%
   b. Did work assigned by the teacher: 33.17%
   c. Learnt on their own : 21.49%
   d. Did some work that was not assigned by the teacher: 22.19%
3. Students spent time to the tune of 77.57 % for project work.
4. Teachers classroom behaviour :
   a. Teacher try to find out most students learning what was taught and then Reinforcing: 78.50%
   b 83.64% of students remain quiet
   c. 79.20% of teachers appeared to be free with the teacher
   d. 71.96% of students in the class spoke when asked by the teacher
   e T.to the tune of more than 88% interact with the teachers irrespective of gender.
5. Teachers were able to control classroom activities to the tune of 35.04%.They did not use punishment (Response 98.13%)
6. Time spent on teachers activity in a class period language grade II were lecturing (14.9%), followedby asking questions(10.8%), giving dictation (9.3%) ,providing feedback (7.9%),replaying to questions (8.2%) . Percentage of student's time is reflected on Graph II for language grade.
7. The time spent on morning assembly 23.40% and midday meals 26.17 %
8. The overall daily routine activities of the children in relation to a typical school day inside and outside the classroom indicate :
   - Drawing picture on class day
   - Playing hide and seek
   - Playing kabadi and cricket
   - Watching the games
   - Clean the classroom and verandah
   - Closing the doors and windows of the class
   - Leaving the school making the line
9. Infrastructure in terms of classrooms, toilet facilities, drinking water are fairly seen.
10. Library books are available in 28.43% of schools where as near about 48.3% schools do no have these facilities. To the extent of more than 82% students are allowed library facilities to read in the school.
11. More female teachers than male teaches were positioned in schools irrespective regular an para teachers.
12. Nearly 87% of teachers were present on the day of visit and only 13% of them were remain absent due different reasons, the reasons being:
    a. On leave : 31.70%
    b. Deputed to training: 12.19%
    c. Other survey work :48.78%
    d. Remained absent without intimation: 7.13%

13. In case of availability of teaching learning materials in schools, it was seen that wall with blackboard (60.78%), Learning Materials (61.76%),outdoor games (52.92%), Mathematics Kits (66.665)and Science Kits (62.74%)
14. When a teacher is absent different types of strategies were adopted.
    a. Taught one grade and gave assignment to students of other grades (30.37%)
    b. Ask good students to take care of other students (7.94%)
    c. Taught same subject to all grades but asked questions of different difficult levels from students of different grades (19.85%)
15. Special arrangements for remedial teaching of weak students were made only to 17.6% of cases where as 82% of schools do not arrange remedial teaching of weak students.
16. Almost all regular teaches were qualified and trained but in case of para teachers not a single para teacher was found to be trained on the sample participants. Teachers over 85% take less than one hour to reach the school. Usually the come to school by two wheeler (27.94%), by cycling (22.79%), public vehicle (27.20%) and by waling (27.20%)17. Teachers spend 34.25% of their time in evaluating scripts, 23.09% in remedial teaching to weak students, 22.47% engaged in homework, 9.81% on Midday Meal and 31.65% on maintenance of official records and registers.

18. Teachers working ins schools also face some problems most often in their day today teaching activities. The problems as indicated by them were:

a.	Teaching more classes	(42.84%)
b.	lack of interest among students	(20.05%)
c.	Large classes	(22.99%)
d.	Non availability of learning Materials	(19.11%)
e.	Delay in receiving Textbooks	(27.20%)
f.	Interference by HM/Management	(22.73%)
g,	Too much of in-service training	(17.64%)
h.	Assignment of non-teaching work	(8.82%).

19. Academic learning time is reduced for all schools by 6 to 8 days when school remains closed due to local festivals, holidays, election etc.
20. Nearly one hour learning time is spent in activities other than learning activities: Mid-day Meal, Morning assembly, recess etc.
21. Percentage of attendance as revealed from the study were 88.3% in case of Boys and 91.2% in case of Girls.
22. The achievement rate in terms of average marks obtained by Boys and Girls were found to be little bit better for Girls than Boys.

	Mathematics	Language	EVS
Boys	72%	78%	68%.
Girls	81%	79%	73%

STUDY ON TEACHERS AND STUDENTS ABSENTEEISM

ICMR, New Delhi

OBJECTIVES

- To assess the teachers and students absence from schools on the basis of Admission register and Attendance register of students and attendance register of teachers of the school.
- To find out the difference between the absence rate of boys and girls and of students belonging to different social groups and urban/rural areas at elementary schools.
- To find out the difference between the absence rate of male teachers and female teachers and of teachers belonging to different social groups and urban/rural areas of elementary schools.
- To ascertain the reasons of students remaining absent from school as perceived by teachers, parents and community members.
- To ascertain the reasons of teachers remaining absent from school as perceived by VEC members and parents.
- To suggest measures for improving attendance rate of both teachers and students.

SCOPE & COVERAGE:

The study was limited to 9 districts viz Balasore, Jajpur, Nayagarh, Jharsuguda, Bargarh, Bolangir, Malkanagiri, Rayagada and Kalahandi.

METHODOLOGY:

SAMPLE:

The sample schools were drawn from the districts stated earlier covering 3 Blocks from each districts representing rural and urban Blocks, totaling 27 Blocks in all. 20 schools from each Block were identified from which teachers and students were selected. As per information given in the School Schedule the Information Location of schools, rural-urban, gender, social classes of students which constituted the sample of the study.

TOOLS:

School Schedule, Students' Interview Schedule, admission and Attendance Register, Teacher and Head teacher Schedule, Interview schedule for Parent/Community members, Interview Schedule for VEC members, Focus Group Discussion for VEC & Parents, Investigators Observation Schedule

FINDINGS:

School Climate & Absenteeism:

Nearly $2/3^{rd}$ of students in both primary and UP school comes from rural set up and $1/3^{rd}$ being drawn from urban schools. Urban rural disparity may be due to the nature of the school sample. Boys appeared to more than the girls in number in both rural and urban schools. In addition the SC students are comparatively more than the ST students followed by SEBC.

There is discrepancy in enrolment and attendance of students to the extent of maximum 10 percent and therefore is not very alarming. Students absenteeism on the day of visit is more than girls and for SC students than for other categories in the primary level. Not so much difference was observed in case of UP schools.

Out of 714 teachers observed male teachers are more than female teachers both in lrural and urban schools., the rural school having preponderance of teachers belonging to SC,ST and SEBC category compared to urban schools. All teachers were in the age range of 30 to 59 and are mostly trained.(90%). Mostly parents are involved in monitoring schools and the schooling process including the members of VEC. Their observations by and large concentrate on decrease student attendance due to poverty involvement in agriculture, and adding to the income generating occupation of the family.

The ecology of the schools and the classroom environment are fairly adequate although there is a need for further improvement and provision of infrastructural and basic minimum facilities.

- **Teacher absence :extent, nature & causes (objective-3 & 5)**

Teacher absence has been studied in relation to diversified causes and activities. Results revealed that nearly 5 % of students stated teachers absence in schools which appears to be a realistic appraisal.

As per school records it is fairly clear that regular teachers are available at both levels of schooling and more so in govt. school with a fair representation of SC,ST and SEBC teachers although their percentage is less than general category. In primary school teacher absence was found to be 12.94% and in UP school it is 1.7% as observed from school records.

The trend of absence rate is higher in case of primary schools compared to UP schools in rural areas and teachers who are absent are mostly females, from outside districts and teachers living in distance places and involved in administrative works. The situation in case of UP school is fairly similar. The overall absence range of teachers is fairly less in urban school compared to rural schools.

Although none of the parent reported teachers to be absent frequently nearly 65 % reported teachers remaining absence sometimes and they felt that it is because of their involvement in attending seminars and training programmes.

VEC Members considered teachers absence to the extent of 13 to14% for their involvement of teacher union activities, higher education, teachers remaining at a distance places, involvement in administrative work.

The characteristics of teachers mostly remaining absent both in primary and upper primary schools corroborate the findings laid down in the preceding paragraphs.

FGD Data are not quite meaningful which led to conclusion that there is deceasing teacher attendance over the years due to lack of poor promotion opportunity, during farming seasons and festival occasions.

Teacher absences are primarily due to several reasons. Their deployment in non professional duties, engagement in extra curricular duties, poor incentives, being appointed from local area, staying far from the school and lack of residential facilities which was invariably reported by teachers themselves, headmasters, students, parents, VEC Members but more specifically 36.83% of teachers remain on casual leave, 32.49% on special leave and 10.92% on extra ordinary leave, 8.26% on earned leave. The incidence of teacher absence at UP level remain between 4 to8% for different kinds of leave.

Students mostly reported teacher absence because of their engagement in govt. work, health problem, attending training progammes, and attending family functions.

Teachers themselves reported their involvement in training, lack of involvement in school planning and assignment in non academic work particularly by male teachers whereas for female teachers it is involvement of family problems followed by religious functions , non academic work and participation in training. The SEBC and general category teachers remain frequently more absent for similar reasons. In the rural schools as regards the urban schools all categories of teachers remain absent because of their involvement and participation in training. The other reasons are not very prominent.

The headmasters had their own observation which indicate etcher involvement in non academic work followed by distance and poor communication facilities, and indifference towards teaching and occasionally for family matters, community problems and living at a distance place.

Parents attributed teacher absence due to weak school administration, involvement in agriculture and living at a far off place. A few of the m did mention teachers involvement in union activities, weak monitoring, and absence particularly after vacation as major causes. The observations of VEC Members are fairly same except nearly 40% mentioning teachers remain absent because of their frequent visit to DEO office. The FGD data are silent on this point.

- **Student absence :extent, nature and cau•es (Objective-2 & 4)**

Students absence as reported by teachers indicate that absenteeism is quite high although there is gradual improvement of student attendance over the years. They were concerned to the extent of 1/3rd of them that in spite of innovations their attendance is not significantly increasing which creates doubts over the implementation of several majors. It is their feeling as reported by them those students who are involved in agriculture, livestock production, having low attendance school compared to the girls and children of poor families. 2/3rd of parent feel in spite of their own interest for sending children to schools, the children don't go to school. This creates concern that there is some kind of probable deficiency in holding power of the schools and quality of education becomes low because of low attendance.

Certain reasons have been assigned for students absenteeism. In order of imprance they are parents sickness, family function, personal sickness, agriculture works and family income generating works. This was the trend that was observed from responses of tracheas, students, parents and VEC Members. However, care of siblings was invariably reported as a cause of student absence by the students themselves.

The FGD data indicate increase of student absenteeism during hardest time, local festivals, and personal sickness and sickness of parents. Interesting enough some students do remain absent due to fear of peer group behaviour as reported by 7/25 % of students. This is a symptom which the school needs watch and take care of.

The story that emerges from overall questionnaire based on investigators independent observation that illiterate parents, seasonal migration, guarding the house during farming period, family income generation activities are major causes of non attendance. In the Primary schools the absent rate is higher than that of urban schools. The HM and teachers are more specially stated that students living away from the school in temporary settlement, family poverty and illiteracy of parents are major causes of students absence. All teachers observations are more convergent than divergent with regard to the determining factors for students absence.

- **Strategies adopted by students and teachers and suggestions for improvement of student attendance and teacher attendance:(Objectve-6)**

When teachers absenteeism and student absenteeism are real phenomena in classroom several forward looking strategies having undertaken. These include that students are left to read their own, monitor controls the class, and students are sent to play ground invariably both at primary and UP stages, a sad story to tell in the emerging scenario of school reform.

Students do report that when a teacher remains absent they mostly gossip, complete left over task, do a part o their home work or play in the playground.

The teachers have opined to the tune of 80 percent adopting multi-grade teaching, both in rural and urban schools followed by asking children to read on their own and class monitor to control the class, although in certain cases substitute teacher takes a class.

The headmasters undertake unauthorized teacher absence by giving them verbal warning, written warning, and trying to counsel them as well as informing the parents of the children. They do make attempt to motivate teachers to be punctual rather than late comers.

The teachers however felt their absence is more influenced because they don't get recognition of their works, no provision for housing, no promotional avenue, non-creation of a common fund and untimely payment of

salary. The activities in male teachers are more involved are sports, co-curricular activities, and female teachers are greatly involved in examination related works and make up classes.

They did also report their involvement in other activities than teaching during school hours mostly in urban schools. It could be conceived therefore that teachers are present but they don't undertake teaching which their absence is as good as teacher absence.

Teachers recorded multiple suggestions for increasing student attendance such as provision of stipend for poor student, generating awareness about school attendance, starting vocational education, motivating parents, and giving incentives to all students for increased attendance.

Parents considered improvement of better infrastructure, play facilities, basic facilities as toilets , provision for remedial teaching would require more concentration if students attendance is to be increased a feeling to that of the opinions of VEC members.

Teacher attendance could be increased through payment of salary in time, recognition for good work, better relationship with headmaster, parents and VEC members, promotional opportunities, provision of teacher housing, as cardinal points.

The respondents of FGD group suggested creating holidays for students and teachers during harvest time, and keeping contact between parent, VEC and school are to be given priority.

PROBLEMS OF TRANSITION TO NATIONAL PATTERN OF ELEMENTARY EDUCATION

ICMR, New Delhi

OBJECTIVES:

- To identify various issues related to the transition from 7-years elementary education to 8-years elementary education, and to categorize and prioritize identified issues
- To delineate the strategy for effective transition to 8-years of elementary education clearly defining the phases / stages of transition, the roles of important stakeholders, school management, educational administration, and PRI etc.
- To assess the costs involved for additional teachers and development of teaching-learning equipments and materials, and additional infrastructural facilities at each phase / transition.

SCOPE & COVERAGE:
The study was limited to 3 districts i.e Nayagarh, Jgarsuguda & Nawarangpur.

METHODOLOGY:
SAMPLE:

For collecting data from the schools and stakeholders, the representatives from the three revenue districts of the state shall be selected. At least one district from each division (Total 3 districts). At least 10 schools from each district (30 schools). Four consultations in each of the pilot districts with at least 25-30 stakeholders in each group.

TOOLS:

School Information Format, Checklist of provisions, Focused Group Discussion and Interviews, Questionnaire / Interview Schedule for DPC / DI Interview Schedule for Parents / VEC / Community Members, Questionnaire / Interview Schedule for BRCC, Questionnaire / Interview Schedule for Teachers / Head-Teachers, District-Level Consultation Format.

MAJOR FINDINGS:

1.1.1Current Status with respect to Transition:

Total Transition In the sampled schools, total number of students in the chosen 30 schools there were 1216 students in class VI, and number of students in class VII were 1203. The percentage drop in transition from class VI to Class VII is around 1%. In the surveyed blocks, the transition from class VII to class VIII has been from 1203 to 1001. Thus, indicating a drop in transition to 16.79 %. In the regional variation of transition, Kolabira block of Jharsuguda district has the lowest transition of 62%. Thus the drop in transition is 38%. This drop is quite significant.

Transition of Boys Vs Girls: In the selected sample the total transition of boys were 80.23% where as the transition of girls were 80.89%. The difference being below 1%. However, it is observed that the girls have little better transition rate than the boys, in the sampled schools. In Jharsuguda block the transition of girls

outweighs the transition of boys by 6.5%, where as in Kolabira block of Jharsuguda district the transition of boys outweighs the transition of girls by 8.08%. The gender based discrepancy in the different blocks of the same district is quite noteworthy.

In each of the sampled blocks, in the class of VIII, the data points out following number of girls for 100 boys; Nuagaon: 101.3, Daspalla; 98.2, Jharsuguda: 90.6, Kolabira: 113.9, Nandahandi: 96.2, Papdahandi: 97.8

In the sampled schools of the district, the data presents following observable facts with respect to the transition of SC & STs. The transition rates of the districts are: Nayagarh: 97%, Jharsuguda: 57%, Nawarangpur: 78%.

Percentages of SC and ST students in the districts in class VIII are as follows: Nayagarh 24%; Jharsuguda 36%; Nawarangpur: 56%

Average number of students in the sample size for the districts in class VIII is as follows; Nayagarh: 59, Jharsuguda: 26.3 and Nawarangpur 14.8. If the average class size is compared with the class size of VII in the districts then the data is as follows; Nayagarh: 60.3, Jharsuguda: 41.3 and Nawarangpur 18.7. Thus Nayagarh, despite having a very high average number of students per class has been able to achieve a greater percentage of transition compare to the other two districts of the sample.

As per the provisions of the act the teacher requirement per number of student indicates that Nayagarh would require more number of teachers than the other sampled districts.

In the sampled schools of different blocks of the districts, the students to teachers ratio varied quite widely. The district level statistics shows the following information regarding students to teachers ratio: Jharsuguda District: 32.1, Nayagarh:38.4, Nawarangpur: 41.3. Papdahandi block has the ratio as highest at 51.1 where as Kolabira block of Jharsuguda district has the lowest ratio at 25.7. Thus schools of Daspalla and Papdahandi block areas exceed the norm as per the provisions of act by a wide margin.

As per the data collected, number of factors have been identified as the reasons for drop in transition, and these reasons have varied across the regions. In Jharsuguda district the reasons like (A) weak in subject and (B) not appeared in the last examination have been cited (60%). In Nayagarh region, the reasons have been (A) parents are not conscious (34%) and SC & ST students working for economic activities (33%). In Nawarangpur, the reasons have been (A) parents are not aware (24%) (B) Failed in class VII examination (18%). In Nawarangpur other reasons which have been cited are 1. family problem, poverty 2. Financial problem, 4. lack of Mother tongue based education 5. Distance of school.

Thus it can be inferred that the awareness of parents, education quality and economic issues have been major factors preventing a 100% transition. In Nawarangpur district the availability of such schools within the vicinity has also been a factor preventing such a transition.

1. 73% of schools in the sampled region have already upgraded and 27% needs to be upgraded.
2. Major reason for lack of 100% transition to class VIII is not because of infrastructural issues, but because of lack of parental awareness, weakness in studies etc
3. Students to teachers ratio vary quite widely from 25.7 to 51.1 which indicate the lack of bandwidth in terms of existing teacher to handle an additional class.
4. All stake holders and the investigators point out to lack of class rooms and subject wise teacher availability to be the crucial impediment for such a transition.
5. Benefits of such a transition has been pointed out to be (a) a familiar environment will foster learning (b) Additional teacher availability (c) Safety for girl student and (d) less dropouts

ANALYSIS OF DECLINING TRENDS IN ENROLMENT AT PRIMARY AND UPPER PRIMARY LEVELS IN ORISSA

CYSD, Bhubaneswar

OBJECTIVE:

- To explore the reasons for the declining trends of enrolment indicators at primary and upper primary levels.
- To suggest measures to improve the rates of enrolment both at primary and upper primary levels.

SCOPE & COVERAGE:

The present study is confined to 15 districts (Bolangir, Boudh, Cuttack, Dhenkanal, Ganjam, Jagatsinghpur, Jharsuguda, Kalahandi, Kendrapada, Khurda, Nawarangpur, Nayagarh , Puri, Rayagada, Sonepur)of the state covering 29 blocks.

METHODOLOGY:

SAMPLE:

The study was conducted in 120 primary schools and 170 upper primary schools covering 29 selected blocks from both advanced and interior blocks of the sample districts. The study involves 233 primary and 477 upper primary teachers and 1486 community members including parents, VEC and PRI members.

TOOLS

School Information Schedule, Questionnaire for Teachers, Focused Group Discussions (FGD), Interview Schedule.

MAJOR FINDINGS:

MAJOR FINDINGS AT THE PRIMARY LEVEL:

1. Total enrolment at the primary level covering all the 120 sampled schools in 12 sampled blocks gradually decreased from 10847 in 2008-09 to 10219 in 2009-10 and 10210 in 2010 11.
2. Total enrolment gradually declined in blocks like Bolangir Sadar, Khaprakhol, Kujanga, Ersama and Karlamunda from 2008-09 to 2010-11. It is also observed that, while the total enrolment in Dhenkanal Sadar increased from 2008-09 to 2009-10, again it declined in 2010-11; but in case of blocks like Kankadahad, Jharsuguda Sadar, Kirmira, Bhawanipatna, Nabarangpur Sadar and Umerke the trend is just the reverse during the same period of time.
3. It is revealed that, while the percentage of enrolment in case of SC children declined from 26.44% in 2008-09 to 26.17% in 2009-10 and 25.86% in 2010-11; the percentage of enrolment in case of ST children increased from 27.83% to 28.28% and to 29.30% during the same period of time.
4. The percentage of enrolment in case of SC children is higher than their ST counterparts in blocks like Dhenkanal Sadar, Jharsuguda Sadar and Umerkote from 2008-09 to 2010-11. The highest percentage of enrolment of ST children is found in Nabarangpur Sadar (> 63%) followed by Kankadahad (> 49%) and Karlamunda (> 39%). In Khaprakhol block the percentage of enrolment in case of SC children exceeded to the percentage of their ST counterparts in 2010-11.
5. 32% schools don't have adequate space in the classroom to accommodate all the children. The problem of space in blocks like Khaprakhol, Dhenkanal Sadar, Kankadahad and umerkote may divert the students to other private schools.

7. Out of 233 total teachers interviewed, 93.56% of teachers were of the view that there is a declining trend in enrolment at the primary level. The response in affirmative varies from 100% each in blocks like Dhenkanal, Kankadahad, Kujanga, Ersama, Jharsuguda, Kirmira and Karlamunda to 89.47% in Bhawanipatna, 86.67% in Khaprakhol, 82.35% in Umerkote, 81.82% each in Bolangir and Nabarangpur.
8. 26.61% of teachers were of the view that there is a declining trend in enrolment at the primary level because of decrease in the child population in the age group of 6-11 years. The response in affirmative varies from 40% to be the highest in Khaprakhol followed by 36% in Kujanga, 33.33% each in Jharsuguda and Karlamunda to 5.88% to be the lowest in Dhenkanal Sadar.
9. 55.36% of teachers were of the view that there is a declining trend in enrolment at the primary level because of opening of new primary schools (Govt. / Non- Govt.). The response in affirmative varies from 80% to be the highest each in Khaprakhol and Kujanga to 22.22% to be the lowest in Jharsuguda. More than 50% of the teachers in Kujanga, Khaprakhol, Kankadahad, Ersama, Kirmira, Karlamunda and Umerkote subscribe to decline in enrolment because of opening of new schools.
10. 43.78% of teachers were of the view that there is a declining trend in enrolment at the primary level because parents prefer private schools other than Government schools. The response in affirmative varies from 73.68% to be the highest in Bhawanipatna to 16% to be the lowest in Kujanga. More than 40% and more of the teacher respondents in Bolangir, Khaprakhol, Dhenkanal, Jharsuguda, Kirmira, Bhawanipatna and Umerkote subscribe to this.
11. 48.93% of teachers were of the view that there is a declining trend in enrolment at the primary level because of migration. The response in affirmative varies from 81.82% to be the highest in Bolangir Sadar to 24% to be the lowest in Kujanga.
12. 47.21% of teachers were of the view that there is a declining trend in enrolment at the primary level because poor parental awareness on education. The response in affirmative varies from 90% to be the highest in Kankadahad to 5.56% to be the lowest in Jharsuguda. 60% and more of the teacher respondents in Khaprakhol, Dhenkanal, Kankadahad, Karlamunda, Nabarangpur and Umerkote subscribe to poor parental awareness for decline trend in enrolment.
13. 36.91% of teachers were of the view that there is a declining trend in enrolment at the primary level because the older children in the age group of 6-11 years are engaged with sibling care. The response in affirmative varies from 82.35% to be the highest in Umerkote to 8% to be the lowest in Kujanga. 50% and more of the teacher respondents in Khaprakhol, Kankadahad, Karlamunda, Nabarangpur and Umerkote subscribe to sibling care for decline trend in enrolment.
14. 20.17% of teachers were of the view that there is a declining trend in enrolment at the primary level because of more distance of the school from the residence of the children. The response in affirmative varies from 53.33% to be the highest in Karlamunda to 0% each in Dhenkanal, Kujanga and Jharsuguda. Distance of the school is found to be a concern Khaprakhol, Kankadahad, Bhawanipatna, Karlamunda, Nabarangpur and Umerkote where 20% and more of the teacher respondents subscribe to it for decline trend in enrolment.
15. 39% of teachers were of the view that awareness campaigns in the form of enrolment drive,street play etc have been organized to sensitize the community people as well as the out of school children for increasing enrolment at the primary level.
16. 58% of teachers were of the view that the out of school children have become aware of Right to Education and different activities organized through major programmes implemented by Govt. like SSA, NPEGEL, KGBV etc. because of the enrolment drives organized at the community level.
17. 52% of teachers were of the view that the parents have become conscious of timely admission of their wards after conduct of the enrolment drive. The response of the teachers varies from 72% to be the highest in Kujanga to 33% to be the lowest in Khaprakhol.
18. 41% of teachers were of the view that regular meetings are held in schools and the participation of community members in school activities has increased after conduct of enrolment drive. The response of the teachers varies from 53% to be the highest in Khaprakhol to 27% to be the lowest in Nabarangpur.

MAJOR FINDINGS AT THE UPPER PRIMARY LEVEL:

1. Total enrolment at the primary level covering all the 170 schools in 17 sampled blocks gradually decreased from 12394 in 2008-09 to 11633 in 2009-10 and 11537 in 2010-11. The percentage of enrolment in case of boys is found to be higher than their girls' counterparts in respective years. It is also observed that while the percentage of total enrolment in case of both boys (51%) and girls (49%) remained static during 2008-09 and 2009-10; the percentage increased by 1 percent in case of boys and decreased by 1 percent in case of girls from 2009-10 to 2010-11.
2. Total enrolment declined in all the sampled blocks except Chhatrapur, Daspalla, BisamCuttack and Sonepur from 2008-09 to 2010-11. It is also observed that, while the total enrolment in Kantamal, Tangi, Daspalla and Bisam Cuttack increased from 2008-09 to 2009-10, again it declined in 2010-11; but in case of blocks like Chhatrapur, Krushnaprasad, Rayagada, Sonepur and Dunguripali the trend is just the reverse during the same period of time.
3. The percentage of enrolment in case of SC children is higher than their ST counterparts every year from 2008-09 to 2010-11. It is also revealed that, while the percentage enrolment in case of SC children increased from 24.04% in 2008-09 to 25.22% in 2009-10 and 25.34% in 2010-11; the percentage of enrolment in case of ST children decreased from 10.18% to 10.11% and again increased to 11.01% during the same period of time.
4. The percentage of enrolment in case of ST children is higher than their SC counterparts in blocks like Daspalla, Rayagada and Bisam Cuttack from 2008-09 to 2010-11. Highest percentage of enrolment of ST children is found in Bisam Cuttack (> 40%) followed by Rayagada (> 36%) and Daspalla (> 28%) and so on.
5. 74.12% schools have safe classrooms, 18.82% have partially safe classrooms and 7.06% schools have unsafe classrooms. Availability of unsafe classrooms varies from 10% each in Soroda, Mahakalpada, Balipatna, Krushnaprasad and Bisam Cuttack to 30% in Kantamal. However, no unsafe classrooms are found in Cuttack Sadar, Chhatrapur, Kendrapara, Tangi, Bhapur, Astarang, Rayagada, Sonepur and Dunguripali.
6. Out of 477 total teachers interviewed, 88% of teachers were of the view that there is a declining trend in enrolment at the upper primary level. The response in affirmative varies from 100% each in blocks like Kendrapada, Mahakalpada, Astarang and Krushnaprasad to 68% to be the lowest in Bisam Cuttack. Thus, it is understood that declining trend in enrolment has been felt by 68% and above teacher respondents at the upper primary level.
7. The response of the teachers regarding decline in child population in the age group of 11-14 years varies from 59% to be the highest in Cuttack Sadar to 16% to be the lowest in Bisam Cuttack. The response of the teachers regarding children's assistance in family income generation varies from 56% to be the highest in Bisam Cuttack to 17% to be the lowest in Astarang. The response of the teachers regarding poor parental awareness varies from 60% to be the highest Bisam Cuttack to 14% to be the lowest in Astarang The response of the teachers regarding parents' preference for pvt. school varies from 45% to be the highest in Balipatna to none in Bisam Cuttack and Dunguripali. The response of the teachers regarding opening of new schools (Govt. / Non- Govt.) varies from 36% to be the highest inBalipatna to none in Rayagada, Bisam Cuttack, Sonepur and Dunguripali.

5% SAMPLE CHECKING OF DISE DATA 2010-11

Dr. PMIASE, Sambalpur

OBJECTIVES:

1. To cross check the DISE data with the PES data collected by the project team and find out the degree of variation if any.
2. To prepare a summary report relating to the training of HMs in filling up DISE formats.
3. To study the status of infrastructure.
4. To examine the nature of application of DISE data at school level.
5. To give suggestions for quality improvement in DISE format.

SCOPE AND COVERAGE:

The present work has been undertaken covering all the blocks of the three districts- Sambalpur, Keonjhar and Puri.

METHODOLOGY:

SAMPLE:

To collect the DISE data for PES special data capture format was supplied by the SPO, OPEPA. Primary data i.e. no. of schools block-wise for the three districts were collected from the SPO. The required no. of schools i.e. 5% schools from districts covering all the blocks were sampled out through simple random sampling technique

An advertisement was made on the Institute Notice Board inviting applications from desirous candidates to act as Investigators. After proper scrutiny, all eligible applicants were selected as investigators for the post enumeration survey. The selected investigators were divided into 3 groups for three districts under the leadership of 3 supervisors and 3 officers in-charge. All of them were subject to undergo a two days training programme with practice session in few selected primary and upper primary schools. The two days training programme was conducted on 23rd and 24th September, 2011. During the training, the investigators were given due opportunity to work with the formats in the 15 nearby schools of Sambalpur Municipality and its periphery. Their field observations and reactions were discussed extensively and possible remedial measures for overcoming such problems were found out, which might occur in actual field situation.

All the three teams left Sambalpur on 16th October, 2011 for the targeted work. The field observations and data collection work continued from 17th October to 26th October, 2011. After returning from the field, the teams were assembled and had a sharing meeting in the Conference Hall of the Institute for discussion of modalities of analysis and cross checking.

The state office was requested to supply the filled in DISE data in respect of the sample schools for cross checking. The information however was supplied by the State Office via e-mail in two phases. Then all the comparable items were cross checked against the supplied DISE data with the PES data excluding the items for which data were not made available.

TOOLS:

FINDINGS :

1. The overall percentage of deviation of DISE data from PES data taking all comparable items and sub items into consideration came out to be 08.08 percent giving a precision level of 91.22 percent. Accordingly planning should be made for future use.
2. There are few items which indicate proper attention. Those are –

(a) The information relating to school categories where the percentage of deviation is as high as 21.67 in case of Primary + Upper Primary and 20.83 in case of Primary + Upper Primary with Secondary of

Higher Secondary Category. The deviation is due to the school categories in existence and the provision of capturing school category format in the tool supplied, which do not support. This could be avoided by suitably adopting similar type of provisions.

(b) A remarkable variation was also found for school management type for all the three districts. The total deviation was found for this item is 16.94 which needs to be properly defined. The simple reason for the mismatch is due to the mismatch between the recording format used for collecting information and placement in data bank at district/state level. Unlike the school categories, the variation found in terms of school management can also be minimized by following uniform pattern for recoding at district / state level and actual situation.

(c) Similarly, due to lack of proper definition of school category and management type the student enrolment figures and teachers in position figures led to a deviation of 25.50(in case of Primary) and 24.43(in case of Upper Primary for teachers also it was having a variation of 12.23 (Principal/Head teacher for Primary) and 7.16(Primary/ Head Teacher for Upper Primary) categories. However, variation is very less for teachers other than the Principal/Head Teachers at Primary and Upper Primary level. Due to lack of proper definition of school category and management type the enrolment figure deviated which will automatically be reduced by its proper definition.

(d) Again, variation was found between PES and DISE data relating to ST and SC enrolment at both Primary and Upper Primary level, where, the percentage of deviation ranged from 14.55% to 25.43% for the total corresponding data of the three districts.

(e) DISE data relating to few items like, male and female teachers, VEC composition and no of VEC meeting during last 3 months, sex wise information on children's enrolment, information on repeaters, children with disability, and class-wise and sex wise examination details, distribution of FTB were not made available for which comparison could not be done for these items.

(f) A visible deviation was also found in the data relating to type of school building i.e. for building type Pucca, the deviation is 47.50 and for partially Pucca, it is 46.94%. Similarly, the PES data deviates from that of DISE data so far the building less school is concerned.

3. As per the observations and experiences of Supervisors and Investigators during the field work it was ascertained that, BRCCs and officials of few blocks in Puri district were found hesitant for participation in the PES work.
4. The DISE format / tool which was supplied for PES activity was not an up-to-date one. The DISE format and the PES tool need to be updated and relevant keeping in view the required information to be caught and provision in RTE.
5. The provision for recording information in the tool for PES activity does not match with that of the data bank of the DISE in the district/ state office.
6. In most of the schools it was found that teachers were in favour of DISE verification work for the current academic year.
7. Despite of all the hindrances in all the districts and as the composite whole the percentage of attendance was found quite remarkable for both children and teachers category.
8. In most of the schools, in spite of positive inclination of Principal/ Head teachers it was found that the records were not up-to-date.
9. So far, the training of the in-service teachers in the sample districts is concerned, despite of inter district variation, it was found quite satisfactory. Puri district has achieved highest percentage of success (97.43%), Sambalpur being the second (73.14%) and Keonjhar district has achieved (69.90%) success. For the compacts whole picture for in-service teachers training success is 79.06% which is a good indication.
10. The name of the schools have not yet been updated in the district/ state level although the names have already been changed after updation in few cases

BASELINE STUDY OF CAL

CYSD, Bhubaneswar

OBJECTIVE:

- To find out the infrastructure facilities of the school for introducing CAL programme.
- To assess the enrolment status, attendance rate and retention rate of students
- To assess the achievement level of the learners in the different school subjects
- To ascertain the performance level of the teachers with regard to their attitude and motivation
- To find out the role and level of involvement of teachers as well as VEC members and parents in school management and CAL programme

SCOPE & COVERAGE:

The study was confined to 30 districts.

METHODOLOGY:

SAMPLE:

There are 900 schools in 30 districts of the state out of which the baseline study on CAL programme covered 857 schools. Students of Class-V, VI and VII were included in the study for assessing enrolment, attendance and learning performance. All teachers taking classes under CAL programme and all the Headmasters of the selected schools were also included in the study.

TOOLS:

- Admission and Attendance Register of the students of Class-V, VI and VII of the school.

Annual Examination Results of Class IV, V, VI and subject-wise testing schedule, student's record schedule.
School Schedule.
Teacher's Schedule
Interview Schedule for the Headmasters
Investigators observation schedule

MAJOR FINDINGS:

- Installation of computer systems has been completed in almost all the CAL schools excepting one school in Ganjam and two schools in Mayurbhanj district out of the 857 schools covered under the study.
- Electricity was available in the computer laboratories of 826 schools out of the total 857 sch covered under CAL which comes to 96%. In 4% of the total schools coveredunder the study, there w a considerable gap of power supply for more than one month to the computer laboratories. In so cases it is due to the fact that the electric ware from the main line has been stolen; in some cases the transformers are out of order and in a few cases the power supply to the CAL schools has been temporarily disconnected.
- Separate room for CAL programme was observed in 657 schools out of the total 857 schools covered under the study which come to 77%.
- Safe and partially safe classrooms were observed in 515 and 324 schools respectively which comes to 839 in total (98%).The districts where a few schools are in unsafe condition are Balasore, Bargarh, Bhadrak, Boudh, Ganjam, Jajpur, Koraput, Mayurbhanj, Puri, and Sambalpur.
- 48% of the sampled schools have adequate space for children in the classroom. The percentage of schools having adequate space for children for transaction of CAL programme varies from 95%

schools in Jharsuguda to 5 % schools in Keonjhar. There are 16 districts other than Angul, Bolangir, Cuttack, Deogarh, Gajapati, Jajpur, Jharsuguda, Kalahandi, Kandhamal, Khurda, Puri, Rayagada, Sambalpur and Sundargarh where in less than 50% of schools adequate space for children for transaction of CAL programme was observed.

- In total, 67 digital contents have been developed through Educomp Solution Ltd. and Azim Premji Foundation; and supplied to the schools covered under CAL programme so far. All these digital contents are in the DVD form and have already been incorporated with the computer system.
- In total, in 98% of the schools digital contents are available either in the form of CDs or DVD or loaded with the computer system for facilitating computer-aided learning. 1616 teachers (95%) were in place those who were trained on CAL as against the total requirement of 1714 trained teachers covering 857 schools under the study.
- All the teachers trained on CAL are comfortable to operate computer and facilitate learning of students through computer by using digital contents so as to enable the students to strengthen their learning experiences, clarify their doubts and also promote group learning among the students.
- It is also a positive sign to notice that, 390 teachers in total were in place in the schools covered under CAL those who are functionally literate to operate computer and can facilitate learning of students through computer.
- The total number of enrolment in Class – V has been found to be increased in districts like Angul, Bolangir, Kandhamal, Keonjhar, Malkangiri, Nabarangpur and Sundargarh from 2009-10 to 2010-11. The percentage of enrolment in case of girls is higher than their boys counterparts in districts like Bargarh, Deogarh, Gajapati, Kalahandi, Keonjhar, Koraput, Mayurbhanj, Nabarangpur, Rayagada, Sambalpur and Sundargarh in Class – Vduring the same period of time.
- In Class – VI, the total number of enrolment has been found to be increased in districts like Bolangir, Ganjam, Keonjhar, Koraput, Rayagada and Sambalpur. The percentage of enrolment in case of girls is higher than their boys counterparts in districts like Deogarh, Gajapati, Kalahandi, Kandhamal, Keonjhar, Malkangiri, Mayurbhanj, Nabarangpur, Rayagada, Sambalpur and Sundargarh in Class – VI during the same period of time.
- In Class – VII, the total number of enrolment has been found to be increased in districts like Balasore, Bhadrak, Gajapati, Malkangiri, Rayagada and Sambalpur during both 2009-10 and 2010-11. The percentage of enrolment in case of girls is higher than their boys counterparts in districts like Deogarh, Gajapati, Kandhamal, Keonjhar, Mayurbhanj, Nabarangpur, Rayagada, Sambalpur and Sundargarh in Class – VII during the same period of time.
- In Class – V, 50% and more students are found in the range of 80% and above attendance rate in districts like Angul, Balasore, Bargarh, Bhadrak, Cuttack, Dhenkanal, Gajapati, Ganjam, Jagatsingpur, Kendrapada, Khurda, Koraput, Malkangiri, Mayurbhanj, Nabarangpur, Nayagarh, Puri, Rayagada and Sambalpur during 2010-11. In the range of 80% and above attendance, girls excel their boys counterparts in districts like Bargarh, Gajapati, Kalahandi, Keonjhar, Malkangiri, Mayurbhanj, Nabarangpur, Rayagada,Sambalpur and Sundargarh during the same period of time.
- In Class – VI, 50% and more students are found in the range of 80% and above attendance in districts like Angul, Balasore, Bhadrak, Cuttack, Dhenkanal, Gajapati, Ganjam, Jagatsingpur, Kendrapada, Khurda, Malkangiri, Mayurbhanj, Nabarangpur, Nayagarh, Puri, Rayagada and Sambalpur during 2010-11. In the range of 80% and above attendance, girls excel their boys counterparts in districts like Bolangir, Deogarh,Gajapati, Keonjhar, Koraput, Mayurbhanj, Nabarangpur, Rayagada, Sambalpur and Sundargarh during the same period of time.
- In Class – VII, 50% and more students are found in the range of 80% and above attendance in districts like Angul, Balasore, Bargarh, Bhadrak, Cuttack, Dhenkanal, Gajapati, Ganjam, Jagatsingpur, Kendrapada, Khurda, Malkangiri, Mayurbhanj, Nabarangpur, Nayagarh, Puri and Rayagada during 2010-11. In the range of 80% and above attendance, girls excel their boys counterparts in districts like Bargarh, Bolangir, Deogarh, Gajapati, Keonjhar, Malkangiri, Mayurbhanj, Nabarangpur, Rayagada,Sambalpur and Sundargarh during the same period of time.

- Only 466 out of school children in the age group of 11-13 years were there in the vicinity of the sampled schools under study covering nine districts such as Bargarh, Boudh, Deogarh, Gajapati, Ganjam, Kalahandi, Malkangiri, Nuapada and Rayagada during 2008- 09 out of which 53% were boys and 47% were girls. During 2009-10, 581 out of school children in the age group of 11-13 years were there in the vicinity of the sampled schools under study covering those nine districts out of which 50.43% were boys and 49.57% were girls. The number of out of school children under the sampled schools was found to be increased in districts like Bargarh, Deogarh, Ganjam, Malkangiri, Nuapada and Rayagada.
- Overall, the boys outperform the girls both in terms of pass and pass having 60% or more marks in Class – V, VI and VII.
- During 201, in Class – V the percentage of pass in case of the boys varies from 95.3% to be the lowest in Nabarangpur to 99.2% to be the highest in Khurda. Similarly, the percentage of pass in case of the girls varies from 93% to be the lowest in Nabarangpur to 98.8% to be the highest in Bhadrak. The percentage of pass in case of the girls is found more than their boys' counterparts in districts like Balasore, Bhadrak, Cuttack and Sonepur.
- In Class – V, the percentage of pass with 60% or more marks in case of the boys varies from 11.3% to be the lowest in Nabarangpur to 31.7% to be the highest in Balasore. Similarly, the percentage of pass with 60% or more marks in case of the girls varies from 9.5% to be the lowest in Nabarangpur to 33% to be the highest in Khurda. The percentage of pass with 60% or more marks in case of the girls is found more than their boys' counterparts in districts like Bhadrak and Khurda during the same period of time.
- During 2010, in Class – VI the percentage of pass in case of the boys varies from 87.7% to be the lowest in Mayurbhanj to 98.4% to be the highest in Cuttack. Similarly, the percentage of pass in case of the girls varies from 85.6% to be the lowest in Mayurbhanj to 98.7% to be the highest in Cuttack. The percentage of pass in case of the girls is found more than their boys' counterparts in districts like Cuttack, Dhenkanal, Jagatsingpur, Khurda and Puri. The percentage of pass with 60% or more marks in case of the boys varies from 8.5% to be the lowest in Malkangiri to 24.7% to be the highest in Khurda.
- In Class – VI, the percentage of pass with 60% or more marks in case of the girls varies from 6.2% to be the lowest in Malkangiri to 25.3% to be the highest in Khurda. The percentage of pass with 60% or more marks in case of the girls is found more than their boys' counterparts in districts like Bargarh, Boudh, Cuttack, Jagatsingpur, Khurda, Nayagarh and Puri during the same period of time.
- During 2010, in Class – VII, the percentage of pass in case of the boys varies from 85.8% to be the lowest in Mayurbhanj to 97.6% to be the highest in Bhadrak. Similarly, the percentage of pass in case of the girls varies from 83.6% to be the lowest in Nabarangpur to 98.2% to be the highest in Bhadrak. The percentage of pass in case of the girls is found more than their boys' counterparts in districts like Bhadrak, Dhenkanal, Jagatsingpur, Jharsuguda, Kalahandi, Kendrapada, Khurda, Nayagarh and Puri.
- In Class – VII, the percentage of pass with 60% or more marks in case of the boys varies from 6.8% to be the lowest in Malkangiri to 22.6% to be the highest in Balasore. Similarly, the percentage of pass with 60% or more marks in case of the girls varies from 5.6% to be the lowest in Malkangiri to 21.8% to be the highest in Khurda. The percentage of pass with 60% or more marks in case of the girls is found more than their boys' counterparts in districts like Cuttack, Khurda and Nayagarh during the same period of time.

VOLUME-XIV

IMPACT ASSESSMENT STUDY OF "SAMARTHYA", "SAMADHAN" & "SADHAN" - A TRAINING PACKAGE FOR TEACHERS OF ELEMENTARY SCHOOLS OF ODISHA

Research, Analysis & Consultant,
Bhubaneswar

OBJECTIVES:

- To estimate an overall impact of the programme as perceived by the teachers, and their understanding of the training inputs.
- To find out the intensity of the impact of the programme in the classroom interaction.
- To record the extent and frequency of use of the supporting materials i.e., Samadhan and Sadhan by the teachers in the curricular transactions.

SCOPE AND COVERAGE:

The study was limited to six districts namely Koraput, Bhadrak ,Jharsuguda, Ganjam, Cuttack & Angul

METHODOLOGY:

SAMPLE:

The sample has been selected from all the three revenue divisions of the state namely Northern division, Southern division and Central division. Two districts from each revenue division have been identified as the sampled districts of the study.

From each sampled district, two blocks and one urban conglomeration having sizeable number of primary and upper primary teachers exposed to Samarthya and its accompanying resource materials of Sadhan and Samadhan were identified under the purview of the study. In this regard total 12 such blocks and 06 urban conglomerations from the sampled districts were covered and for this the in-puts were also taken from the concerned DPCs and Pedagogy Coordinators.

TOOLS:

i) Teachers' Performance Test
ii) Classroom observation schedule
iii) Focus Group Discussion lead points
iv) Questionnaire for CRCCs, BRCCS and Headmasters
v) Questionnaire for BRGs and Pedagogy Coordinators

MAJOR FINDINGS

The major findings of the study, pertaining to the attainment of primary teachers Performance of Angul district are; highly satisfactory level of performance in Mathematics (85.8) and satisfactory in Odia (75.3) where as they have average of performance in Environmental Studies (51.5) and in English (48.3). The urban teachers are better in their performance in Odia and Mathematics than the rural teachers. In respect of environmental studies and English the performance of rural teachers are slightly better than that of the urban teachers. The performance of teachers in the thematic modules of RTE (73.4) and NCF (67.2) are of satisfactory level.

The findings on the attainment of upper primary teachers in performance test of Angul district are; highly satisfactory in Mathematics (85.8) where as it is of satisfactory level (60-79) in Odia, Science, History and Geography but average in English (48.7). The scorings of urban teachers are better in Odia and Science whereas the same of rural teachers are better in Geography and History. The teachers have highly satisfactory level of performance in RTE (80.2) where as their performances in NCF (69.6) is satisfactory.

In the district of Jharsuguda the performance of the primary teachers are; highly satisfactory in Mathematics (83.5), satisfactory in Odia (68.6) and average level of performance in Environmental Studies (48.1) but low level of performance in English (42.5). However, they have satisfactory level of performance in RTE and NCF.

The performances of the upper primary teachers of the district are; highly satisfactory in Odia (83.7) and Mathematics (85.2) and average level in Science (59) and English (50). Besides, they have highly satisfactory level of performance in RTE (81.7) and satisfactory level of achievement in NCF (74.4).

In the district of Cuttack, the attainment of primary teachers in performance test are; satisfactory in Mathematics (75.8) and Odia (68.5) where as their performances in Environmental studies and English are of average level (45-59). The rural teachers are slightly better in their performances in Mathematics than their urban counterparts. The performances of the primary teachers are comparatively better in RTE (76.4) than NCF (71.6).

The performances of the upper primary teachers in the district are; highly satisfactory in Mathematics (81), satisfactory (60-79) in Odia, Science and History (only in case of rural teachers) where as it is of average level (45-59) in English and Geography. The urban teachers have better performance in Odia and Science where as the rural teachers are having a distinct edge over the urban teachers in English. In the thematic areas of RTE and NCF their performance is satisfactory and the average scorings are 76 percent and 67.3 percent respectively.

In Bhadrak district, the performance of the primary teachers is highly satisfactory in Mathematics (85.7) and average in Environmental Studies (53.5) and English (45 percent for urban teachers only). However, training on NCF was not conducted during the reporting period but the performance in RTE (75.6) is found to be of satisfactory level.

In case of upper primary teachers of the district, the trainings were not conducted for both the urban and rural teachers in most of the content subjects like Odia, English, History and Geography during the reporting period. However, their overall performance in Science (61.3) is of satisfactory level. Besides, their performance in the thematic area of RTE is quite satisfactory (75.8) but the same has not been derived in NCF since the training was not conducted during the reporting period.

The attainments of the primary teachers of Ganjam District are quite satisfactory in Odia (70.2), Mathematics (79) and Environmental Studies (62) where as average level in English (57.4). The performance of the rural teachers is highly satisfactory in RTE (80) and satisfactory in NCF (76.7) and the same of the urban teachers' is just satisfactory in RTE (61.3) but no scoring has been reported in NCF since the training was not conducted in that thematic subject by the time of data collection.

The performances of the upper primary teachers of the district are; highly satisfactory in Mathematics (87.4) satisfactory in Odia (78.3) and Science (64.2) where as average in English (49.7). However it is reported that, the UP Teachers of the district are yet to be trained in History and Geography. Further, the urban teachers were also not oriented in NCF by the time of data collection. However, the overall performance of UP teachers of the district is quite satisfactory in RTE (76.2) and the same level of scoring is reported in case of the rural teachers in NCF.

In the district of Koraput the performances of the Primary teachers are; satisfactory in Odia (63) and Mathematics (65.6), average in Environmental Studies (47.2) where as they have a low scoring in English (35). However, their performance is better in RTE (71.3) and NCF (62).

The attainment of the Upper Primary teachers of the district are quite; satisfactory in Odia (74) and Mathematics (77.6) where as it is of average level in History (54.3) & Geography (50.4) and low in science

(44.0) & English (40.0). However, in the thematic modules the urban teachers have depicted a highly satisfactory level of performances in RTE (80.0) and NCF (79.4) whereas the performance of the rural teachers in both the modules is of average level (45-59).

The observation made on the usage of the resource materials of Samadhan & Sadhan depict that in case of former the teachers are adhering the guide lines with regard to demonstration of learning activities, concept wise presentation of contents, putting questions as per the requirement of the lessons, ensuring students participation in learning activities and evaluating the learners after completion of the topic. However, the pitfalls surfaced in respect of preparation of lesson plan, maintenance of lesson diary, concept wise distribution of periods and availability of activity banks and question banks. With regard to Sadhan it is reported that the teachers are usually lacking in preparing topic wise TLMs, motivating the use of TLM by the students and preparation of TLM as suggested in Sadhan. For addressing these shortcomings due emphasis should be given on the use of Samadhan & Sadhan during the orientation programme and also while monitoring the class room transaction process.

With regard to the resource materials most of the stakeholders like the HMs, BRCCs, CRCC, BRGs and PCs viewed that those were available in the schools. Besides, they pointed out that the teachers need to use the resource materials of Samadhan and Sadhan effectively to improve their quality of teaching in preparing the lesson plans, lesson diaries, preparation of TLMs, maintaining activity banks & question banks and delivering the lessons according to the need of the concept.

MID- TERM IMPACT ASSESSMENT OF SAHAYOG

Human Development Foundation,
Bhubaneswar

OBJECTIVES

1. To ascertain the level of assimilation of the training inputs by the SMC members relating to the following aspects:

i. Preparation of school development plan for respective schools

ii. Seeking help from various Government Departments (Health, Rural Development, Women & Child Development, SC & ST, Panchayati Raj and Labor) for school development

iii. Mobilizing Government and Non-Government Organizations (voluntary organizations, corporate sector) to extend support to schools

iv. Using the facilities of student help-line and grievance-redressal system.

v. Safeguarding children's rights and needs of girl children, CWSN, and children from backward classes and impoverished geographical locations.

2. To assess the level of involvement of SMCs and Local Authorities in school activities.
3. To suggest actions/recommendations for improving the functioning of SMC members in the school development programme.

SCOPE AND COVERAGE: The study was limited to Keonjhar and Baragarh (Northern Division) Nayagarh and Jajpur (Central Division) and Ganjam and Nuapada (Southern Division).

METHODOLOGY:

SAMPLE:

The districts were Keonjhar and Baragarh (Northern Division) Nayagarh and Jajpur (Central Division) and Ganjam and Nuapada (Southern Division). In the second phase, two blocks and one urban body from each district were selected randomly, following which 20 schools from each block and 10 schools from each urban body were randomly selected. The head-teachers of each school two SMC members of the designated school, one SRG member per district, one BRG member per block and one CRG member per cluster were taken as respondents. The DPC of each district and also the DIs having jurisdiction over the schools sampled were included in the sample

TOOLS:

Interview Schedule for SMC Members

Interview Schedule for Head-teacher

Interview Schedule for SRG/BRG/*CRG*

Interview Schedule for DPC/DI

MAJOR FINDINGS:

I. The two training inputs that caught the attention of more than two-third of SMC members were 'roles

and responsibilities of SMC' and 'basics of overall school management'. The training inputs that can be judged as weaker compared to all others were 'seeking help from various government departments' and 'mobilizing support from the government and NGOs for the development of the school'. The district wise variations were not very high.

ii. Ninety-five or more than ninety-five percent of SMC members felt that the contents and the materials of the training were easy to understand, the training programme was useful to them and their involvement in school development activities improved as a result of training, and there is need for refresher training.

iii. Across districts, the contents on 'roles and responsibilities of SMC' was relatively the easiest for SMC members to understand followed by 'SMC decision-making and follow up', and 'financial management of SMC'. The three most difficult training inputs for SMC members were: 'understanding the use of *samadahan, sadhan* and *sameeksha*', 'Ama Vidyalaya and quality indicators' and 'coordination for community participation and scope for convergence'. All the districts showed almost uniform pattern with respect to the understanding of training inputs by SMC members. The district-wise variations were not noticeable.

iv. The Sahajog training brought a change in the orientation of the SMC members towards the school in the sense that more number of SMC members were involved in school-developmental activities after the training.

v. All categories of respondents including the SMC members reported that the *sahajog* training was beneficial to them and as a result of the training, their involvement in school development activities improved. They became more aware of their roles and functions. The activities they were performing earlier were strengthened. The status of Nuapada in respect of SMC performance both before and after the training was weak compared to that of other five districts.

vi. The performance status of the SMCs before the *sahajog* training was slightly 'below-average' in all the districts sampled. As a result of training, their performance improved by more than 1 point on a scale from 1 to 5. In all cases, their performance was 'above-average' after the training, and in some cases, their performance was rated to be 'good'.

vii. On the basis of the perception of all categories of respondents, it was observed that *sahajog* training had quite a substantial impact on improved performance of SMC members in having regular SMC meetings, facilitating student and teacher attendance, enrolling out-of-school school children, checking student dropouts, and beautifying the schools

viii. The improvements were noticed more for some dimensions compared to others. The SMCs were not rated to be good performers across all dimensions. The SMC members were comparatively weaker in understanding the purpose of *'samadhan', 'sadhan'* and *sameeksha';* attending to the special needs of girls, CWSN and children from weaker classes; mobilizing the government and non-government organizations to extend support to the schools; and using the grievance redressal system. These aspects need special attention.

ix. Judging the impact of *'sahajog'* training, more than 90% of all categories of respondents emphasized the need for refresher training.

MID-TERM EVALUATION OF LEARNING ENHANCEMENT PROGRAMME

Amity Foundation Bhubaneswar

OBJECTIVE:

1. To examine learning performance of students in language and mathematics at the end of the class III and V in relation to gender, social category and areas in terms of rural and urban.
2. To examine leaning performance of students in Science and Math emetics at the end of the class VIII in relation to gender, social category and area
3. To find out interest generated among the students of primary and upper primary level.
4. To examine the availability and utilization of learning resources at the school, cluster and block level.
5. To find out impact of the program on teachers, parents, community members, BRCC and CRCC.
6. To recommend authority to strengthen the LEP through innovative curriculum, effective learning methodologies and through conducive learning environment.

SCOPE AND COVERAGE: The study was limitted to six districts like Khurda and Majurbhanj ,Koraput and Ganjam ,Sundergarh and Angul

METHODOLOGY:

SAMPLE:

Two districts each from selected Revenue Division. Khurda and Majurbhanj in the Central, Koraput and Ganjam in the Southern and Sundergarh and Angul in the Northern were selected as per the ToR. Secondly, two blocks from each district- one in the district headquarter and one in the rural areas were selected as per the study guidelines. Thirdly, 10 Primary School (class III and V) and 5 Upper Primary School (class VII) from each block were selected based on student's strength.Thus, a total of 120: Primary School, 60 Upper Primary School were (Grand total 180) covered under the study.

TOOLS:

Achievement Test Battery (ATB) to assess the student performance in the subject areas, the Focus Group Discussion (FGD) to elicit the reading interest of the study, Interview Schedules, for teacher, parents, community members, BRCCs and CRCCs.

MAJOR FINDINGS:

Class III, Mathematics

Class III, Math: The total students are 2252, out which boys are 1116(49,56%), girls 1136(50.44), SC 428 (19.00%), ST 528(23.44%) and OC 1296 (5.56%). The rural and urban composition is rural 1086 (48.22%) and urban 1166 (51.77%).

1. In Math rural schools performed better than urban schools. In rural areas, the performance of Khurda, Ganjam topped the list followed by Koraput. Among the urban schools, the performance of Angul and Mayurbhanja was in order.
2. On gender basis boys did little better than girls.. The performance of girls was better in the districts of Angul and Ganjam, while girls showed better result in Angul, Ganjam and Mayurbhanja.

3. On social category wise, OC students performed better than SC and much better than ST students. The ST students performed well in Mayurbhanja and Koraput, while SC students showed better result in Mayurbhanja and Angul. OC student did best in Angul followed by Ganjam.

Class III Language

1. Urban schools performed better than rural schools. Urban schools in Angul, Mayurbhanja and Ganjam occupied 1st, 2nd and 3rd positions respectively while rural students did well in Mayurbhanj and Khurda.
2. On the whole girls performed better than boys in language. The performance of boys and girls are found to be highest in Mayurbhanj and Angul and Ganjam in order.
3. Caste wise, OC students performed better than SC and much better than ST. The performance of ST students is observed to be highest in Mayurbhanj followed by Koraput, SC in Mayurbhanj and Angul and OC students topped the list in Angul and Mayurbhanj.

The students of Class V are 2992. Out of them boys 1509 (50.43%), girls 1483 (49.57%), SC 428 (14.30%), ST 683 (22.82%), and OC 1881 (62.88%). The rural and urban composition reveals rural 1437 (48.025) and urban 1555(51.98%)

1. In Math urban students are little ahead of rural students. In Urban areas, Angul scored highest mark followed by Mayurbhanj, while on other hand rural students performed well in Ganjam and Khurda.
2. On gender basis, boys bagged more score over the girls. The boys of Angul, Ganjam and Mayurbhanj showed god result in order and girls did well in Angul, Ganjam and Khurda.
3. On social categories, OC students constantly performed better than SC and more better than ST students. The ST students of Ganjam and Mayurbhanj score higher , where as SC students in Khurda and Mayurbhanj did better. The OC students topped the list in Angul followed by Ganjam district.

Class V Language

1. In Language test, urban students surpassed rural students. In Angul and Mayurbhanj districts, urban students did very well against rural students who did well in Ganja and Khurda districts.
2. On gender basis, girls performed better than boys in language. The boys of Ganjam, Mayurbhanj and Angul performed in order, while girls showed better result in Ganjam, Mayurbhanj and Angul.
3. On caste basis, OC students exhibited same trend as better than SC and much better than ST students. The ST students recorded highest score in Ganjam and Mayurbhanj, SC students in Mayurbhanj and Khurda, while OC did best in Angul followed by Mayurbhanj.

Class-VII Math

The total students of Class VII were 1234. Out of the sample boys account for 537 (43.68%), girls 697 (56.32%), SC 218 (17.67%), ST 356 (28.84%) and OC 660 (53.49%). The rural students were 539 (43.68%) and urban 695 (56.32%).

1. Rural schools performed better than urban schools in general in Math. The rural students of Ganjam, Khurda, and Koraput are found in order in result, Mayurbhanj, Angul and Khurda did better in urban areas.
2. In Math the girls are ahead of boys. The girls in the districts of Mayurbhanj, Khurda, and Angul are better performers.
3. The OC students occupied first position followed by SC and ST in Math so far as caste category is concerned.ST students are found to be good performers in the districts of Ganjam, Khurda and Mayurbhanj in order, SC in Mayurbhanj and Khurda and OC students in Angul and Mayurbhanj

Class VII Science

1. In Science rural students performed better than urban students. The districts, Ganjam, Angul, Koraput of rural areas, and Mayurbhanj, Khurda and Angul of urban areas performed well in order.
2. The girls performed better than boys in science. The girls of Mayurbhanj Khurda and Ganjam exhibited better results in order while the boys of Khurda, Ganjam and Angul showed better result in order.
3. Social category wise, SC students topped the list followed by OC and ST Students. The SC students did well in Khurda, Mayurbhanj and Ganjam districts while ST students did well in Ganjam and Mayurbhanj and OC students did best in Mayurbhanj

Reading Interest of the students:

i. The sample students exhibited moderate response for reading of books and magazines.
ii. Interesting story, attractive cover page and pictures in books attract students more to read them.
iii. The preference of the students goes for new event, cartoon and new stories and historical events so far as preference for reading is concerned.
iv. The characters that interest student readers are animal, bird and sports. The books having these characters are liked by them.
v. Major sources of reading materials for young students are, school library, teachers and parents.
vi. The intensity of reading is found maximum with books over magazines and news paper.
vii. Among text related books, the students like books of science, history, math, geography and literature in order.
viii. Sambad, Dharitri and Samaj are most popular among the news paper read by the sample students. Besides, weekly, Mina Bazar, Johna Mamu are more popular magazines among the students.
ix. Students read class text books on approach of examination and every day as routine matter.
x. Non-text books are read on holidays and when time is available to the sample students.

Objective III: Impact of LEP on School and Teachers

i. In the provision of teaching learning materials, gap is reported for library (41.67%), model (24.17%), and science equipments (22.33%). In all schools black boards and mid day meals are found to full extent.
ii. The records reveal that in urban schools the unit tests have been conducted adequately in Class III, V and VII in the subjects of language. Math and science. In rural schools the unit tests are more for all the class of Class III,V and VII than urban areas and difference goes to as high as 14.40% in case of Class VII and 21.90% Class
iii. The class preparation of the teachers is reported to be appreciable. Much emphasis is paid for teaching methods, class preparation, and preparation of question papers and use of AV aids where as feedback collection receives no attention.
iv The teachers are in view that impact of LEP is realized in the matter of more contact with students (90%), clarification of doubt (88.88%), regular class (88.83%) and improving behavior of children in schools. There has been excellent approach for learning interest (83.13%) of the students
v. Changes due to LEP is realized by the teachers in terms of efficiency (2.91),interest to teach (1.98), future planning (1.82) and self confidence (1.73)
vi. The major suggestions of the teachers to LEP more effective, are provision of lab.(63.88%) science exhibition (65%),training of teachers in concerned subject (33.33%) adequate class rooms per school(23.88%), book and library (23.33%), supply of TLM (22.22%), teacher in ratio of students (15.55%) and recognition or reward for good teachers(14.44%).

Impact of LEP on Parents

i. Parents are more aware of LEP in urban areas (60.46 %) than rural areas (44.44%) although their response was for over all aspects of schools. According to them, the examination result (1.76) and behavior of the students (1.78) have changes to some extent while over all development of the students, interest to go to schools and home task performance lack behind. The awareness is least in the blocks of Kuarmunda (33.33%) in Sundargarh district and Boriguma of Koraput (33.33%) while highest in Khurda,(80.00%) Angul (70.33%),Ganjam (66.66%) and Tangi (60.00%) block.

iii. About 27.78% of sample parents attend all functions of the schools in their locality, while 44.44% attend only important functions. In case of school meetings for development or problems only 8.89% of the sample parents attend meeting regularly against as much as 53.34% who never attended. Thus need for greater involvement of the parents is necessary.

iv. The major suggestions of the parents for all round development of schools include, boundary wall, posting of efficient teachers, library and books, keeping teachers free from other works, adequate furniture, drinking water, sanitation, more of teachers, cooperation of villagers, play ground, student friendly environment and efforts to increase admission.

Impact of LEP on Community Members

i. The community members are in opinion that some visible improvement are there in their local schools. The interest of local people, attendance of both teachers and students have increased. The beautification of schools, visits of different officers, school building and furniture are in better shape than the earlier years.

ii. Suggestions of community members for improvement of schools include to fill up the vacant posts of teachers, construction of compound wall, provision of drinking water, play ground to encourage sport activities, cooperation of the villagers, students friendly environment, uniform dress for all students and taking care of children in school times.

iii. In short, there is more need to involve community members in school activities.

Reactions of BRCC and CRCC

i. The participation of sample BRCC /CRCC in decision making process of the schools under their jurisdiction is of high percentage (50%) and it is more in urban areas (55.55%).

ii. The areas of participation are development of school infrastructure (55.55%), universal enrolment (58.33%), mid day meal (58.33%), student's attendance (52.77%), and school functions (33, 33%).

iii. The improvement of their units to discharge more of responsibilities need training(66.66%),fixing of responsibilities as per activities (77.77%),regular meeting with parents of different schools, provision of more funds, staff and computers.

iv. The sample BRCC/CRCC are in opinion that to make LEP more effective there is need for appointment of more teachers (77.88%) as per strength of students, supply of sufficient TLM (69.44%), adequate class rooms (63.88%) in many schools, teacher quarter in remote areas (61.11%), lab for science (50%), drinking water (50%) boundary wall (47.22%) and toilet for girls (47.22%). However, promotion of teachers on merit (22.22%), uniform dress for all (44.44%), approach roads to schools (36.11%) and incentives for good teachers (33.33%) are other suggestion of consideration.

IMPACT ASSESSMENT OF SAMIKSHA

Sutra Consulting, Bhubaneswar

OBJECTIVES:

1. To examine the level of understanding of key personnel involved in Samiksha about the performance parameters.
2. To verify school and the report submitted by the monitoring officers in respect of Samiksha parameters
3. To assess progress happened because of Samiksha at each of the Districts and State level from the time of implementation till date
4. To identify gaps in the implementation of Samiksha
5. To collate and analyze Samiksha information for better implementation of Samiksha

SCOPE AND COVERAGE:

The study was limited to 9 districts covering Sonepur, Bolangir, Jharsuguda, Mayurbhanj ,Jajpur, Khurda, Ganjam, Nabarangpur and Rayagada.

METHODOLOGY:

SAMPLE:

9 districts, 50 MLE schools, 20 non MLE schools, 70 teachers, 420 students, 210 Community Members, 3 FGDs, 50 District/Block -Level staffs.

TOOLS:

- Questionnaire for school
- Questionnaire for CRCC
- Questionnaire for SI/BRCC
- Questionnaire for DI/DPC

MAJOR FINDINGS:

Understanding of key personnel about the performance parameters:

The survey tried to find out opinion of the monitors at various levels by asking their understanding about each of the parameters and indicators in samiksha formats. It is found that specific measurement ways by individual varies which could be due to inadequate time spent on orientation and absence of a written manual giving objective definition of each performance parameter. Understanding of each parameter varies to some extent within the monitors at the same level. The reported data by the monitors is a mix of various measures against each indicator.

- The reason for different measures to measure performance could be attributed to some extent due to inadequate orientation and reinforcement through written guideline on explanation of indicators.
- Performance indicators used in samiksha tool are appropriate, however does not spell out the measurement factors. It is also correct that too much of detailing is difficult in a monitoring tool like this. This

results in variation in understanding among the monitors at same level, and can be reduced through training and a guideline supplementing the tool.

- It was found that some performance indicators in samiksha are composite indicators measuring two aspects together. For instance, ground level black board available and used in class; adequate TLM available and used by children and teachers, etc. In such indicators if the performance recorded is "No", then the exact problem in the school cannot be deciphered correctly. There is scope for the monitors to highlight the actual problem in comment section. Filled up formats indicate less usage of comments column, they can be used more frequently to reflect issues at the school.

To measure the performance of sample schools on indicators used in Samiksha and compare with performance reported by Samiksha monitors

- Results of the sample schools were compared to 1st and latest samiksha reports of CRCC. Comparison was made with the district / regional figures. In addition, percentage of schools where survey results matched with latest CRCC and BRCC reports were also found out for each performance indicators separately.
- The results of the sample schools when compared to samiksha reports show mixed results. For three fourth of the performance indicators, results reported by the latest CRCC report and that of the study is same in more than 60% of the schools. Matching results vary from 40% to more than 90% for different indicators. The data also show some district / region wise variation within each indicator.
- The performance measured during the study when compared with the latest reports of the monitors visited the school vary to some extent. Possible reasons for variation include time lag between the previously reported data and the present study, which is between 1-3 months and the fact the study. More so, the measurement criteria used by monitors and that used by the study team for performance parameters varied. It was found out from the survey of monitors that understanding of performance parameters in all cases are not the same as used by the survey team.
- Comparison of study findings with district and zonal level aggregate figures for performance measure indicate improvement over 1st CRCC report in several indicators. Though the sample is limited for any conclusion, it can be inferred that there is positive impact with samiksha implementation on overall functioning of school.

Assessing the progress happened because of Samiksha since the time of implementation:

- The progress due to Samiksha was analyzed in two ways. One, the progress trend reported through specified formats for the monitors which is part of analysis under 2nd objective and offers comparison between initial and recent reports of CRCC of sample schools. The improvements here can be attributed to some extent to monitoring process though it could be due to various other reasons. The other way to measure impact is direct actions taken on the issues identified in Samiksha reports. This aspect has more direct linkage and can be attributed to the monitoring efforts. Monitors' suggestions in their reports and action against these were analyzed as part of the analysis.
- Analysis of initial and recent reports of CRCC indicates that the progress has happened across all the components of Samiksha in all the districts but the rate of progress varies across zones and districts. Northern zone is progressing fast in all the components. It is leading the other two zones in terms of progress. Central and southern zones are also progressing but the progress

  differs across components. Rate of progress in central zone is better than the southern zone in school environment, co-curricular programme and school community link.
- District Jharsuguda of the northern zone has made tremendous progress in comparison to other two districts (Bolangir and Sonepur) of the same zone. In some of the components the progress made in district Jharsuguda of northern zone is followed by district Ganjam of the southern zone and in some of the components is followed by district Bolangir. Jharsuguda is followed by district Ganjam in curricular

programme and school management and is followed by Bolangir in school environment, co-curricular programme and school community – link.

- In central zone largely district Mayurbhanj has progressed well in comparison to other two districts of the same zone in components school environment, curricular programme and school management. District Mayurbhanj is followed by district Jajpur in terms of progress made in the remaining components.
- In southern zone district Ganjam has made significant progress which has followed largely by Rayagada in components school environment, co –curricular programme and school community link. Analysis of the actions taken on the issues suggested by the monitors indicates that the activities are resolved everywhere and there has been improvement in school functioning across all the districts but the rate of activities resolved differ across districts and in rural blocks/ urban conglomerations. Highest percentages of activities are resolved in urban conglomerations across districts. Urban conglomeration of district Bolangir is found with high percentage of resolved activities followed by Jharsuguda, Jajpur and Ganjam.
- Effectiveness of Samiksha monitoring mechanism is also explicitly clear from the percentage of issues resolved. It was found from the headmasters and teachers that out of the total issues identified 54.36 percent issues are resolved. It is also interesting to note that highest percentage of issues are identified by monitors in component school environment and curricular programme i.e, 24.5 percent and 36 percent and highest percentage of actions are also taken to resolve those.
- Highest percentage of issues are resolved in component school environment, such as classrooms named after eminent personalities, rivers and trees, idea box, cleanliness habit among children and clean classroom.
- Highest percentage of issues are resolved in component curricular programme, such as regular correction of textbook practice exercises, teacher knows every child by name and social background and peer learning encouraged in classroom.
- Samiksha has enabled the monitors in such way that they are able to see and assess all the aspects of school functioning even beyond the list of 80 indicators. Monitors have recommended 2 percent of such activities which include children performance, children attendance and new classroom construction or repair, distribution of textbook among children and fire extinguisher in school.

Identification of gaps in implementation of Samiksha

- Though monitors for samiksha have defined number of schools to be visited every month, there is no monitoring plan with pre identified schools. Consequently, number of visits to schools is not uniform.
- In the sample selected for study it is found that CRCCs have visited some schools once or twice only while some schools were visited more than times during the last 13 month period. The visit by BRCC and SI also show similar pattern and because of many repeat visits to the same set of schools, there are many sample schools which have never been visited by them.
- In absence of the monitoring plan, the scheduling of school visit also non uniform. In almost 60 percent of the sample schools there are instances that two to four monitors have visited the same school during the same month. There is scope to improve school visit and scheduling plans.
- While there is emphasis of school coverage and visits of CRCC and BRCC have increased, quality of monitoring should also be give adequate focus. Discussions with monitors indicate that shortage of time reduces focus on processes like observing classroom transactions.
- Being a surprise visit the monitors are not able to interact with SMC/VEC who has an important role to play in improving the functioning of school.
- The method of monitoring varies as is reported by SMC/VEC and DI/DPC. The interaction between both of them is very limited as most of the time SMC/VEC are not available on the day of the visit and DI/DPC has to interact with head master to measure the performance.

- Majority of BRCCs reported that quality subject teacher is an issue which needs to be taken care of otherwise attaining the desired objective of Samiksha would be difficult.
- It is also suggested that for effective implementation, the zone defined for CRCC and BRCC need to be equally distributed and frequent change of area needs to be done to avoid favoritism.
- Since, the monitoring is a time consuming process to review and implement, a block level review committee needs to be there who can collate the data and share at the state office and vice versa.
- The monitors also suggested that for data consolidation, IT based mechanism may be established for supporting the current process. Two percent of the BRCC/SI also suggested that if Samiksha can concentrate only on classroom management, and school management is left to separate administrative wing, it would be beneficial for improving quality educational system.

LINGUISTIC & BASELINE SURVEY OF 14 TRIBAL LANGUAGES OF ODISHA

Academy of Tribal Language and Culture,
Bhubaneswar

OBJECTIVES

1. To identity schools with monolingual situation in each of the 14 languages.
2. To assess the level of understanding of Odia language by Tribal Students and their parents for supporting MLE.
3. To assess the level of understanding of the Tribal Language by non-tribal teachers.
4. To ascertain the attitude of the stake holders for introduction of Mother tongue based MLE.
5. To identify the local resource persons (educated youth) from community for supporting MLE.

SCOPE AND COVERAGE:

The study was limited to Kalahandi, Mayurbhanj, Sundergarh, Bargarh, Nuapada, Koraput, Malkanagiri, Nawarangpur, Sambalpur.

METHODOLOGY

SAMPLE

Related to education, especially primary education in tribal Odisha study blocks have been selected for the purpose. These respondents are

· Child learners – The students – the immediate stakeholders

Teachers – the Service providers

· Parents – the mentors and mediators success of the primary education

The study has railed on random sampling method. For taking of students and guardian parents random method was adopted because of its convenience for utilizing the services of a large number. In case of teachers, for their countable numbers selective method was adopted.

Normally a student respondent was chosen from among the next higher class i.e. from class IV &V preferably for sharing their experience of learning in primary level. In case of guardian parents people of all section of life were taken as samples to give a full flagged view about the system prevailing in field of educating their children. They include people having exposures like cultivators, daily wagers, teachers, lawyers, businessmen, mechanics, social activist, house wife etc. and people having no exposure what so ever. Their views have given the study a much dynamic picture about their experiences and aspirations about the primary educations. The teacher respondents are of 3 different categories

1. Non tribal teachers
2. Teacher from the same tribal community
3. Teachers from other tribes

Their experience in and around the school in dealing with the education the parent guardians and also the student learners are supposed to be the most vital in providing clues for remedial measures in direction of primary education.

TOOLS

A. Identification of Areas
B. Preparation of Questionnaire 164
C. Selection of Research personnel
D. Selection of respondents
E. Analysis of data

MAJOR FINDINGS:

- Out of 14 languages under study only 10 tribal languages have monolingual schools having more than 90% of student strength of the target languages. They are Bhumija, Bhuiyan, Binjha , Bhunjia, Desia, Didayi, Gadaba (Gutab), Gond, Ho and Kharia
- Rest 4 tribal languages do not have mono lingual schools. These are Banjari, Gadaba (Olari), Mahali and Mirdha. Reasons for less strength in the schools can be attributed to the following;
- Scattered settlement of concerned tribal habitat.
- Migration to different places in search of livelihood.
- Urbanised mind set of the concerned tribe.
- Students belonging to 3 section of Bhumija i.e. Teli Bhumija, Haladia Pokharia Bhumija & Desua Bhumija, Mahali, Mirdha, Gadaba (Olari) are found using 60% of vocabulary and word of the state language Odia.
- Tamudia section of Bhumija speak only Bhumija language which is close to Munda in all respect. Munda language has already included under MLE by OPEPA. While considering Bhumija, OPEPA authoritymay consider accordingly.
- In case of Olari Gadaba it is found that most of them have shifting of language to Desia, which they use at inter, intra community level for communication.
- Mahali is considered as a dialect of Santali. And people of the tribe have shown a very apathetic attitude towards their language.
- It is found that Mirdha, Kisan and Kuda are language of the same ethnic group and interact in a common language called Kisan. But majority of Mirdha student are in use of Odia, as their mother tongue.
- The Paudi Bhuiyan one of the primitive section of Bhuiyans who have settled in Khuntgaon area of Bonai subdivision in the district of Sundergarh are using a corrupt form of Odia having level of understanding around 50%.
- The native language of each tribes are used as formal communication of medium in the family for the children in their formative period.
- Language socialization in the tribal families is basically done in their own families.
- The language proficiency of tribal learners is confined to understanding and speaking. That is not extended to reading and writing.
- The absence of script of most of the languages have made them handicapped in scripting their oral traditions to literary form.
- This becomes a cause for lack of interest to read and write other language.
- The child exposure interaction in the school makes him socialized in Odia. In course of time, this learning gets diffused in tribal families due to the inability of the family members to use Odia.
- Non use of Odia in places other than schools causes more problems in practicing it.

- There are some sort of culture related problems arising out of cultural diffusion between tribal and odia languages. The tribal songs, tales, riddles etc. which are part of oral tradition of the tribals find maladjusted in Odia expression.
- This has resulted in thinking that Odia language is an imposition on them at least psychologically.
- Tribal parents accept the language shift of their children to know the dominating language i.e. Odia to availing of better prospective. But they are unanimous in their opinion that Odia the state language can be given due importance and weight at a later period. 165 may be rendered in the mother tongues of different tribes with Odia script.
- Tribals have the impression that their communal identity, harmony and self respect lies with preservation of their mother tongue.
- Due to structural, morphological and phonological differences the language shift seems possible but convergence is not.
- The non tribal teachers are not much enthusiastic to learn the language of the area where they serve.
- The stake holdera show their helplessness in understanding of text book language Odia without any support from their teachers.
- The stake holders are of the opinion that the primers in their own languages written in odia will come in aid of their language learning.
- People of all the 14 tribal languages on study have identical feeling that their mother tongue should be the medium of teaching in the primary level, because
- It will give confidence to the learners
- It will ensure better opportunity for understanding
- Linguistic independence of the languages will be maintained
- Cultural ethos of the tribes will be ensured
- They will have their community identity for language is the main phenomena of the community
- Their sense of pride will be established as use of mother tongue enhances one's prestige. Tribal parents and the teachers are of opinion that for better understanding the text book

5% SAMPLE CHECKING OF DISE DATA

AMC Research Group, New Delhi

OBJECTIVES

1. To cross check the DISE data with the PES data and to find out the deviation as well as the precision levels.
2. To make field level observation on:

a) Cooperation of Principal/ Head Teacher in providing data
b) Status of records of schools
c) Training of Principal/ Head Teachers in filling up of DISE data
d) Availability of infrastructure and computer professional in the District MIS unit
e) Data feeding arrangement made at District level
f) Feedback to schools in terms of School Report Cards
g) Availability of DISE data at all levels
h) Evidence of sharing workshops at all levels for dissemination and awareness about DISE data
i) Display of key information on the School Display/Information Board
j) Use of DISE data in planning

3. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES
4. To suggest measure to reduce the extent of deviation between DISE data and PES data.
5. To recommend the changes to be made in improving the DISE and PES operations as well as formats especially to make them more effective for cross checking and for making the DISE data more relevant for prepar

   ing Annual Work Plan and Budget by improving its quality.

METHODOLOGY

SAMPLE

Nayagarh, Kandhamal and Ganjam .Data for the study was collected from 413 schools spread over three districts selected for the study.

TOOLS

Post enumeration Survey Format

MAJOR FINDINGS

- The overall deviation of DISE data from PES data, in respect of all comparable items, is 0.41%, which is within the range of permissible percentage of deviation i.e. 10%, and there by giving a precision level of 99.59% for DISE data in relation to PES
- The comparison of DISE and PES data 2011-11 has reflects that the DISE data differ from PES data in 2.42 percent schools in case of year of establishment, 2.66 percent schools in case of school category, 1.93 percent in type of school, 1.69 percent on lowest class, 1.69 percent on highest class, 2.66 percent on 'school management' and 0.48 percent on medium of transaction.

- Further, it reveals that the percentage deviation of DISE data from PES data is 3.00 percent on Teachers in position, 0.97 percent on status of school building, 6.49 percent on number of classrooms, 4.99 percent on children enrollment, 2.53 percent on SC children enrollment, 10.94 percent on ST children enrollment, 15.37 percent on number of repeaters, 10.45 percent on enrollment of children with disabilities, 3.46 percent on last year annual examination results and 2.92 percent on Source of drinking water.
- In many cases, due care has not been taken by the Head Teacher in filling up the DISE data and proper verification of DISE data has not been made by the CRCCs and BRCCs.
- The high level mismatch on items like number of repeaters, enrollment of ST children and enrollment of children with disabilities have occurred due to wrong or no entry of data in DISE format and improper cross-checking of DISE data by the concerned CRCC, BRCC and other supervising personnel.
- A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 43.12 percent of sample Head Teachers/ Principals have shown very good initial response to the PES study team. Again, 48.42 percent of sample schools showed a very good status on maintaining the records of the schools
- With regard to training aspect of Principal / Head Teacher in filling up of DISE data, 86.92 percent of Head Teachers have received the training either at Cluster level. All of the sample Districts have the requisite softwares for DISE data entry and these softwares have been provided by State MIS Unit. The prescribed arrangements have been made in the sample Districts to provide computerized School Report Card.
- All the sample schools in three sample district did not have their own copy of DISE DCF. It was made available at the concerned DPO. The PES team further found that the compiled DISE data of 2011-12 were not available at any of the CRC and BRC of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts. However, DPOs have planned to provide Block level and Cluster level compiled DISE data to BRCs and CRCs respectively later on.
- In all of three sample Districts, DPOs had conducted District level sharing workshop with BRCCs and CRCCs. SMC and MTA members had not been invited at CRC level to make an effort to disseminate and create awareness on DISE data.
- The field observation of the PES study team highlights that till the visit of the PES study team, no school of Nayagarh, Kandhamal and Ganjam Districts had got the School Report Card for 2011-12.
- Further, it is revealed that 83.78 percent of the sample schools have School Display Board/ Information Board. The data on students' enrollment, students' attendance, teachers in position and grants received have been displayed in 87.57 percent, 77.45 percent, 69.07 percent and 44.21 percent respectively of sample schools respectively even though all schools are required to display such information.
- Despite organization of DISE training and sufficient consciousness of Principals/ Head Teachers on the DISE activity, mismatch between DISE and PES data has been found on almost all items of comparable data.
- Discussion on DCF guideline was partially done in Nayagarh, Kandhamal and Ganjam Districts during the DISE training. Detailed explanation and doubt clarification of the DCF guidelines and concepts were not done during the training. Owing to short duration of time for data filling and cross-checking, some BRCCs and CRCCs could not properly rectify the mistakes done by the Head Teachers in the DCFs of some schools.

IMPACT ASSESSMENT OF GRIEVANCE REDRESSAL MECHANISM AND SCHOOL STUDENT HELPLINE

ICMR,New Delhi

OBJECTIVES

1. To estimate an overall impact of the two systems viz. the Grievance Redressal System and the School Students Helpline as perceived by its beneficiaries.

2. To find out the levels of awareness among the targeted stakeholders like the school age children, teachers, and parents, employees of the Department, community members and public at large.

3. To identify the bottlenecks, if any, in the system at different levels creating hindrances and delays in resolving the grievances and ways to remove them.

4. To examine the level of efficiency of the two systems and to suggest for enhancing its capabilities and its links with other state, district and sub-district level grievance Redressal mechanisms of the Department with concrete suggestions for making them empowered grievance Redressal units.

METHODOLOGY

SAMPLE

The sample of the present study consisted of two districts from each Revenue Division of the state with highest number of grievances and students' helpline calls were selected for the study. All the officers of the Department at different levels (from the sampled districts) concerned with the Redressal of grievances and protection of children's rights to education were also included in the study. The sample includes 220 students,, teachers/HMs, VEC/SMC Community Members each and six number of BRCC and CRCC.

TOOLS

1. Impact Assessment study on Grievance Redressal System
2. Awareness on Grievances Redressal system (Employees of the Department
3. Investigators Schedule for collection information on GRS/SHL
4. Impact Assessment Study Questionnaire on school Students' Helpline for Student.
5. Interview Schedule for Teachers and Headmasters of Elementary and Secondary level regarding SHL
6. Interview Schedule for Impact assessment study on SHL meant for VEC/SMC/Parents and Community
7. Questionnaire for impact assessment on SHL by DI, BRCC using administrative an academic inputs
8. Interview Schedule at the Cluster Level for CRCC
9. Case study for SHL and GRS

The findings of the study are as follows:

Grievance

Organisation wise every district has an officer designated for the purpose of GRS not the below the rank of Dy. Director. Grievances are received from Grievance Cell, Ministry, CM Grievance Cell, Commissioners GR Cell, and through e-mail, post, fax, SMS, and news clippings.Regarding the periodicity monitoring of grievances no specific response has been available. The categories of grievances received are withholding pension, date of birth, service regularization, delay in arrear payment, transfer , allegations, recognition, promotion, training, rehabilitation, text book availability, block grant facilities, midday meal etc.

The officer follows the personal hearing of the complaint as a part of the process. By and large there is a tendency to shield lower level officer when a complaint is made against them. Action is taken when the internal grievance Redressal machinery neglects their duties when the power is vested with them to recall for long pending cases and decision thereof.

On the basis of specific items wise findings certain general observations are made in respect of each department.

School and Mass Education Department

It is felt that absence of complaint box at the reception ,non-maintenance of consolidated receipt and disposal of grievances, absence of accurate reasons given for pending grievances, lack of proper monitoring of grievances ,delay in disposal , unspecified bottlenecks, lack of vision for systemic changes of the system, concern for intra personal problems of handling grievances of its employees ,and lack of issue of acknowledgement of complaints appear as negative indicators of the impact on efficiency of the GRS system.

Odisha Primary Education Programme Authority (OPEPA)

From the observation of specific finings a few remarks need attention for systemic improvement and increased efficiency of GRS in OPEPA. There is a necessity for an officer to be designated for the purpose, installation of a complaint box, designated officer in charge of several districts coming with the purview of OPEPA, more monitoring and keeping entire week days open for receiving the complaint in the cell . These elements are conspicuously absent in the reported data which cast serious doubts on the efficiency of GRS system in the organization.

Elementary Education

There are certain lapses in the functioning of GRS in the Directorate. Absence of complaint box, at the reception, non-maintenance of statistics of complaints, lack of detailed reasoning out of the pending grievances, no specific time for monitoring, absence of any suggestion for corrective action or systemic changes, indifference with regard to discussion with association, no action in case of default of the internal grievance machinery. Obviously these factors are basic deficiencies in the GRS to handle grievances in a realistic manner and to the satisfaction of complainant. Attention of appropriate mechanism is therefore drawn here on the basis of data obtained.

Secondary Education

Absence of complaint box, lack of clear explanation of recorded but not explained cases 29 in number, accurate reasoning of pending grievances, ,lack of personal hearing of the complaint, neither weekly nor monthly nor on a specified date , keeping complainant in dark about to time take decision on grievance an experiential suggestion for improving the GRS system , lack of interaction with professional groups, are some

of the deficiencies observed in the data given in preceding tables under the Directorate of secondary education which need attention for overhauling the system.

Teacher Education &State Council of Education

The Directorate should place a complaint box at reception, maintained consolidated records of grievances, receipt, disposal, pending , carry forward and assign proper reasons for such cases as required. There is a need to follow a single window system for disposal of grievances.

[illegible]

The district level organizations include DPC,CIs, DIs and OICs.

GRS system as is functioning at the level of DPC seems to be by and large efficient, in terms of the indicator of efficiency mentioned in different tables and in its impact on the employees.

In the office of the CIs the findings on over all basis indicate that there is existence of GRS proper processing procedure, review and action taken, communication, delegation of authority, well defined channels of receiving complaints, moderately satisfactory level of disposal, review and monitoring, preferential system, to the under privileged and positive impact on employees and outlining various issues related to GRS by and large substantiates the efficacy of the system in operation. Unfortunately categorization of complaints, bottlenecks and suggestions are not pointed out.

The GRS working at the DI level is as per the procedure laid down in GRS and there is proper following of the procedures. The GRS at this ground level has also made an impact on employees and all other concerned in matters relating to redress of the grievances.

Considering the rate of disposal and factors related to such action it is observed that in most cases the disposal has been timely and only a very few cases up to 5% are pending which is a healthy functional indicator of efficiency of GRS.

GRS at Block and Cluster Level

GRS function at Block and Cluster level has been examined by considering responses of BRCC and CRCC Of the six districts surveyed five BRCC reported receiving complaints. Total Number of grievances received was 50 and deposed off cases are 47. Reasons cited by all BRCC regarding grievance are service matter, promotion, irregular payment of salary, problem regarding Mid Day meal Supply in all the six districts. No mention has been made with regard to difficulty faced in handling complaints. The suggestions offered by them are delegation of power, quick disposal of grievances, man power in office, establishment of GRS Cell, alligators if false are to be punished.

At the level of CRCC the disposal rate of grievances is 33.34% and 66.66% forwarded to higher ups. The category of grievances range from leave, irregular payment of salary, problem regarding Mid ay Meal supply, in case of all CRCCs and partly service matters, promotion, constitution of SMC an negligence of duties by teachers as reported by some CRCCs. Disparities are seen in the report of CRCC of Bhadrak and Sambalpur regarding the delegation of authority. The suggestions offered by CRCC are virtually same as that of BRCC.

School Students' Helpline

On overall basis hardly 30% of students did use SHL facilities which reduce the overall impact of SHL as a grievance redressing mechanism in the school system. While overall percentage of students feeling free reaches 70% this is predominantly more in almost all the five districts except the district of Cuttack where the percentage of students' response about feeling free to complaint is 51.72%. This is a healthy beginning.

Implicitly the students feel that they are free to make complaint as indicated in the previous statements yet they have a feeling that the teachers do not appreciate receiving their grievances through SHLFacility as

machinery for grievance Redressal of students has failed to achieve its purpose of expressing grievances freely. Obviously therefore authorities have to look upon this atmosphere of dismay.

89.4% of students indicated that they are happy on the overall use of the SHL system. It is clearly seen that 98.18% of teachers and headmasters accept SHL as a systematic procedure for redressing student grievances.

Ganjam and Gajapati they still continued to feel that this is not an effective system for reducing the harassment of students. It is observed that 97.72% of teachers are aware of the operating procedure without much of District wise variations. The overall average taken from six districts indicate 80.45% of teachers and headmasters are aware of the condition.

87.27% of teachers and headmasters are aware of the parent's role and right to make complaints through SHL85% or above SMC and Community Members in each district are aware of the existence of SHL in schools.Except for the district of Ganjam the members expressed the need for using SHL for presenting grievances to the tune of 80% and above averaging 72.27% over all the six districts.

Except for the district of Jharsuguda and Sambalpur in the remaining four districts over 95% of the members felt that it is essential for parents to make use of the system.80% and above reading their role in SHL where the least being in the district of Gajapati where only 25% of members felt it so.Except from the district of Angul, Cuttack and Gajapati the students responded that SHL is time consuming process in meeting their needs and problems whereas students of Ganjam, Jhargsuguda and Sambalpur were on the average line in expressing their opinion.

It is observed that while in the district of Angul,Cuttack and Jharsuguda nearly 2/3rd of students accepted continuity of feedback over their grievances in the remaining districts i.e. Ganjam, Gajapati and Sambalpurtheir acceptance of continuous feedback is much below the average level drawn over all the six districts (54.54%).The teachers and headmasters considered the system introduced of late to reduce incidence of students' grievances with successful handling in the school system felt that the system is user friendly and the students can make use of it comfortably to their satisfaction.

The teachers and headmasters consider SHL as a helpful mechanism for solving academic problems of the students, the percentage of teachers expressing such opinion are around 90% in the district of Cuttack, Ganjam and Jharsuguda.

The SMC and community members to the tune of 77.72% accepted that the help line is accessible which denotes that the system is or can be used by them and as such its accessibility is ensured.Lack of concern of the school authority for the other members of the society and functionaries for using the SHL system is a natural constraint.

There is a pressure from the public to make use of the system and give priorities to different cases. There is a need for the system to be time bound if it has to function in the school system.

EXTENT AND ISSUES OF OUT- OF- SCHOOL CHILDREN IN ODISHA

ICMR,New Delhi

OBJECTIVES

1. To analyze the prevalence, incidence and causes of out of school children in the three types of districts categorized on the basis of number of such children.
2. To identify the issues associated with the enrolment, mainstreaming and retention of the out of school children, separately for dropouts and never enrolled children.

Methodology

The sample for the study includes 14 districts i.e. Kalahandi, Keonjhar, Mayurbhanj, Nabarangpur, Rayagada, Angul, Kandhamal, Nuapada, Sundergarh, Boudh, Cuttack, Jharsuguda, Jagasighpur and Puri, 56 blocks, 270 clusters, 840 schools, 840 Headmasters, 625 parents, and 842 SMC members.

TOOLS

Details of Out of School Children between 6 to 14 years age group, Information sheet for Never Enrolled and Dropout Children, Interview schedule for member of SMC/PTA/MTA/PRI, School Information Schedule (for the headmaster), Interview schedule for parents of not enrolled children, Interview schedule for parents of Dropout children, Information Sheet for Never Enrolled Children

MAJOR FINDINGS

1. The number of out-of-school children found in the sample survey was 855 in 14 sampled districts.
2. The number of children in the age-group 6-14 was 480 in rural areas and 375 in urban areas.
3. Percentages of out-of-school boys and girls in the age group 6-10 years were 54.61% and 45.38% respectively. For the age group 11-14 years, the percentage of out-of-school children was relatively higher among girls (49.01%) than girls of the age group of 6-10 years (43.83%). However, the percentage of boys remaining Out of School in the age group of 6-10 years is more than the percentage of Out of School children in the 6-10 years age group.
4. Among the children in the age group 6-14 years who were out-of-school, 1.98% were those who never went to school and 98.01% were those who had dropped out from school after one or more years of schooling. Among the out of school children in the age group 6-10 years the percentage of dropouts was 99.33% and in the age group 11-14 years was 94.9%.
5. Socioeconomic factors, such as unstable situation of villagers. settlement, were found important for OOSC; for example, areas with high percentage of refugees or returnees, and semi-urban areas with new settlements were characterized by higher OOSC. Rural schools excelled other schools and lower OOSC.
6. A high failure rate was reported to occur in grades 2, 5 and 7 i.e. at the transition grades from one level to another, which indicates a low level of students' achievements and result in students not prepared to continue in the next grades.
7. Many of the factors which contribute to out of school children are common to many districts throughout the sampled areas of the Odisha while some of them may be unique to particular district.
8. The reasons given by SMC members are mostly poverty and illiteracy of the parent related reasons. In most districts (8 out of 14), around 16 percent SMC Members/ parents said that the main reason for

out of school children was that the illiteracy of the parents or their family. The next important reason given by SMC Members/parents was that 'child labour'. The third reasons that emerged as important was 'child's involvement in household work or other income generating work of parents (14.85%)'.

9. For girls, early marriages, social problem and distance to school were reported as important reasons for Out of School of children.
10. Children from poor and illiterate families drop out more than others; an indication that the gap between poor and rich may widen as regards education.
11. Majority of SMC Members / parents (31.95%) felt that parents should be motivated to send children to school regularly in order to reduce drop out as well as never enrolled rate.

RECOMMENDATIONS

- Areas specific reasons may be find out through a rigorous study, accordingly concern authority may take need full actions in this regard.
- Community participation is an important instrument to ensure accountability and improve the day-today functioning of schools. This in turn means that the management of schools, including the use and management of funds, should be decentralised to local authorities as far as possible, whether they be panchayats, Village Education Committees or municipalities, and to School Boards that have representation of all stakeholders including parents
- Teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. Teaching posts with qualified teachers must be expeditiously filled up. Nonteaching official duties such as electoral activities should not be allowed to interfere with the teaching process.
- Curriculum reform remains a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. Language issues must be explicitly taken on board in designing school curricula and methods of pedagogy. The content of books and number of subject are other aspects to be revised. Six. seven subjects per grade in the lower level seem to be too much. The content of the books is heavy and often not adapted to children's level. A thorough revision of subjects and textbooks is recommended.
- Early childhood education is extremely important and must be universalized through close coordination with line departments.
- Why some girls attend school and others do not require more studies. Successful interventions need to be spread.
- The wide gap between different types of schools should be studied further and the main reasons for lower and/or higher rate of drop out should be searched. The findings may result in recommendations for applicable interventions.

MID-TERM ASSESSMENT OF CAL PROGRAMME

Human Development Foundation,
Bhubaneswar

OBJECTIVES

i. To assess the enrolment status, attendance rate and retention rate of students in CAL and non CAL schools.
ii. To assess the achievement level of the learners in relation to the content inputs extended under CAL in different school subjects in CAL and non CAL schools.
iii. To ascertain the performance level of teachers in schools covered under CAL with regard to their performance, attitude and motivation.
iv. To find out the infrastructure facilities of schools covered under CAL programme and the monitoring mechanism adopted for CAL programme.
v. To find out the role and level of involvement of Head-teacher as well as SMC members and parents in school management and CAL programme.
vi. To compare the findings of midterm assessment survey with the results of Baseline Assessment Survey

METHODOLOGY

Scope and Coverage:

All the 30 districts of the state were included in the study. The school units were 450 CAL schools (50% of all 900 schools where CALP has been implemented) and 300 non-CAL schools. The non-CAL schools were selected from the same blocks having the CAL schools. Students of Class-V, VI and VII were included. Care was taken to include 10% of students (including boys and girls) from each class following systematic sampling method. All teachers of all selected 750 schools (including the head teachers) and approximately 10% of parents of selected students along with SMC members were included in the study.

SAMPLE

The school units sampled for the study were 450 CAL schools and 300 non-CAL schools from all the 30 districts of Odisha. The sample included 8081 students from classes V, VI and VII from 450 CAL and 300 non-CAL schools, 737 head teachers, 2042 teachers, 2827 SMC members and 1455 parents.

TOOLS

The tools used in the study were: (a) School Information Schedule (b) Interview Schedule for Parents/SMC Members (c) Interview Schedule for Head Teachers / Teachers (d) Classroom Observation Schedule (e) Focus Group Discussion (f) Learner Achievement Tests in Mathematics, Science, English and Odia for students of classes V, VI and VII. The tools were shared with experts and OPEPA and necessary revisions were effected on the basis of suggestions received. Data were collected through a team of trained field investigators who were specifically trained for the purpose. The data were analyzed both quantitatively and qualitatively.

MAJOR FINDINGS

Student enrollment, attendance and retention

i. The student enrollment figures were consistently higher for CAL schools as compared to non-CAL schools in all the three classes (classes V, VI and VII) for both the years, 2010-11 and 2011-12. On average, nearly 20 to 23 more students got enrolled in all the three classes (V, VI and VIII) in CAL schools as compared to non-CAL schools and the trend was almost similar for boys and girls, for northern, central and southern divisions, for SC, ST and students from other categories and also for the years 2010-11 and 2011-12. The impact of CAL on student enrollment was highly favorable.

ii. It should however be mentioned that the enrollment figures did not substantially differ from 2010-11 to 2011-12. The pattern of enrollment across divisions, gender and categories remained almost the same in 2010-11 and 2011-12. Thus the impact of CAL was not progressive in nature; the enrollment differences between CAL and non-CAL schools remained same across the two year period

Learner achievement

i. The mean performance level did not hit 60% mark except for Science for Class V students and Odia for Class VII students. However, CAL schools had a slight edge over the non-CAL schools in all subjects across classes V, VI and VIII. The mean percentage achievement of students of all classes in CAL schools in four different school subjects exceeded that of their peers in non-CAL schools by 2% to 3%.

ii. Across dimensions, classes and subjects, the CAL schools yielded higher mean percentage scores than the non-CAL schools, though these differences were not equal across all dimensions. Both boys and girls in CAL schools had an edge over their peers of non-CAL schools but the differences were not large enough; the differences were in the range of 1% to 4%. Division-wise differences between CAL and non-CAL schools were not consistent.

Teacher perceptions and performance

i. Students in 62% of CAL schools enjoyed classroom teaching compared to a figure of only 42% for non-CAL schools. The space in the computer lab in the CAL schools was good or very good in about 58% of the schools. Nearly 90% of the computer lab was clean and either safe or partially safe.

ii. In nearly two-thirds of CAL schools, digital content examples were used in the classroom (71.3%) and teachers linked classroom teaching with CAL digital contents (74.6%). It was observed that in about 60% of schools, CAL had either good or very good impact on child's learning and in about 28% of schools, the impact was in the normal range.

Infrastructure and monitoring

i. Three-fourths of CAL schools had a separate room for computer aided learning. While CAL contents were available in 95% of schools, the picture in respect of content mapping was poor as it was done in only 47% of schools. 93% of schools were regularly monitored by CRT and CRCC. 97% of the schools had the CAL programme coordinated and managed by a school teacher while the CALP in rest 3% of schools was managed by outsource instructors.

ii. About 25% of school buildings were above-average and the rest 75% were judged to be poor. The quality of computers, supply of computer accessories and classroom facilities were either average or good in 33%-40% of schools; the rest were poor. The provision for CAL classes was well reflected in the time table in only 54% of schools; in rest 46% of schools, the time table did not show a systematic provision for CAL classes.

Community and parent involvement

i. A substantial percentage of community members felt that students' interest in learning increased because of computer technology (82.5%), that learning was made more joyful for students because of

computers (82.5%) and that student attendance increased because of CAL (80.4%). But there was a substantial decrease in the percentages of community members responding to questions that computers were functioning properly (57.4%), that teachers were competent to handle computers (62.7%) and that teachers changed their teaching method because off CAL (69.5%).

ii. The figures for the entire state indicate that 54% of community members reported of their involvement in CAL either regularly or occasionally. The nature of support provided by the community members were: weekly monitoring and supervision (30%), arranging chairs and tables (22%), providing help to students as per requirement (18%), taking initiative for increasing enrollment (14%), motivating parents and minimizing dropout rate (8%). The reasons for non-involvement by those not involved were: not interested (37%), no scope for involvement (35%) and no initiative taken by the teachers (16%).