

RESEARCH ABSTRACT

VOLUME - XV
(2012-13)



ଶିକ୍ଷା ଅଧିକାର
ସର୍ବଶିକ୍ଷା ଅଭିଯାନ
ସଭିଏଁ ପଢ଼ନ୍ତୁ ସଭିଏଁ ବଢ଼ନ୍ତୁ



ODISHA PRIMARY EDUCATION PROGRAMME AUTHORITY

SHIKSHA SOUDHA, UNIT - V, BHUBANESWAR



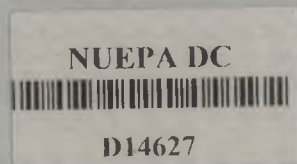
Tel. No.: 0674-2536631 (O)
0674-2322732 (O)
Fax No.: 0674-2396836
E-mail : secysme@gmail.com


Smt. Usha Padhee, IAS
Commissioner-cum-Secretary to Govt.
S & ME Department
Govt. of Odisha

PREFACE

Research and Evaluation is a critical input for bringing out improvement in the implementation of programme interventions under SSA. I am glad that OPEPA is publishing Research Abstract Vol-XV which contains major findings of the Research Studies conducted during the year 2012-13.

I hope the booklet will be beneficial to planners, researchers, implementers in taking up innovative and appropriate action plan for bringing out improvement in the field of elementary education.




Smt. Usha Padhee

CONTENTS**Volume XV
(2012 -2013)****State Level Studies**

S.N.	Title	Researcher/ Agency	Page No.
1	Cohort Dropouts Study and the Issue of Out of School Children	KIIT, Bhubaneswar	01
2	Impact of training under CAL programme	KIIT, Bhubaneswar	07
3	Impact of Assessment of Sahajog Training on SMC/ PRI members	KIIT, Bhubaneswar	14
4	Attendance level and attitude towards CWSN in schools and resource support provided by IE volunteers and BRT	AMC, New Delhi	17
5	Effectiveness of "Samadhan" on the teaching-learning process	AMC, New Delhi	27
6	Assessment of the content knowledge of elementary school teachers of varying academic background in Mathematics & Science.	RAC, Bhubaneswar	33
7	Achievement of Santhali Children studying in Olichiki & non-Olichiki schools of Mayurbhanj	MMR, New Delhi	38
8	Sample checking of DISE & CTS	MMR, New Delhi	44
9	Learning performance and schooling process of children in Govt. & Govt. aided schools compared to that in other categories of school	HDF, Bhubaneswar	49
10	Analysis of declining enrolment in the state	ICRA, New Delhi	59

Small Scale Studies 2012 -13

S.N.	Title	Researcher/ Agency	Page No.
1	Evaluation of functions of Model Cluster Schools (MCS) under NPEGEL Scheme for Promoting Quality Education to girl students in Kalahandi district.	Dayanidhi Dalua, Kalahandi	66
2	Effectiveness of Srujan on learner's attendance, retention and achievement in Koksara block of Kalahandi district.	Makardhwaja Raut, Kalahandi	68
3	Impact of Interventions under NPEGEL on promoting quality education of Girls children in Tribal Blocks of Kalahandi District.	Jayanta KumPati, Kalahandi	70
4	Effectiveness of supplementary readers in promoting reading skills of class II students in the first language (Odia)	Lipika Sahu, Nayagarh	73
5	Impact of Home Based Education through the IE Volunteers on overall development of CWSN	Santosh Kumar Parida, BMC, Khurda	75
6	Mainstreaming of the slow learners in classroom transaction process at the Primary Level	Puspanjali Sahoo, Khordha	78
7	Status of teaching English at the Upper Primary Level consequent upon SSA	Anita Behera, Jajpur	80
8	Impact of Computer Aided Learning (CAL) on the students of Cuttack district A Comparative Study	Bobby Mohanty Foundation, Cuttack	82
9	Impact of MDM on Children's Health, Educational Status and School Environment.	Dr. B.Senapati, Dhenkanal	85
10	Effectiveness of Computer Aided Education Programme for Learners Achievement Level in Ganjam district	A. C. Bindhani, Ganjam	87
11	Impact of Teacher Training (Inclusive Education and Text Book Analysis) upon Elementary Teachers of Nuapada District.	P.K. Sahoo , Nuapada	89
12	Effectiveness of Samarthya in building capacity of Teachers on English	S.P. Acharjya, Kandhmal	91
13	Impact of Samanwaya on capacity building of the Headmaster at the Elementary Level	Pramod K.Patel, Sambalpur	93
14	Nature of participation and Attendance of the CWSN in school activities and attitude of the Teachers and Peers towards them at the Primary Level in Sambalpur District of Odisha	A.K. Panigrahi Sambalpur	96
15	Impact Assessment of Sahajog Training on SMC/PRI members in Sambalpur District of Odisha.	S. K.Mishra, Sambalpur	98

COHORT DROPOUTS STUDY AND THE ISSUE OF OUT OF SCHOOL CHILDREN

KIIT, Bhubaneswar

I. NEED OF THE STUDY

Universalization of elementary education is dependent primarily on the twin processes of enrolment and retention. With sustained efforts through the interventions of SSA in the state, enrolment of all school age children is nearing its target. But still quite a large number of children in this age group are out of the ambits of the school and more than 95 percent of such children are those who prematurely dropped out of the school. In order to enhance the retention rate, several attempts have been made to estimate and locate the dropouts like the annual exercises for DISE and the Child Tracking System (CTS), an innovation in Odisha. The study of the movement of well defined cohorts of enrolled children in the hierarchy of grades/classes of the elementary school is considered as providing a relatively more accurate estimate of dropouts at the end of any particular grade or grades. This study, intended to estimate dropout rates following cohort analysis in selected sites, shall not only provide an accurate estimate of the dropouts and the reasons thereof, but also shall provide measures to validate the earlier estimates of the crude dropout rates.

II. OBJECTIVE OF THE STUDY

1. To determine the extent of dropouts at each class level of the elementary schools of the state following the cohort method
2. To identify types of schools with large scale incidence of dropouts and the reasons thereof
3. To classify the dropouts in terms of their gender, social, and regional (rural-urban) categories
4. To suggest strategies to minimize the extent of dropouts

III. RESEARCH DESIGN AND DATA SOURCES

Dropout Rate: Dropout rate is the percentage of children of a particular class and in a particular year dropped out from the system without completing the class.

$$\text{Dropout Rate} = \frac{\text{Number of students dropping out from Class 'g' in year 't'}}{\text{Number of students in Class 'g' year 't'}} \times 100$$

Cohort: A cohort is defined as a group of students who jointly experience a series of specific events over a period of time (UNESCO, 1999). In this study five cohorts were taken for understanding the dropout situation. Overall, all the children enrolled in the school in class I to class V as on 2005-06 were taken for the study. Thus:

- Cohort I consisted of pupils enrolled in class I in 2005-06; their dropout situation was tracked till class VII (2011-12) – for seven years.
- Cohort II consisted of pupils enrolled in class II in 2005-06; their dropout situation was tracked till class VII (2010-11) – for six year.
- Cohort III consisted of pupils enrolled in class III in 2005-06; their dropout situation was tracked till class VII (2009-10) – for five years.
- Cohort IV consisted of pupils enrolled in class IV in 2005-06; their dropout situation was tracked till class VII (2008-09) – for four years.
- Cohort V consisted of pupils enrolled in class V in 2005-06; their dropout situation was tracked till class VII (2007-08) – for three years.

Repeaters were included in the tracking while transfers could not be tracked; hence while calculating the dropout rate, the number transferred children were deducted from the number of children originally considered in the cohort.

SAMPLE

Mayurbhanj, Bolangir, Khorda, Jharsuguda , Ganjam, Nawrangpur

Within each districts two blocks were taken. In each block 10 schools were taken from urban, rural, and tribal area. Thus overall 121 schools were covered in this study. Cohort dropout were recorded from schools from 2005-06 to 2011-12.

TOOLS

- Four sets of Structured and semi-structured questionnaires
1. Structured schedule for recording of secondary enrolment information class-wise year-wise

2. Interview with dropout households in high and low dropout rate areas (structured schedule)
3. Interview of head teacher / any other teachers (semi-structured)
4. Interview of key informants (villagers in important positions such as Sarpanch/Ward Members/SMC Members) (semi-structured)

Check list

IV. MAJOR FINDINGS

In terms of trend of dropout for each Cohort at district level, it was observed that:

- In Balangir district the dropout rate of cohort III was high for the first three years; for other cohorts the dropout rate was found in the first or second year only
- In Ganjam district high dropout rate (1.59%) was found in the fourth year of cohort I
- In Khordha district the highest dropout rate for cohort I was found in the fifth year (0.62%) – which shows that there is a possibility of dropout in the transition. However this result was not confirmed for other cohorts.
- Jharsuguda roughly had a decreasing rate of dropout for all cohorts over the years
- In Mayurbhanj district, the highest dropout rate was observed in the sixth year in cohort IV and cohort II
- Nabarangpur also had a decreasing rate of dropout in general barring some exceptions.
- In general, the dropout rates were higher for cohort I and reduces for the subsequent ones
- However, in Nabarangpur, the dropout of ST students was quite high for cohort IV and V – that means at the higher classes the dropout was significantly high.

Taking a cut-off of three per cent dropout rate to be a high one, it was observed that overall there were 22 schools that come under this category. The analysis of these 22 schools was taken to understand the features of high-dropout schools. The following comes out-

- No schools from Ganjam district was found in the high-dropout schools
- Jharsuguda, Nabarangpur, and Balangir were the major contributors to the dropout
- High dropout schools generally had a tendency to high proportion of ST students
- High dropout schools were generally from rural areas.

In terms of extent of Dropout

The overall promotion rate of the sample schools is 92.05 per cent – the highest promotion has been given in Ganjam district (95.02%) and the lowest has been in Nabarangpur district (85.34%). The lowest promotion rate was found in the first year; this indicates that detention or failure is highest in the first year. This pattern can be observed in all the districts, except in Jharsuguda where consistent rate of promotion (about 97%) is observed for the first three years. The major point of failure/dropout of people is grade I; In Balangir, there is no change in promotion rate after the first year; in other districts also the change is not as significant as in the first year (2005-06).

The dropout rates for the five cohorts are: 2.00 per cent for cohort I, 1.13 per cent for cohort II, 1.51 per cent for cohort III, 1.22 per cent for cohort IV, and 0.20 per cent for cohort V. The overall dropout rate is 1.24 per cent – the highest (2.37%) dropout rate is highest in Jharsuguda district, followed by Nabarangpur (2.23%). The lowest dropout rate has been observed in Khordha (0.46%).

The dropout rates for each cohort at an aggregate level (for total sample) brings out that the highest dropout is there for the cohort I; that shows that the majority of dropout is there in the first year, and it decreases for the subsequent years. In general, the dropout rates are higher for cohort I and reduces for the subsequent grades. However, in Nabarangpur, the dropout rate of ST students veers around 2-4 per cent.

In terms of regional variation in dropout rate it was observed that:

- The overall dropout rate for urban areas is 0.76 per cent while the same for rural areas is 1.51 per cent. Thus the dropout rate for rural areas is almost double that of the urban areas. The contrast between rural and urban areas is minimum in
- Jharsuguda – where dropout rate in rural areas is slightly higher than the dropout rate in urban areas.
- In Nabarangpur and Balangir the dropout rate of rural areas is significantly higher than the rural areas (more than 10 times). There are three blocks that have more than three per cent drop our rate.
- Amongst the blocks, the highest dropout rate is found in Raigarh (Nabarangpur) where the dropout rate is 4.46 per cent which is followed by Lakhanpur that has a dropout rate of 2.68 per cent. Puintala of Balangir district has also a dropout rate of more than three per cent.

Amongst urban areas only Brajarajnagar has a high rate of drop out i.e. 2.57 per cent. In fact, this is the only urban area where the dropout rate is more than one per cent.

In classifying the dropout rates for boys-girls, and various social categories it was observed that:

- Dropout rate of boys is 1.10 per cent while that of the girls is 1.38 per cent. In Jharsuguda the dropout rate for boys stands high at 3.12 per cent – followed by Nabarangpur which has a dropout rate of 1.38 per cent. Dropout rate of boys in Khordha is lowest – 0.23 per cent. For girls, dropout rate is lowest in Ganjam – 0.64 per cent. Four districts have dropout rates higher than one per cent – Balangir, Jharsuguda, Mayurbhanj and Nabarangpur. Nabarangpur has the highest dropout rates for girls at 3.21 per cent.
- In overall terms for the total sample, ST students have the highest dropout rate i.e. 2.25 per cent. The high dropout rate of ST children can be found across four districts – Khordha, Jharsuguda, Mayurbhanj and Nabarangpur. Jharsuguda has a high dropout of SC students too.

Regarding the reasons for dropout the findings were:

Group discussions were held in 22 villages / school areas where dropout instances were observed to understand the reasons for dropout and what can be done to improve the situation. The following points came out.

- All the villagers cited various reasons for dropout such as economic need, migration, involvement of children in household works, early marriage, and lack of interest of children in studies. These issues have already been discussed earlier.
- In 95% of the places people told that the households do not have a proper environment for facilitating proper studies of the child. Lack of lighting, power cut, not having electricity are impediments of making the children study in the evening.
- Further, most of the parents are either illiterate or have not done schooling properly. Such parents are not able to guide their children. In the absence of a proper economic condition, the question of providing them additional attention in terms of private coaching or teaching does not arise.
- Also, the houses are very small – be it village or slums of town. And in all the villages told that dropout children's household typically do not have a space for studying. They would have one room in general and children would not have any space where they can concentrate on their studies.

- Teachers travelling from nearby towns has been a common phenomenon – as reported by more than half of the villagers. In such cases the teachers would not be able to provide proper attention to the children.
- None of the villagers knew about right to education and the rights of child under this provision.

V. Recommendations and Action Points

FOR POLICY PLANNERS

- More intensive campaign on RTE can be implemented to sensitize people and make them aware about the provisions and benefits they can get out of this.
- Development of district specific strategies should be considered as Jharsuguda and Nabrangpur have high cohort dropout rate.
- Effective training and proper training materials should be ensured for the bridge courses. In places where the children do not have space for studying at home, it is required that the government make some common facilities such as community hall with proper lighting and other safeguards in the locality.
- Child marriage, discrimination and rude behaviour by teachers should be strictly dealt with.
- Teachers from nearby areas should be preferred for posting in any location - which will solve the problem of non-attention of teachers commuting from a distance.

FOR IMPLEMENTERS

- Teachers should be provided specialized training on identifying low-achievers, and provide extra attention for their learning - particularly in Mathematics, English and Science.
- If the concerned teacher cannot clarify the concepts, it would be useful if teachers from other schools are brought in for a certain period or at a certain frequency to clarify doubts. Such provision should be included in the educational policy of the state where convergence of teachers' expertise is made by various schools.
- For safety of girl students, adequate location-specific facilities – such as transportation or escort facility should be provided in consultation with SMC.

IMPACT OF TRAINING UNDER COMPUTER AIDED LEARNING PROGRAMME

KIIT, Bhubaneswar

I. NEED OF THE STUDY

Computer Aided Learning Programme was launched in Odisha State in 600 U.P. Schools as an innovation under SSA to upgrade the quality of education with the help of technology during 2004-05. Digital contents were developed for teaching Science, Mathematics and English for Class-V, VI and VII. Computer hardwares were supplied and two teachers from each school were trained to transact curriculum in different rounds by using digital content. In view of the success achieved during the 1st phase, the programme was extended to 900 more U.P. Schools during 2008-09. 1800 more teachers have been oriented through a 12 day training package covering computer basics and operations, digital content transaction and content mapping.

II. OBJECTIVES OF THE STUDY

1. To observe the teaching learning process in CAL schools in terms of timetable, total students coverage plan in a class, class management strategy and pedagogical skills of the teacher.
2. To examine the teachers digital content knowledge and techno-pedagogy skills based on the materials and training inputs provided by OPEPA.
3. To seek the views of community members whose wards are exposed to digital content on effectiveness of CAL.
4. To seek the views of Headmasters on the impact of CAL on school environment and local community.
5. To find out the earlier learning achievement of students reading in class-VII from class V in subjects like Mathematics, Science and English and compare the same with present learning achievement status so as to study the progress in achievement status over time.

III. RESEARCH DESIGN AND DATA SOURCES

The research study addressed the following research questions-

1. Is there any significant improvement in the teaching learning process in CAL Schools?

2. To what extent the training programme has empowered the teachers in terms of their content knowledge and pedagogical skill?
3. To what extent the Headmasters, Community members are supportive of the programme?
4. Is there any significant improvement in the learning achievement of students studying in class-VII in subjects like Science, Mathematics and English?

SAMPLE

Balangir, Cuttack, Bargarh, Dhenkanal, Gajapati, Balasore, Kandhamal, Koraput, Nuapada, Puri, Sambalpur, and Sundargarh.

Data collection was done from 66 schools from 12 districts. A proportionate number of rural and urban schools have been selected. The survey included 30 schools from phase 1 (Old CAL School) and 36 schools from phase 2 (New CAL School) of CAL programme. Overall, 66 Headmasters, 137 CAL teachers were interviewed and 664 students tested on Mathematics, Science and English and perceptions of these students gauged through interview, 118 CAL sessions (Phase 1: 57, Phase 2: 61; 43 Science, 40 English and 35 Maths) in 43 schools were observed, and school records (Exam marks) of 21,423 students were analysed.

TOOLS

1. Classroom observation schedule for 5th, 6th, 7th standards and for Maths, Science and English.
2. Schedules to test the pedagogical approach and knowledge of teachers.
3. Interview schedule for headmaster.
4. Schedule for FGD with 3-5 members of Community members.
5. School achievement records in respect of subjects like Science, Mathematics and English from Class V to VII.
6. Achievement test in Science, Mathematics and English based on digital and conventional content and student's perception of CAL for students of class VII
7. Caselets (short case studies) of selected experiences have been done and analyzed.

IV. MAJOR FINDINGS

THE TEACHING LEARNING PROCESS

- On an average there was 9.67 students for each computer in CAL classes (ranging from 1 to 37); and an average of 32.5 students (17.6 boys and 13.9 girls) per CAL session. In 59% of the cases, adequate space was available in the classroom and in 58% of the cases, the seating arrangement is satisfactory. And in these aspects, there was not much difference between Phase 1 and Phase 2 schools.
- In 82 per cent of all cases, the computer lab is neat and orderly; Phase 2 schools are slightly better. In 80 per cent of the sessions, the computer was properly visible to all the students and in 86 per cent of the sessions, all the students could hear the audio. In 85 per cent of the CAL classes observed, it was observed that all the students could operate computers at least at the basic level. In this regard, Phase 2 schools are better than Phase 1 schools.
- In 87 per cent of the cases, the teachers were articulate and were apt in using computers. Phase 2 school teachers were better than phase 1 teachers in this regard.

EXAMINING THE DIGITAL CONTENT KNOWLEDGE AND TECHNO-PEGADOGY SKILLS

- The CAL training lasted for average 9.33 days (ranging from 2 to 30 days). More than half of teachers (55% - Phase 1 62%, phase 2 48%) of the CAL teachers have undergone training for 7 days to 12 days. About two-third of such training were held at district headquarters.
- All teachers were asked six questions to understand their technical knowledge. The average of the right answers was 3.45. In the technical competency test, female teachers (average 3.65) fared better than their male counterparts (average 3.28).
- On pedagogical content knowledge of Mathematics the average score is 3.35 out of 7; for Science it is 3.28, and for English it is 2.37. For Maths, there is no significant difference between Phase 1 and 2 teachers, while for Science (Phase 1: 2.89, Phase 2, 3.67) and English (Phase 1 2.09, Phase 2: 2.66) Phase 2 teachers have fared better than their counterpart in Phase 1 teachers. Thus, 63 per cent of Maths teachers, 57 per cent of Science teachers and 56 per cent of English teachers know about the efficacy of the details pedagogical content knowledge of the respective subject.
- Teachers are relatively more knowledgeable about Maths and Science CD topics (which are in the vernacular) as compared to English CD topics; 38 per cent Maths teachers were able to locate Maths CD topics in regular curriculum, the same figures for Science was 31 per cent while that for English was only 18 per cent. Teachers also used the

search engine Google for information 25%, for Science subjects and the lowest for English at 9%.

- No significant difference was found between Phase 1 and Phase 2 teachers, male and female teachers, teachers in various roles, teachers having different qualifications, and teachers trained in different places as far as their performance in technical knowledge test as well as Maths, Science and English pedagogical content knowledge test is concerned.
- Correlation analysis shows a significant negative correlation between age of the teachers and their scores in technical knowledge. But there is a significant positive correlation between number of days of training under CAL and scores obtained by the teacher in Science. Significant positive correlations between scores in Mathematics, Science and English indicating a teacher who scored higher in one subject is expected to have higher scores in the other two subjects and vice-versa.

THE PERSPECTIVES OF THE TEACHERS ABOUT THE DIFFERENT ASPECTS OF THE CAL PROGRAMME

- A majority (74%) of the teachers (no significant difference between Phase 1 & 2 schools) agree that CAL CD contents are relevant for the school curriculum. Further, 96 per cent of teachers feel that children are more interested in stories and games than the school subject matter. A vast majority (95%) of the teachers feel that, through CAL, they are creating something new to teach the students and it is increased general confidence level of students in academic terms.
- About 65-70 per cent of teachers feel that CAL content is more effective for Class 5th than the higher classes. When we see this result in conjunction with the output from the Case Study, this shows that, the CD contents are of rather low standard and hence is more effective for lower classes.

VIEWS OF COMMUNITY MEMBERS ON CAL PROGRAM

- In 90 per cent of schools, parents (including SMC members) are aware that there is a program related to computers though most don't know the specific details about the program. In about 10 per cent of the schools, all parents did not know about this program. In another 15 per cent of the schools only a few parents knew about such

program. There is a strong correlation between the activeness of the SMC and the parent's knowledge about the CAL program.

- Parents feel that children liked CAL and even poor children benefit from CAL. They also feel that the student participation in CAL classes is higher than that found in non-CAL classes. Parents feel that there is a demand by their children for more CAL classes. But there is a feeling that CAL may not have contributed to actual, tangible learning outcomes of the students because of inadequate infrastructure and teachers.

VIEWS HEADMASTERS ON THE IMPACT OF CAL PROGRAM

- The number of computers in working condition averages at 2.52 (ranging from 0 to 6).

- As on now 20% schools do not even have a single working computer now. In 8 of the 66 schools, all the computers provided under the programme are still in working condition. About 48% of the number of computers provided under both Phases are in working condition. Phase 1 schools are doing relatively better in terms of keeping computers in a working condition.

- On an average, it takes about 88.50 days for a defunct computer to get repaired. The UPS being defunct (56%) and electricity problem (32%) are the two major reasons given for defunct computers by the HMs of both Phase 1 and Phase 2 schools.

Overall, 79 per cent of HMs feel that CAL has improved student enrollment; 94 per cent feel that CAL has improved the attendance of students as well as retention of students; 95% feel that CAL has improved student performance, and it has been beneficial particularly for the low achievers.

- However this also brings in additional responsibility; About 85 per cent (57 HMs) feel that after CAL, they find it difficult to cope in the new role. About 60 per cent of HMs feel that the agency like NIIT/any other has not provided the support for CAL; 61 per cent say that they have been provided with a user (teacher's) manual for CAL.

HOW FAR CAL HAS HELPED STUDENT'S LEARNING ACHIEVEMENT

- 664 students (15% SC, 22% ST, 35% OBC, and 27% general category; equal number of boys and girls), 98 per cent belonging to class VII and 2% belonging to other classes were taken up for this study. In terms of qualification of parents of the children, about 15 per cent of fathers and 27 per cent of mothers were illiterate. The following findings came out:

- In both Phase 1 and 2 schools, 85 per cent students have been taught through computers. About three-fourth of the children who said they have not been taught through CAL belonged to Balangir, Gajapati, Nuapada and Sundargarh district. 52% students rarely need help from teachers and within that, 34% students can even learn completely on their own. With peers, the student interaction level is better with 59% students interacting with peers at least sometimes during the CAL process. In Phase 1 schools, more students (36%) often call the teacher for help during the CAL classes than in Phase 2 schools (30%). In Phase 1 schools, more students often interact with other students (49%) than in Phase 2 schools (33%).
- Three sets of question papers were administered to students of Class VII – on English, Maths, and Science. For each paper, 20 questions of one mark each was included which had 10 questions from digital contents and 10 questions from ordinary texts of Class VII. In overall terms the scores obtained by the tests is slightly higher for CAL content in case of Mathematics (15% increase) and Science (14% increase) while in English there is a minor decrease (3% decrease). CAL content in Mathematics has been favourable to children for understanding. This pattern matches with the findings on student perception where the digital content of Mathematics has been ranked better than the other two subjects.
- The marks obtained by the students of 5th, 6th and 7th standards in Maths, Science and English year-end exams were collected for the years 2003, 2006 and 2012 from the records of schools where CAL was implemented in the first phase and the same marks of students for the years 2007, 2010 and 2012 were collected for schools where CAL was implemented in the second phase.
- Hence, it can be concluded that the performance have improved significantly from before CAL implementation to three years after CAL implementation for all the three standards in all the three subjects in which CAL is used as a tool and same is the case with average scores of all the three subjects put together.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- Appointment of exclusive CAL trained teacher or appoint extra teachers who are apt in computer aided teaching in each school so that teachers are able to devote more time for CAL classes.
- The performance of the teachers in teaching CAL is correlated positively with the educational qualifications of the teachers. Teachers have higher educational qualifications should be given priority while selecting for the CAL program.
Minor hardware/ software maintenance training programmes can be given to teachers for the safe keep of the computers.
- A projector and a more spacious room, exclusively for CAL can be provided for smooth and more effective implementation of CAL program.
- The CAL CDs need to be enriched, updated and the CAL contents of English can have an additional vernacular translation to enable it to reach the rural Odia medium students
- Development of district specific strategies should be considered as Balangir, Nuapada, and Sundargarh districts need extra emphasis for the proper implementation of CAL programme.

FOR IMPLEMENTERS

- The SMCs need to be effectively engaged with the schooling process as their monitoring and feedback can enhance the CAL classes.
- Teachers should learn to blend the CD contents with the regular curriculum.
Teachers need to empower themselves by doing short-term (hardware or software) courses in computer in the vacations.
- The teachers can be part of online ICT educational forums which can enhance their creativity in educational work.

IMPACT ASSESSMENT OF SAHAJOG TRAINING AMONG SMC/PRI MEMBERS

KIIT, Bhubaneswar

I. NEED OF THE STUDY

'Sahajog' is a 3-day training module meant for the Capacity Building of SMC and PRI members and was prepared by the Department of School and Mass Education, Govt. of Odisha. The capacity building training of the SMC members using contents of 'Sahajog' and a few complementary information was carried out in a three-tier operational scheme (for SRG at the State level; for BRG at the District level; and for SMC members at the Cluster level) in 2011 to create/strengthen awareness of SMC members regarding their roles, responsibilities and functions. At the successful completion of first year of the program then again in 2012 the same trainings were conducted to more number of members.

II. OBJECTIVES OF THE STUDY

- To study the level of assimilation of the training input on the following aspects:
 - Preparation of school development plan for respective schools
 - Seeking help from various Government Departments (Health, Rural Development, Women & Child Development, SC & ST, Panchayati Raj and Labor) for school development
 - Mobilizing Government and Non-Government Organizations (voluntary organizations, corporate sector) to extend support to schools
 - Using the facilities of student help-line and grievance-redressal system.
 - Safeguarding children's rights and needs of girl children, CWSN, and children from backward classes and impoverished geographical locations.
 - To Facilitating teacher and student attendance and enrollment of out-of-school children and stop student drop-outs
- To assess the level of Involvement and Local Authorities in school activities.
- To suggest actions/recommendations for improving the functioning of SMC in the school development activities.

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Mayurbhanj, Puri and Gajapati

90 headmasters and 180 PRI/SMC members

TOOLS

- i. Structured interview schedules for CRG/SRG members / functionaries
- ii. Structured interview schedules for Head master/Teachers
- iii. Structured interview schedules for SMC/PRI members

IV. MAJOR FINDINGS

- More than 95% 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 a need for refresher training.
- More than 90% of the members responded that SMC meeting happens once in a month and 74% of members have attended the recent meeting within last 15 days prior to the data collection.
- Around 63% members make surprise visits to the schools. During surprise visits SMC/PRI members check all the classrooms for its cleanliness, student and teacher attendance and MDM. The members tried to bring back dropout students to school. It is observed that 3.4% of drop out students have come back to school in the selected surveyed schools.
- On the basis of the perception of head master, SMC/PRI members have started involving in preparation of school development plan(78%), Ensuring attendance of teachers(51%), Opening of school on all working days(54%) and construction work in school by convergence of fund(43%).
- Around 93% of the head-teachers considered that the training was useful to the SMC members and 90% of them opined that they had noticed improvement in SMC functioning and involvement in school activities as a result of 'Sahajog' training.

- On the basis of the perception of head master, around 96% of the SMC members have monitored the construction and repairing activity in the schools. Only 36% of the SMC member have involved in mobilization of the fund and convergence towards the school development.
- On the basis of the perception of CRG and District level officials; there were much improvement in SMC/PRI member's involvement with school activities in last one year. They have shown satisfaction on training components and school level developments.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- The Sahajog training should cover all the SMC members across the entire state irrespective of locations.
- Refresher training may be arranged at the block and cluster level duly monitored by the district and state-level officials.
- The good practices that the SMCs in general have shown in school development activities need to be continuously monitored, supported and strengthened.
- In Gajapati district more strategies need to be designed to aware and strengthen the SMC members.

FOR IMPLEMENTERS

- Teachers should develop good rapport and understanding with the SMC members, so that they together can enhance the status of the school.
- On special occasions the head master should invite the SMC/ community members to schools and let them share their local experiences/history to the students.
- The SMC members should also have a strong sense of belongingness towards the school.

ATTENDANCE LEVEL OF AND ATTITUDE TOWARDS CWSN IN SCHOOL AND RESOURCE SUPPORT PROVIDED BY IE VOLUNTEER AND BRT

AMC, New Delhi

I. NEED OF THE STUDY

Inclusive education stipulates that children with special needs (CWSN) attend the same schools as their siblings, neighbors and children in the general population in age-appropriate classrooms with the supports necessary for optimizing their potentials for achievement and excellence through individualized learning objectives and educational plans. The school is supposed to provide the least restrictive environment to such children allowing them full participation in activities and sharing of school facilities. The activities implemented under SSA, Odisha are identification of CWSN, their enrollment in schools, provision of assistive devices, creating disabled-friendly infrastructure facilities in schools, teacher training and innovative pedagogical practices, establishment of block resource centers, academic support services with monitoring and supervision, and promotion of research for evaluating programme effectiveness.

II. OBJECTIVES OF THE STUDY

- To study the competency level of teachers of formal schools with regards to classroom transaction with CWSN in inclusive educational set up.
- To know the status of resource support provided for the CWSN by BRT and IEVs.
- To know the attitude of peer groups, teachers, towards CWSN.

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Cuttack , Balasore , Ganjam and Bolangir

Three hundred CWSN children and 400 peer group of CWSN in each district was selected as respondents for the proposed study. A total of 80 IE volunteers and 20 Block Resource Teachers from each sample district along with IE coordinators, DRG members, SRG members, DPC members and State IE Coordinators were selected as the sample for the study.

TOOLS

- i. Information schedule for HM
- ii. Information schedule for teachers
- iii. Information schedule for SMC members

- iv. Information schedule for CWSN children
- v. Information schedule for Peer Group
- vi. Information schedule for IE volunteers
- vii. Information schedule for BRTs
- viii. Information schedule for DPC
- ix. Information schedule for IE Coordinators
- x. Classroom Observation Schedule
- xi. Focus Group Discussion with CWSN

IV. MAJOR FINDINGS

Identification, enrollment and attendance of CWSN

All identified CWSN were enrolled in the formal schools..The enrolled CWSN children were highest (380) in Cuttack and lowest (303) in Bolangir district. Overall attendance rate of the CWSN children was found as 56.2 percent. It was maximum (60.4 percent) in Bolangir district and minimum (52.8 percent) in Cuttack district.

Around 73.8 percent children had missed school for less than 10 days, around 22.6 percent between 10 and 20 days and around 3.7 percent had not come to school for more than 20 days.

The performance of the CWSN students in the last examination (Unit- III) is not very encouraging. More than 30 percent of the CWSN students scored less than 30 percent in their last examination. Not many CWSN students on the other hand could score more than 60 percent marks in their last examination, which is conducted by their school. The overall achievement level of OH (Ortopedic Impaired), HI (Hearing Impaired), SI (Speech Impaired) and LV (Low Vision) were found as far better than other categories of the students.

The involvement of CWSN children in school activities was observed as satisfactory level in all four sample districts. Most (more than 88 percent) of the CWSN children were participating in group work and teachers encouraged them to participate in curricular and co-curricular activities and take leadership.

Around 89 percent of children accepted that they listen and understand the instruction of the teachers. Around 83 percent of the children agreed that their friends also play with them and

none of the children told that the teacher checks their assignment and correct their mistake and also teachers guided them when find it difficult to understand the subject topics. Overall 89.3 percent children told that their necessities are understood by their teachers and they have got all the books and copies.

Regularity in Attending School

The overall attendance rate of the CWSN children was found as 56.2 percent. It was maximum (60.4 percent) in Bolangir district and minimum (52.8 percent) in Cuttack district. The overall attendance rate amongst SI (Speech Impaired) children was maximum (81.9 percent) and minimum (13.9 percent) was found amongst ASD (Autism Spectrum Disorder) children. The attendance rate of OH category was found as highest (82.7 percent) in Bolangir district and lowest (69.5 percent) in Balasore district. While it was highest (69.2 percent) in Ganjam district and lowest (56.5 percent) in Bolangir district. The attendance rate of HI category was found as highest (84.9 percent) in Cuttack district and lowest (66.6 percent) in Bolangir district. While it was found highest (83.6 percent) in Cuttack district and lowest (67.9 percent) in Balasore district for LV category.

Competency level of teachers of formal schools with regards to classroom transaction with CWSN

72.9 percent of the sample teachers are also prepared different kinds of teaching aids based on the requirements for Children with special needs

82.39 percent interact with parents daily when they come to drop or pickup their children. Feedback on what the child did at school and what should be done at home is provided in an informal atmosphere.

Around 87.4 percent of the sample teachers were using activities like group work and use teaching aids during the classroom transactions but these activities are common for all children and are not particularly initiated for the benefit of children with disabilities.

During classroom activities overall 73.3 % teachers make eye contact frequently and extensively. The overall percentage for extensively and frequently on various parameters include: a) Encourages to ask questions(69.7%),, b) Clarifies students doubts, 66.6%, c) involves children in group work, , (61.8%), d) encourages children to take leadership roles, (72.3%), e) makes proper seating arrangements for CWSN (63.5%),, f) uses TLM as appropriate for CWSN, (71.4%), g) encourages blackboard activities, (65.8%), h) encourages to participate in cultural activities(78.1)%, i) involves in preparation and collection of TLM,

(65.4%), j) modify the nature of TLMs to make it suitable to the requirements of CWSN, (62.7%), k) checks their home assignments / projects work, (65.8%),l) adjust the pace of instruction to the levels of CWSN, (71.6%),m) shows desirable behaviour towards CWSN, (74.5%), provides feedback on their performance(71.5%) .

Learner's participation in classroom transaction

The overall response percentage for extensively and frequently on parameters like: (i) listens to teacher instruction, (ii) asks questions to teacher to clarify doubts, (iii) carries out individual work sincerely and completely, (iv) completes home assignment / project work, (v) participate in and complete group work, (vi) answers questions asked by the teachers, (vii) uses TLM properly as and when required, prepares TLM, (viii) understands teaching at par with normal students, (ix) does blackboard work when required, (x) takes leadership role in curricular activities, (xi) takes leadership role in co-curricular activities, (xii) participate in co-curricular activities and (Xiii) learns from peers through discussion were found as 74.5%, 72.3%, 70.6%, 63.1%, 69.4%, 67.3%, 74.4%, 72.4%, 74.9%, 65.8%, 63.5%, 65.5%, 66.6%, and 68.1% in respectively.

Class room environment

The observation percentage for extensively and frequently were found on: (i) maintenance of TLM corner with respect to CWSN in the class, (ii) maintenance of reading materials regarding CWSN in reading corner, (iii) display of updated students attendance chart, (iv) availability of space of CWSN while conducting group learning activity, (v) learner friendly features in the class room, (vi) overall organizational environment in the class room, and (vii) social aspects of the class room: 64.1%, 65.4%, 68.4%, 68.3%, 61%, 64.1% and 68.4% in respectively

Status of Resource Centre and Resource Support provided by BRT and IEVs

The centre had also basic physiotherapy aids such as balls, walkers and parallel bars and developmental aid as chairs for cerebral palsy.

BRT has visited each school nearly nine times during academic year 2012-13 (till February, 2013) and 93.3 percent of the sample schools have been visited at least two times in a month.

The TLM workshops were conducted for all teachers at the block level by BRTs. During these workshops, the teachers made TLMs depending on their class room needs for children with disabilities in consultation with resource persons.

The types of support extended to schools/teachers by BRT/IEVs were found in the area like: Promote a positive attitude and actively lead the school system in a focused effort to develop and implement an inclusive education program.

Support extended to school/teachers by BRTs

The type of support extended to schools/teachers by BRT in order to importance as expressed by the sample BRT are (i) Promote a positive attitude and actively lead the school system in a focused effort to develop and implement an inclusive education program (85.0 percent), (ii) Assist the schools in problem solving, and ensure that support and resources are available to the schools to implement inclusion (90.0 percent), (iii) Provide in-service training that addresses the identified needs of schools and teachers for enrolled various categories of CWSN (80.0 percent), (iv) Provide opportunity to teachers to attend workshops and conferences so that they continue to grow and gain the necessary skills to implement inclusion successfully in their schools (75.0 percent), (v) Opportunities for teachers from different schools to share experiences and find solutions to mutual challenges (80.0 percent) (vi) Regular liaison among Head teachers, teachers, and staff representatives (100.0 percent), (vii) Set an Individual Education Plan (IEP) meetings, take notes and give input as needed (95.0 percent), (viii) Coordinate with agencies that participate in student IEP meetings (85.0 percent), (ix) Interpret assessment findings to parents, teachers, principals, and other professional staff (90.0 percent), (x) Provide consultative services to the teachers regarding modifications, interventions, teaching/behavior management strategies (65.0 percent), (xi) Increased intervention with families, helping parents to understand developmental levels and set realistic expectations for their children (80.0), (xii) Increase participation in curriculum adaptation to meet the needs of included students (65.0 percent), (Xiii) Increase time devoted to staff development of the needs of students with low incidence disabilities who are to be included, such as multi-needs, autism, medically fragile, consultations as requested (65.0 percent), (xiv) communicate regularly with teachers and help them with problems they have with their students, parents, other teachers or the curriculum (75.0 percent) and (xv) Provide the necessary information to the classroom teacher prior to the child entering the class regarding the student's disability, medical concerns, and/or equipment operation (ways to meet unique needs) (80.0 percent). District wise variation reflects that the sample BRTs of Cuttack and Balasore districts have provided more support to school/teachers than other sample districts.

Support extended to CWSN/parents by BRTs

While around 80 percent of BRTs are providing support to CWSN/parents on various aspects like: Provide information and create awareness amongst teachers, parents and CWSN regarding the CWSN's disability, medical concerns, and/or equipment operation (ways to meet unique needs), Recognize students' individual abilities and use various teaching techniques to facilitate learning of all students in the classroom, Provide counseling programme and create awareness of and responsible for safety and medical precaution, Assist CWSN with activities as directed by the teacher as individual students in the classroom, as well as accompany with other student, Monitoring and Evaluation of CWSN activities and performance for planning instructional programs, modifying existing programs, and communicating with others etc.

Support extended to school/teachers by IEVs

The IEVs have extended support to schools/teachers activities mainly on (i) Correspond with teachers and other entities stakeholders inquiring about the program along with facilities and benefits available for CWSN (95.0 percent), (ii) Monitoring and Evaluation of CWSN activities and performance for planning instructional programs, modifying existing programs, and communicating with others (83.8 percent), (iii) Recognize students' individual abilities and use various teaching techniques to facilitate learning of all students in the classroom (93.8 percent), (iv) Provide opportunity to CWSN to attend workshops and conferences so that they continue to grow and gain the necessary skills (83.8 percent), (v) Provide the necessary information to the classroom teacher prior to the child entering the class regarding the student's disability, medical concerns, and/or equipment operation (ways to meet unique needs) (85.0 percent), (vi) communicate regularly with teachers and help them with problems they have with their students, parents, other teachers or the curriculum (91.3 percent), (vii) Provide consultative services to the teachers regarding modifications, interventions, teaching/behavior management strategies (83.8 percent), (viii) Help in preparation and setting of Individual Education Plan (IEP), take notes and give input as needed towards CWSN (91.3 percent), (ix) Assist CWSN with activities as directed by the teacher as individual students in the classroom, as well as accompany with other student (90.0 percent), (x) Assist in preparation of TLM as per need of TLM and their use in classroom transaction with CWSN (73.8 percent), and (xi) Increase time devoted activities for development of the needs of students with low incidence disabilities who are to be included, such as multi-needs, autism, medically fragile, consultations as requested (85.8 percent). District wise variation reflects that the sample BRTs of Cuttack and Balasore districts have provided more support to school/teachers than other sample districts.

Support extended to CWSN/parents by IEVs

The IEVs monitor the child's progress frequently i.e. 2 to 3 time in a week or weekly, depending upon the need of the child and then plans or re-designs the strategy, if required. Progress on each and every step is carefully monitored by the resource teacher. Problems at any step are discussed with the parents. If the parents are not able to understand any step, the resource teacher helps them

Around 90.0 percent of the sampled IEVs are providing support to CWSN/ parents for Perform duties under the direct activities and supervision of the assigned support like: implementing tutorial, hygiene, and toileting activities; transferring and lifting students, keeping medical records, and preparing class work, socialization, etc, Provide counseling programme and create awareness of and responsible for safety and medical precautions, Promote a positive attitude and actively lead the school in a focused effort to develop and implement an inclusive education program for each incidence

While around 85.0 percent of sampled IEVs are providing support to CWSN/parents for Participate and serve as a member of the School Assistance Team and provide home based education to CWSN if applicable, Increase time for collaborative problem-solving with regular teachers and convince to parents for regular attendance

Type of help actually received from BRTs by Teachers

The extent support received from BRTs as expressed by sample school indicates that around 80.0 percent of them have received support on communicate regularly with teachers and help them with problems they have with their students, parents, other teachers or the curriculum, Help in preparation and setting of Individual Education Plan (IEP), take notes and give input as needed towards CWSN, and Monitoring and Evaluation of CWSN activities and performance for planning instructional programs, modifying existing programs, and communicating with others,

Type of help actually received from IEVs by School

The extent support received form IEVs as expressed by sample school indicates that more than 80.0 percent of the sampled teachers have received support on Correspond with teachers

and other entities stakeholders inquiring about the program along with facilities and benefits available for CWSN, Monitoring and Evaluation of CWSN activities and performance for planning instructional programs, modifying existing programs, and communicating with others

Type of help actually received from BRTs/IEVs by CWSN parents

The activities on which majority of sample CWSN parents have received support from BRTs/IEVs are mainly on (i) Provide and encourage many opportunities for the student to interact with adults and other student (67.2 percent), (ii) Create positive relationships with all students, school staff, and parents and make barrier free environment at school level and in society (64.6 percent), (iii) Assist CWSN with activities as directed by the teacher as individual students in the classroom, as well as accompany with other student (57.4 percent), (iv) Provide counseling programme and create awareness of and responsible for safety and medical precautions (76.4 percent), (v) Recognize students' individual abilities and use various teaching techniques to facilitate learning materials in the classroom or at home (in special cases)(73.0 percent), (vi) Perform duties under the direct activities and supervision of the assigned support like: implementing tutorial, hygiene, and toileting activities; transferring and lifting students, keeping medical records, and preparing class work, socialization, etc. (62.4 percent), (vii) Provide information and create awareness regarding the CWSN's disability, medical concerns, and/or equipment operation (ways to meet unique needs) (78.4 percent), (viii) Provide opportunity to CWSN to attend workshops and conferences so that they continue to grow and gain the necessary skills (39.2 percent), (ix) Assist families to understand how specific disabilities impact student ability to succeed in targeted curricular areas (75.4 percent), (x) Provide guidance and technique to use aids and appliances in the classroom and at home and how to keep safe (68.8 percent) and (xi) Provide consultative services regarding modifications, interventions, teaching/behavior management strategies (77.6 percent). District wise variation reflects that the sample CWSN parents of Cuttack district have received more support from BRTs than other sample districts.

Attitude of Peer Group and Parents towards CWSN

Peer group members were taking care of children with disability and developed a more positive and accepting attitude toward people with disabilities. Working with children with physical disabilities into the programme helps them to improve their observation, problem-solving, and planning skills.

Almost parents of CWSN children felt that all government school teachers have specific teaching technique in inclusive education so that their children do not have to commute to far off places to reach schools which practice inclusion regularly.

Parents felt that the disabled children have access to physiotherapy, occupational therapy, speech therapy, and mobility services that are provided either by the resource teacher or by specialists from the district headquarters.

Attitude of Teachers towards CWSN

Around 87.9 percent of the teachers had positive attitudes regarding the promotion of academic growth of CWSN included children; a similarly positive attitude response were displayed when they were requested to indicate what they thought about the social and emotional development of the same children.

The teachers seem confident in collaborating with each other for the provision of effective teaching. Teachers felt confident especially if they were to collaborate with other teachers who possessed qualifications and knowledge of teaching Children with Special Need.

About 83.1 percent of the teachers believed the notion of inclusion offers an opportunity to all other children to understand and accept individual idiosyncrasies that was existed among children in particular and society in general.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- Emphasis should be on bottom-up, school-based interventions as part of regular education programmes following inclusive strategies.
- The attitude that 'inclusive education is not an alternative but an inevitability needs to be cultivated among all concerned professionals, grassroots workers, teachers and community members, especially in rural and remote areas.
- Pre-service and in-service education should address the issue of inclusive education.
- A multi disciplinary team needs to monitor the progress of these children at regular intervals.
- Efficient agencies should be empanelled by the government so that there would be no time gap between the assessment, measurement and fitment for providing aids and appliances.
- More focused awareness campaign is needed especially targeting the parents and community members.

FOR IMPLEMENTERS

- Teachers should develop the knowledge and skills for developing multi-sensory teaching-learning materials.
- Teachers should keep and collect more information on the types of disabilities, curriculum adaptation, educational implications, and skills and strategies required for meeting the needs of students with special needs.
- Teachers and district level functionaries should collect information about different vocational courses in the local areas for the CWSN children and with due consultation with parents, children can be enrolled.

EFFECTIVENESS OF SAMADHAN ON TEACHING LEARNING PROCESS

AMC, New Delhi

I. NEED OF THE STUDY

“Samadhan” is a package of source materials in different subjects for the teachers teaching from class – I to VIII in the state. The package seeks to empower teachers and enrich the teaching learning process across the state. The package contains month-wise and topic-wise break- up in all subjects in terms of periods for timely completion of the course. Each topic in a subject has been analysed with reference to major Ideas, expected learning outcomes, activities to be conducted in the class for learning and evaluation, teaching learning materials and out of classroom activities, ultimately bringing about the qualitative changes in student’s learning.

II. OBJECTIVES OF THE STUDY

- To find out the view of the teachers on the “contents” and implementability of “Samadhan”.
- To examine the change of teacher’s planning and classroom process because of the introduction of the samadhan.
- To examine the achievement level of students during 2012-13 academic session in class III, V, and VIII in major subjects like science, mathematics, Language (English and Odia).
- To examine the view of BRCCCs and CRCCs on the use of Samadhan and its effect on the teaching learning process.

III. RESEARCH DESIGN

The research addressed the following questions:

- Is the package “samadhan” usable?
- Are the teachers using “Samadhan”?
- What is the impact of “Samadhan” on class room process and students learning outcome in different classes and different subjects?
- Are BRCCs and CRCCs extending necessary academic support for the use of “Samadhan”?

SAMPLE

Nayagarh, Koraput & Sundergarh

39 blocks and 10 urban conglomerations were selected for the study.

TOOLS

- Students' Performance Test
- Classroom observation schedule
- Questionnaire for CRCCs and BRCCS.

IV. MAJOR FINDINGS

Implementation of "Samadhan"

- The resources material samadhan is available in all schools and teachers were oriented on the usages either fully or partially.in all the schools .
- In respect of the nature of the contents incorporated in the resource material of Samadhan 94.1 per cent of the teachers, all the CRCCs and BRCCs, have opined to be good and excellent.
- In respect of the implementability of Samadhan the 84.4 percentages of Teachers and all the CRCCs and BRCCs consider it to be of good and excellent nature.
- 70 percentages of teachers of all the sampled districts viewed that there is the relevance of the resources material Samadhan in the context of Maintainace of Lesson Diary, Distribution of Periods, and Identification of expected learning outcomes, Preparation of Question bank, Preparation of TLM and Learner's Evaluation
- All the teachers of Nayagarh district, 95.8 And 97.6 percentages of teachers of Koraput and sundargarh district have expressed that the resources material helps them for Preparation of Lesson Plan.
- 53.7 percentages of teachers of Nayagarh district, more than 52.2 percent of Koraput district and more than 58.4 percentages of teachers of Sundargarh district have opined that Samadhan package has the impact to enhance their teaching competencies in respect of Ability to teach activities based learning,

Impact of Samadhan package on Classroom Transaction/Interaction

District Wise Major Findings

The teacher's performance in their classroom transactions has been assessed through classroom observation schedule. In Nayagarh 24 primary teachers, in Koraput 25 primary teachers and in Sundergarh 23 primary teachers classroom were observed.

The teaching performance of the teachers was related to three dimensions; namely (i) Teachers teaching performance, (ii) Learners' participation in learning process and (iii) Arrangement of classroom environment in a four point scale (A,B,C,D).The findings are as follows:

Assessment		Teachers' performance		Learners' Participation		Classroom Environment		Overall			
District	AREA	M	F	M	F	M	F	M	F	M	F
Nayagarh	Rurai	62.8	63.9	22.6	23.3	38.2	39.3	41.2	42.16	9.7	9.4
	Urban	63.3	64.7	22.3	22.7	39.6	38.8	41.73	42.06	8.3	8.9
	Total	63.1	64.3	22.5	23.2	38.9	39.1	41.46	42.13	8.9	8.7
Koraput	Rurai	58.6	58.3	21.2	22.6	36.7	37.6	38.8	39.5	8.7	8.9
	Urban	59.1	59.6	21.8	22.3	37.3	37.9	39.4	39.93	8.2	8.2
	Total	58.9	59.0	21.4	22.3	37.2	37.8	39.13	39.73	8.3	8.6
Sundergarh	Rurai	60.6	62.3	23.8	24.6	37.7	38.3	40.7	41.73	9.2	8.9
	Urban	61.3	62.6	24.2	24.9	38.2	38.6	41.23	42.03	9.7	8.3
	Total	61.2	62.5	24.3	24.8	38.2	38.5	40.97	41.9	9.6	8.7

The performances of the urban female teachers are better than that of the rural male teachers in both the variant groups in all the districts.

Students' Achievement Test

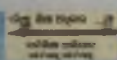
District Wise Major Findings

Parameters	Nayagarh	Sundergarh	Koraput
Attainment of Primary students in achievement Test (Class-III)	From each district 50 students were taken. The total mark in each subject is 25. The performance (mean scores) of the students are as following :		
	In Odia Mean Score is 17.1 Students securing 60% & above :68%	In Odia Mean Score is 14.8 Students securing 60% & above:60%	In Odia Mean Score is15.3 Students securing 60% & above:58%
	In Maths Mean Score is16.8 Students securing 60% & above:50%	In Maths Mean Score is 15.8 Students securing 60% & above:58%	In Maths Mean Score is15.1 Students securing 60% & above:62%
	In Environmental studies Mean Score is16.3 Students securing 60% & above:60%	In Environmental studies Mean Score is 16.7 Students securing 60% & above:64%	In Environmental studies Mean Score is14.6 Students securing 60% & above:60%
Attainment of Primary students in achievement Test(Class-V)	In Odia Mean Score is15.9 Students securing 60% & above:66%	In Odia Mean Score is 16.7 Students securing 60% & above:62%	In Odia Mean Score is 14.9 Students securing 60% & above:68%
	In Maths Mean Score is18.1 Students securing 60% & above:68%	In Maths Mean Score is 17.3 Students securing 60% & above:58%	In Maths Mean Score is 16.8 Students securing 60% & above:64%
	In Science Mean Score is 16.7 Students securing 60% & above:58%	In Science Mean Score is 17.1 Students securing 60% & above:64%	In Science Mean Score is 15.7 Students securing 60% & above:60%
	In English Mean Score is 14.1 Students securing 60% & above:54%	In English Mean Score is 14.2 Students securing 60% & above:56%	In English Mean Score is 12.8 Students securing 60% & above:50%

Attainment of Upper Primary students in achievement Test(Class - VIII)	<p>In Odia Mean Score is 17.3 Students securing 60% & above:72%</p>	<p>In Odia Mean Score is 18.1 Students securing 60% & above:64%</p>	<p>In Odia Mean Score is 15.6 Students securing 60% & above:58%</p>
	<p>In Maths Mean Score is 17.2 Students securing 60% & above:64%</p>	<p>In Maths Mean Score is 15.2 Students securing 60% & above:62%</p>	<p>In Maths Mean Score is 15.3 Students securing 60% & above:68%</p>
	<p>In Science Mean Score is 16.8 Students securing 60% & above:66%</p>	<p>In Science Mean Score is 16.1 Students securing 60% & above:68%</p>	<p>In Science Mean Score is 15.4 Students securing 60% & above:66%</p>
	<p>In English Mean Score is 14.1 Students securing 60% & above:54%</p>	<p>In English Mean Score is 12.8 Students securing 60% & above:50%</p>	<p>In English Mean Score is 13.5 Students securing 60% & above:54%</p>

Impact of Samadhan on teaching learning process

- The nature of content and quality of Samadhan resource material has been considered to be of good and excellent nature where as its implementability needs to be improved.
- The CRCCs and BRCCs have opined that the teachers do not use Samadhan for evaluating the learners concept wise in each lesson, preparing question banks, conducting and maintaining curricular achievement charts.
- The CRCCs and BRCCs have opined that Sadhan is being used by most of the teachers because for maintaining TLM corners in their respective classes where as they usually do not use Sadhan for preparing adequate TLMs, topicwise TLMs and using the prepared TLMs as per need frequently.
- The CRCCs and BRCCs have also appreciated the resource materials of Samadhan that it is helpful for preparation of the lesson plan, lesson diary and presentation of the concepts. They have also appreciated Sadhan that it enhances the teachers' knowledge to prepare and use TLMs in the class.



V. RECOMMENDATIONS AND ACTION PLANS

FOR POLICY PLANNERS

- Attempt should be taken to ensure that the supervising personnel like BRCCs and CRCCs should have a thorough knowledge of the resource materials through further orientation.
- Steps need be taken to improve the implementability of the resource materials of Samadhan.
- Special orientation may be provided to the teachers who responded that Samadhan does not help them to prepare the lesson plan, Distribute the period, identify the expected learning outcome, prepare the question bank, Prepare the TLM and evaluate the learners.
- District specific remedial teaching should be designed as per the hard spots found in the study for different districts in different classes.

FOR IMPLEMENTERS

- The primary as well as upper primary teachers of all the districts should instructed for preparing adequate topic wise TLMs and use them as per need.
- Teachers should point out the hard spots and prepare in advance to work upon it.
- Teachers can blend the learning concepts with ICT materials for a better understanding of the students.

ASSESSMENT OF CONTENT KNOWLEDGE OF ELEMENTARY SCHOOL TEACHERS OF VARYING ACADEMIC BACKGROUND IN MATHEMATICS & SCIENCE

RAC, Bhubaneswar

I. NEED OF THE STUDY

Facilitation of children's learning at the elementary stage requires teachers to have mastery over the content concepts that the children are expected to acquire and to have strength in the appropriate pedagogical processes for transaction of those concepts. It is being experienced that quite a substantial proportion of teaching force at primary and upper primary levels cannot properly facilitate the learning of the concepts because of their weakness in understanding the concepts specifically in the areas of Mathematics and Science. The first step towards enhancing the quality of learning in the classroom setting is to improve the capabilities of teachers and improving their content knowledge is the first requirement in this direction. In order to improve the content knowledge of teachers in Mathematics and Science, the specific area of difficulty need to be determined at the first place. Basing on the findings of the diagnosis of the specific difficulties, further plans to improve their knowledge and understanding of the two subjects can be effectively planned.

II. OBJECTIVES OF THE STUDY

- To assess the extent of knowledge and understanding of the teachers teaching in elementary schools in the concepts of Mathematics and Science as included in the curriculum separately for primary and Upper Primary levels.
- To identify the most difficult concepts in Mathematics and Science at the primary and Upper Primary levels for the teachers transacting at these two levels.
- To determine the levels in knowledge and understanding of primary and upper primary school teachers disaggregated in terms of gender (male and female), locality of schools in which they serve (urban- rural), and social category.
- To analyze the performance status of the teachers in Mathematics and Science according to their general & professional education and as per their exposure to in-service trainings.

- To ascertain from the teachers regarding the nature of difficulties in understanding the concepts in the two subjects and the types of support they need to improve.

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Angul, Cuttack, Balasore, Sundargarh, Nawarangpur and Ganjam

From each district three units i.e. two blocks and one urban conglomeration have been selected following the multi stage sampling procedures.

TOOLS

Questions papers with multiple choice test items to assess the knowledge, understanding and application components of the sampled teachers. The four achievement test formats have also included teachers' information schedule to gather personal, academic, professional, social and the data relating to the location of posting of the sampled teachers relevant to the study.

IV. MAJOR FINDINGS

The total achievement of the primary teachers in the knowledge, understanding & application components of Mathematics indicates that the teachers of Angul district have overall best reflection (91.2%) whereas the same of Nawarangpur is at the bottom (75.9%).

The achievement of primary teachers in the three components (Knowledge, Understanding, Application) of science across the sampled districts indicate that Angul district has overall highest achievement (88.5%) and Nawarangpur district has the lowest reflection (78%) in the table.

The level of achievement of Upper Primary teachers in mathematics across the sampled districts, reveal that Balasore and Angul are at the top of the list with average scoring of slightly more than 82% each in 11 concept areas of the subject where as Nawarangpur is the lowest achiever with 72.4% marks but the performance of the remaining three districts are also not encouraging since the average percentage of marks obtained by them are in the range of 75% to 77

The Upper Primary teachers of Angul and Balasore have equal level of achievement in science having obtained 81.5% each and as usual Nawarangpur has the lowest reflection having scored 66.4%.

However, in case of UP mathematics, the concept areas of Variations and Algebraic expression have been identified as difficult since in case of former the teachers of Nawarangpur (49.4%), Angul (50.6%) and Ganjam (54%) have obtained marks below and marginally higher to the demarcated line.

In case of UP science, the concept areas of Light and Energy are distinctly visible as difficult since in case of former the teachers of Nawarangpur (36%) and Ganjam (52%) have achieved below and marginally above the cut off line of fifty percent.

In Cuttack district, there is significant difference in the performance of the rural and urban primary teachers in which the urban primary teachers of the district are found to have better performance in mathematics than their rural counterparts. In case of primary science, there is significant difference between the performances of the rural and urban teachers in Balasore district where the urban teachers are found to have better performance in Environmental science than that of the rural teachers.

The results in the content areas of upper primary mathematics show that the urban teachers are found to have better performance in Balasore and Sundargarh districts where as in Cuttack district the rural teachers have excelled in Arithmetics.

In case of upper primary science, there are two content areas like Physical science and Bio-science. The result shows that the urban teachers are found to have better performance in Angul, Balasore, Ganjam and Sundargarh districts in Physical Science and so also the urban teachers of Angul, Balasore and Ganjam districts have better reflection in Bio-Science, as compared to their rural counterparts.

As regard the gender dimension, there is significant difference between the performance of male and female teachers of Angul and Cuttack districts in primary Mathematics, in which the male teachers are found to have better performance than the females.

As regards the performance of teachers in upper primary Mathematics, it is found that the male teachers of Cuttack have better performance in Arithmetics and Geometry whereas in Sundargarh district the female teachers have better reflection than their male counterparts in the content area of geometry. In case of upper primary Science, the female teachers of Angul

and Balasore districts have excelled their male counterparts in their performance in the content area of Physical science.

Social category wise analysis of performance at primary level Mathematics infers that the SC category teachers in Angul district have reflected better performance than the General category in Geometry. In Arithmetic there is a significant difference between the performances of ST and General Category teachers in both Balasore & Sundargarh districts.

In case of Upper Primary Mathematics, the general observation is the OBC and SC category teachers have preponderance over the General category teachers in their performance.

As regards the performance in upper primary Science, it is observed that in Angul district there is significant difference in performance between the General and ST category teachers in bio-science and the same difference is noticed in Sundargarh district between the General & SC category teachers in Physical Science. However in both the cases the General category teachers have excelled in their performance.

As per the terms of the project there is a comparative assessment in performance between the professionally qualified teachers and teachers from the general background. In this context it is noticed that in case of both primary and UP teachers in the subjects of Mathematics and science across the sampled districts, the performance of professionally qualified teachers and that of the general back ground teachers are strictly not comparable on numerical grounds.

Under the purview of the project there is an assessment about the performance of the teachers those have undergone in-service training. The overall observation implies that the teachers from Nawarangpur reflect a dubious distinction for having secured the lowest marks in all most all the categories as discussed in detail in the report. Hence, focused attention is suggested for the teachers of Nawarangpur district for necessary improvement.

HARD SPOTS FOR THE TEACHERS

- In case of primary Mathematics, most of the teachers are confronting problem in the concept areas of "Shapes and 'Spatial understanding', 'Fraction and decimal' in Primary Mathematics.
- In case of primary science the problematic areas are 'Food Health and Diseases', 'Environment pollution' and 'importance of science in daily life & world'.
- In case of upper primary Mathematics the teachers face problem in the concept areas of 'Variations' 'Algebraic Expression' 'Mensuration' and 'square/ cube/set'.

- In case of upper primary Science the problematic concept areas are 'Energy' 'Heat' 'Matter and properties', 'light' and 'Natural resources'.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- Adequate number of trained teachers should be recruited and positioned in different schools based upon the Pupil Teacher Ratio (PTR) norm and impetus should be given that science background teachers should be recruited as per the requirement of the schools and they should be assigned with the responsibility of transacting mathematics and science classes.
- The teachers should not be over burden in the affairs of school management which may hamper in rendering quality education.
- The training of the teachers should addresss the hard spots and adequate concept based training' should be provided. Particularly the teachers of Nawarangpur and Ganjam need further orientation in different concept areas.
- All the Upper Primary schools should have science laboratory of effective learning of the students

FOR IMPLEMENTERS

- Teachers should prepare adequate and appropriate TLMs and pictorial representation for effective teaching learning process.
- Teachers can go for local networking (with teachers of different schools or with local college teachers or researchers) where expertise and experience can be shared by which their pedagogical strength can be strengthen.
- The CRCs and BRCs can organize the peer-group interaction for teacher, provide magazines for science teachers, organizing seminars, symposia, exhibitions, science melas, interactions with scientists and educationists of eminence, can all contribute to the development of quality in teachers.

ACHIEVEMENT OF SANTHALI CHILDREN STUDYING IN Olichiki & NON - Olichiki Schools of Mayurbhanj

MMR, New Delhi

I. NEED OF THE STUDY

Mayurbhanj is a thickly tribal populated district where Santhali language is spoken by a majority of tribals. The Govt. of Odisha has introduced Olichiki language at the primary level in 100 schools covering 19 blocks of Mayurbhanj. Besides regular school teachers, one community mobilizer is working in each school to transact lessons with children in Olichiki language. Textbooks have been prepared and supplied to children from Class I to IV and the textbook for Class V is now being prepared

II. OBJECTIVE OF STUDY

- To measure the students achievement level of Olichiki schools in curricular (Language, Math & EVS) and in non-curricular subjects.
- To measure the students achievement level of Non-Olichiki schools in curricular (Language, Math & EVS) and in non-curricular subjects.
- To study the difference in the achievement level of children in both curricular & non-curricular subjects with respect to Olichiki / Non-Olichiki schools and gender.
- To compare the enrolment, retention and dropout differentials over Non-Olichiki schools with regard to gender.
- To examine the efficiency of implementation of Olichiki project with special reference to equity and quality concern training of teachers, supply of training materials, workbooks for schools as well as their use in schools, replacement of materials on need, TLM prepared by teachers, classroom transaction of lessons and finally documentation of progress of children and also to compare over Non-Olichiki schools with regard to same indicators.
- To get a feedback about Olichiki schools on role, performance and participation of teachers, community mobilizers and community members in quality management of multi-lingual classroom transaction and in overall management of schools and also to make a comparison over Non-Olichiki schools.
- To identify the case studies/best practices/ learnt lessons, which can be replicated in other schools for realizing the best outcome.
- To examine the factors in differentials of effectiveness of Olichiki schools and Non-Olichiki schools with regard to variables i.e. teachers profile, class size, teaching learning materials, visit by education officers, SDMC (School Development & Management

Committee) attitude and involvement in school management, social composition of students and school facilities.

- To assess the performance of students of Olchiki schools over reference period of 2010-11 and 2011-12.
- To suggest strategies to improve the performance in more holistic way.

III. RESEARCH DESIGN AND DATA SOURCES

The research study addressed the following research questions

- How does the achievement level (curricular and co-curricular) of students studying in Olchiki schools compare with that of students from Non-Olchiki schools? Is the outcome of the programme positive?
- How has the achievement level of students in Olchiki schools progressed from 2010 to 2011-2012?
- Has the introduction of Olchiki language at the primary level positively impacted the realization of SSA objectives (enrolment, attendance and retention of students, and equity and quality issues of SSA)? What is the trend observed over two years from 2010-11 to 2011-2012?
- How has the community accepted the programme? Is community participation in Olchiki schools better than that observed for Non-Olchiki schools?
- Are there any best practices to be emulated?
- How can the programme be made more effective?

SAMPLE

Baripada, Bijatala, Bisoi, Khunta, Kusumi, Morada, Rasgobindpur, Suliapada, Thakurmunda and Tiringi blocks

- Multi-stage stratified & circular systematic sampling technique has been adopted at various levels to select the sample places. A total 60 schools (30 Olchiki and 30 Non-Olchiki schools) were selected across the sampled blocks of the district. Students of class III and IV were chosen .

TOOLS

Achievement Test Paper for Class III and IV (Language, Math & EVS)

- Head Teacher Schedule
- Classroom Teacher Schedule

- Project Implementing Official Schedule (District, BRC & CRC)
- Guidelines for Success Stories/ Case Studies/ Learnt Lessons
- Check List

IV. MAJOR FINDINGS

Achievement of students-Attainment test was conducted for language, math and EVS among the students of class III. A total of 13 marks, 26 marks and 13 marks questions were administered for all the three competencies named language, math and EVS respectively.

- Class-III Olichiki students (38.2 %) have scored 76 percent marks in language followed by 15 percent students with 84 percent marks. At other hand non-Olichiki students (21 percent each) have scored 69 percent and 76 percent marks respectively
- 12 percent Olichiki students have scored 85, 77 and 62 percent marks each in math subject where as majority of non-Olichiki students (15 %) have scored 73 percent marks followed by 12 percent non-Olichiki students with 69 percent scored marks.
- Olichiki students (37 %) have scored 92 percent marks in EVS followed by 25 percent students with full marks and 21 percent students with 85 percent marks where as majority of non-Olichiki students (22 %) have managed to score 85 percent marks followed by 21 percent students with 92 percent scored marks

Attainment test was conducted for language, math and EVS among the students of class IV. A total of 24 marks, 18 marks and 10 marks questions were administered for all the three competencies named language, math and EVS respectively.

- Class IV Olichiki's students (19 %) have scored 63 percent marks in language followed by 16 percent Olichiki students with 71 percent marks and 11 percent students each with 54 and 58 percent scored marks respectively. At the other hand only 15 percent students of non-Olichiki schools have scored 63 percent marks followed by 14 percent non-Olichiki students with 42 percent marks.
- Thirteen percent Olichiki students have scored 58 and 66 percent marks each in math competency followed by again 13 percent Olichiki students with scored marks of 46 percent. Non-Olichiki's students (15 %) have scored only 38 percent marks in math

competency. Analysis further depicts that Olichiki's student have performed comparatively better in math subject.

- It is revealed from the analysis that 39% of class IV Olichiki's student's have scored 70 percent marks in EVS followed by 21 percent Olichiki student's with 90 percent scored marks. At other hand 36 percent non-Olichiki students have scored 70 percent marks in EVS followed by 26 percent non-Olichiki students with 60 percent scored marks in EVS.

Subject Wise Question Specific Student's Learning Attainment of Class III in Language, Math & EVS:

- Olichiki students (63 %) have scored full marks on paragraph based comprehensions where as only 38 percent students of non-Olichiki students scored full marks.
- Olichiki students (47 %) have scored 80 percent marks in reading and writing ability of alphabets where as only 36 percent non-Olichiki's students have scored 80 percent marks on same component.
- Further 46 percent students of Olichiki school have scored 60 percent marks in writing the opposite words as against the 40 percent students of non-Olichiki's schools
- Olichiki students (55 %) have scored 100 percent marks in reading and writing 3 digit numbers in descending order where as only 30 percent non-Olichiki students have scored 100 percent on the same component.
- Students of Olichiki schools (24 %) have also scored 100 percent marks in division where as only 18 percent non-Olichiki's students have scored the same percentage of marks.
- Further analysis have also revealed that majority of students have comparatively performed well in terms of recognition of unit for distance measurement, doing 3 digits addition & subtraction.
- In EVS majority of students olichiki (91 percent) have scored 100 percent marks in writing two local festivals name where as only 66 percent non-olichiki's students student have also performed the same.
- Analysis also shows that olichiki students have performed comparatively well over non-olichiki's students in terms recognition and writing the name of pictures, living and non-living items and recognition of weathers.

Subject Wise Question Specific Student's Learning Attainment of Class IV in Language, Math & EVS:

- In language 63 percent Olichiki students have scored 100 percent marks in joining the words as against the 49 percent non-olichiki's students.
- Two percent Olichiki students have scored 100 percent marks in leave application writing against none of the non-Olichiki students.
- In Math Olichiki's students (94 %) have scored 100 percent marks in drawing triangles against the 83 percent non-Olichiki's students. Further 94 percent Olichiki's students have scored 100 percent marks in drawing square against the 86 percent non-Olichiki's students.

Consolidated Student's Attainment comparison in Class III by gender in Language, Math & EVS:

- Majority of Olichiki's girls (44 %) students have scored 77 percent marks in language as against the 35 percent boys.
- However, 12 percent boys Olichiki students have scored 100 percent marks in language where as only 4 percent Olichiki's girls have scored 100 percent marks in language competency
- Olichiki's girl students (45 %) have scored 92 percent marks as against 33 percent boy's Olichiki's students in EVS. However, Olichiki's boys have scored highest marks in comparison to girl's Olichiki's students.
- Olichiki's girl students (45 %) have scored 92 percent marks as against 33 percent boy's Olichiki's students in EVS. However, Olichiki's boys have scored highest marks in comparison to girl's Olichiki's students
- Majority of Olichiki's schools had the availability of teaching learning materials in terms of text cum workbooks, teachers handbook and progress register. However, learning kit and supplementary materials were found lacking.
- Analysis revealed that most of the Olichiki's students across the level of class (III & IV) have learnt the use of workbook cum textbooks, interaction with peers group and active participation in teaching-learning transaction.

- Majority of teachers of Olichiki's schools have adopted activity based module of teaching-learning transaction in to the classes. Remedial teaching methods and student's evaluation tools have also been devised.
- Especially majority of Olichiki's teachers have been trained about the concept of Olichiki project, development of right attitude of teaching, effective classroom management. Besides, teachers have also been trained about activity based teaching method, and utilization of TLM.
- It was observed during the discussion that teachers have taught to students both curricular and non-curricular subjects.
- It was also observed that Olichiki's teachers have adopted local-cultural views at the central by relating contents for better learning and sustained interest among the Santhali tribal's children.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- There is a need to recruit more "Olichiki teachers" all across both Olichiki's and non Olichiki's schools.
- There is also a need to impart Olichiki training to the existing teachers of non-Olichiki's school
- There is a need to make more interlinked effective cooperation between the officials of CRCCs, BRCCs and district's officials on collective sharing of follow-up and monitoring mechanism.
- There is need to develop glossaries in tribal dialects for the assistance of teachers working in their respective areas of Olichiki's and non-Olichiki's schools.
- Follow-up and supervision activities at class and school level needs to strengthen on a regular interval.

FOR IMPLEMENTERS

- Teachers should make assure that the TLMs should be available before the commencement of academic years.
- The teachers should use tribal dialect in their classroom transaction to make learning more effective and quicken the process.
- Teachers should learn about the culture/background of the students, which will be helpful in understanding the behaviour of the students.

FIVE PERCENT SAMPLE CHECKING OF DISE & CTS DATA

MMR, New Delhi

I. NEED OF THE STUDY

DISE is an annual data collection system from each and every schools of Odisha. This is a continuous process since 2001-02. 5% sample cross checking is necessary against the 100% work to certify its authenticity, methodology, correctness etc. Success of Sarva Shiksha Abhiyan programme greatly depends upon the credibility of Annual Work Plan and Budget which in turn largely depends on the authenticity of the DISE data. In spite of decentralized monitoring system and related structural adjustments at different levels, it was realized that the system in itself is not full proof and does not provide an apparent picture of the system functioning especially with regard to number of children in different age groups of 0-14 including their enrolment, retention and dropout status by educational years. It is important to examine the effectiveness of the system with reference to the objectives set for CTS.

II. OBJECTIVES OF DISE

1. To find out effectiveness of the DISE in terms of the objectives fixed up by NUEPA.
2. To cross check the DISE Data with the PES (Post Enumeration Survey) Data and to find out the deviation as well as the precision level.
3. To make field observation on:
 - a) Cooperation of Principal/ Head Teacher in providing data
 - b) Status of records of school
 - 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
4. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES.
5. To suggest measure to reduce the extent of deviation between DISE data and PES data.

6. 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.

II (I) OBJECTIVES OF CTS

1. To find out the effectiveness of the CTS collection process and to examine the impact of CTS on children's enrolment and attendance.
2. To find out the discrepancy in providing information while data collection by the teachers.
3. To find out the involvement of the teachers/ CRCC/ BRCC/ District MIS/ State MIS in the process.
4. To provide suitable strategies for making improvement in the system of data collection, and compilation of CTS.

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Jagatsinghpur , Kalahandi and Mayurbhanj

Forty nine blocks and a total of 470 schools were selected for sample.

TOOLS

- NUEPA approved DCF for post enumeration survey was used for the validation of DISE data whereas;
- CTS validation was carried-out with the help of CTS Schedules

IV. MAJOR FINDINGS

Non-Comparable Variables of U-DISE :

- Majority of headmasters/ principals (19 %) had the possession of B.A. B.Ed. & I.A. (CT) degree/certificate as the educational qualification in all across the sampled districts.
- A total of 11 percent schools in the study sampled districts were found as shift schools followed by 89 percent schools as the non-shift schools.
- A total of 11 percent schools in the sampled districts were found as the residential schools.
- 55 percent schools of the study sample have implemented the CCE procedure where as 33 percent schools were found as non applicable case.

- Majority of schools (81 %) have reported the government premises as the school building in all across the study districts followed by 7 percent schools as the private premises and 4 percent as the rented premises.
- Majority of schools 83 percent have reported the availability of land for the construction of additional rooms. 29 percent schools in all across the study districts have reported the availability of separate rooms for head teachers/ principals. District wise analysis has also been given in below table.
- Majority of schools (80 %) have reported the availability of library in their schools followed by 60 percent schools for the availability of newspaper/magazine and only 37 percent schools have reported on the availability of playground.
- 88 percent schools of the sampled district do not have the possession of computers in their schools.

Comparable Variables of U-DISE:

- According to DISE data 69 percent schools of the sampled districts had the possession of class I as the lowest class in their schools where as the same was reported to 75 percent in PES data.
- According to DISE data majority of schools (34 %) had the possession of class VII as the highest class in the schools where as the same was recorded 36 percent in PES data. A deviation of almost 2 percent has been recorded.
- 95 percent schools (according to DISE) were co-educational followed by 5 percent girls and 0.2 percent boy's schools where as a total of 93 percent schools were found as co-educational followed by 5 percent girls and 1.7 percent boys school according to PES data.
- Majority of schools (91 percent) were not having pre-primary section, where as analysis of PES data also shows that almost 97 percent schools were not found attached with pre-primary section.
- DISE data on number of students in pre-primary section shows the range between 16 to 163 where as PES data analysis shows the number of students ranging between 48 to 311.
- Majority of schools are having 3 teachers in pre-primary section however percentage of schools were reported 32 and 27 percent respectively for DISE & PES. Precision level of DISE data with PES on number of teachers in pre-primary section was recorded 92 percent.

Major Findings of CTS

- Majority of respondents all across the sampled districts were found aware about the implementation of CTS programme.
- According to the perception of teachers, CTS has succeeded in increasing the enrolment, student's attendance in the classes and there is substantial reduction in the students "dropout" phenomenon.
- Only 8 percent school's children in Jagatsinghpur and 2 percent in Mayurbhanj had reported on the muslim under minority status.
- Majority of sampled school's children (40 percent each) in Jagatsinghpur were observed affected with vision/hearing and mental related disability. Cent-percent student of Kalahandi were affected by vision/hearing related problems. In Mayurbhanj, it was revealed that 50 percent each disabled children were affected by blindness/low and vision/hearing related disability.
- 5 schools in Jagatsinghpur, 18 in Kalahandi and 6 in Mayurbhanj had reported the existence of out of school children in their catchments area. Majority of out of school children were boys however Kalahandi had reported a substantial "out of school children" under girl's category.
- Majority of out of school's children 80 percent in Jagatsinghpur, 78 percent in Kalahandi and 50 percent in Mayurbhanj were reported as the class dropout.
- Majority of out of school's children in Jagatsinghpur have been engaged in household's work whereas the same was 55 percent in Kalahandi and 50 percent in Mayurbhanj.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- There is need to organize the training programme for headmasters/ principals on conceptual explanation of DISE's indicator specific component along with filling the DISE data.
- There is need to organize the training programme for headmasters/ principals on conceptual explanation of DISE's indicator specific component along with filling the DISE data.
- The school copy of U-DISE DCF should be returned to schools immediately after the compilation of CRC/BRC level data compilation work to ensure the availability of U-DISE DCF at the school point.
- There is need to circulate a instruction to Pvt. Schools for providing timely data to CRC Coordinators to ensure the timely competence of DISE data collection & compilation.
- There is need to enhance the capacity of MIS personals in terms of checking the consistency of data therefore before entering the data for final outcome there is need for scrutiny of filled in questionnaires by professionals.

FOR IMPLEMENTERS

- There is need to ensure the placement of village register under the custody PRIs so that every single school age group's children can be tracked at local level.
- There is need to involve the community people in the process of out of school/s children identification.
- The district level functionaries should be sensitive enough to depict the true data of the district so that correct policies can be designed.

LEARNING PERFORMANCE AND SCHOOLING PROCESS OF CHILDREN IN GOVERNMENT AND GOVERNMENT - AIDED SCHOOLS COMPARED TO THAT OF OTHER CATEGORIES OF SCHOOLS IN ODISHA

HDF, Bhubaneswar

I. NEED OF THE STUDY

Enhancing the quality of school learning has been the major concern of all recent endeavours related to the universalization of elementary education throughout the country. Quality of learning in the school is influenced largely by the school and classroom environment which include physical infrastructure and facilities, teaching-learning resources and interpersonal interactions. Efforts are being made all along in the SSA since its launching in 2001-02 to bring about overall improvement in the school environment due to sustained interventions in all possible dimensions of quality school education including physical infrastructure, resource support and teacher empowerment and classroom processes. In spite of the efforts made in SSA in the state corresponding improvement in learners' performance has not been observed. On the other hand, the schools in the private sector are attracting more students basing on the claims of providing quality education and demonstrating better results by the students. Thus the study probes into the school and classroom processes of different category of schools and the pattern of learners' performance in those schools would bring into light the effective processes suitable for enhancing the quality and quantum of learning and precisely for this purpose this study is intended to be conducted.

II. OBJECTIVES OF THE STUDY

- i. To develop a comparative picture of different types of schools (in terms of management and medium of instruction) in rural, urban and tribal areas of the state in terms of the elements of the school environment
- ii. To ascertain the status of learning performance of learners of different categories (in terms of gender, social category, location of school) at the terminal stage of primary (in language and mathematics) and upper primary (in language and mathematics and science) levels of different categories of elementary schools
- iii. To explore the possible relationship of the learners' performance with the dimensions of the environment in different types of schools
- iv. To develop a design to improve the learners' performance by improving and managing the different elements of school environment of state govt. school

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Cuttack, Balasore, Dhenkanal, Subarnapur, Nabarangpur and Ganjam

Twelve blocks from six districts the above six districts of three revenue divisions (Central, Northern and Southern) across the state were covered in the study. 50 % students were selected from Primary schools and 50 % were selected from Upper Primary Schools. There were altogether 46 schools representing different schools

TOOLS

- Pre-tested structured questionnaires were used in the study to capture the views from various informants/ stakeholders.
- A tool was developed to collect information about various important aspects of school environment and schooling process.
- Learners' performance in Classes V and VII was assessed using tests constructed specifically for the purpose.
- Data were analyzed both quantitatively and qualitatively. The findings from the study are described below objective-wise.

IV. MAJOR FINDINGS

COMPARATIVE PICTURE OF DIFFERENT TYPES OF SCHOOLS

The comparative picture of different types of schools can be analyzed in terms of elements of school environment.

Teacher

- In S & ME and TRW schools, more than 86% of the teachers were trained as against 39% in privately managed schools.
- There were more regular teachers in urban (72%) and tribal (72%) locations as compared to the rural (55%) location.

- The PTR over all districts was 1:36. While there were 43 students per teacher in urban areas, there were 31 students per teacher in rural areas and 37 students per teacher in tribal areas.

Availability of TLMs

The location-wise differences were negligible in adequacy of TLMs. While 83% of S & ME schools had adequate TLMs, 88% of private schools and 78% of TRW schools had adequate TLMs.

Drinking Water Provision

In Cuttack district all the schools (all managements) had drinking water provision. Every school (study area) from the deptt. of S & ME, tribal Welfare and private Odia medium schools in Balasore, Dhenkanal, Subarnapur, Nabarangpur and Ganjam districts had drinking water provisions. But in all the English medium schools along with the tube well, the facility of water supply by PH Deptt. is also available.

Toilet facility

All schools in Balasore and Dhenkanal had toilets. 87% of schools in Cuttack and Ganjam had toilets.

In every district, there were a few schools, which did not have separate toilets for girls. Over all the districts, 63% of schools had separate toilets for girls. Only 25% of schools in Subarnapur and 57% schools in Dhenkanal had separate toilets for girls.

Usable library/Science lab

The English medium schools were better in having science labs (75%) and library which are properly used by their students for their curricular study purposes. In Odia-medium schools, especially the schools run by S & ME and Tribal Welfare deptt had no such facilities.

Co-curricular Activities

- Seventy percent (70%) of schools over all the districts organized dance/ drama. In most aspects of co-curricular activities (dance/drama, drawing, painting competitions and sports), the tribal schools were weaker compared to those in urban and rural locations.

- The urban schools were better off in organizing co-curricular activities and the schools in tribal locations were weaker with rural schools coming in between. The private schools were better off than S & ME and TRW schools in organizing all co-curricular activities.

Competitions and Science Exhibitions

- In more schools (from all management) in urban locations (73%), students were encouraged to participate in competitions held outside the school as compared to students in rural (56%) and tribal (65%) locations.
- The S & ME schools were weaker in organizing summer courses, excursion visits and drawing/painting competitions. The privately managed schools (English & odia medium schools) were better in organizing the above activities than S & ME and TR & W schools.
- The students of privately managed schools (English & Odia medium schools) had participated in the science exhibitions, but this type of arrangement was not available in the government run schools.

Participation of Parents and SMC in school management and child progress

- All the schools in Subarnapur and 86% of schools in Cuttack and Dhenkanal received good participation of SMC members. Nabarangpur was the weakest in this respect. The involvement of SMC in school management was noticed in 89% of rural schools, 77% of tribal schools and 55% of urban schools. All schools in tribal areas had SMC involved in school management.

STATUS OF LEARNING PERFORMANCE

- The aggregate performance of students in Classes V and VII in Cuttack, Dhenkanal, Ganjam and Nabarangpur was at more than 60% level, while Balasore was at 50-60% level and Subarnapur at 40-50% level. Over all the districts, student performance in mathematics was better in both Classes V and VII compared to other subjects.
- For both Classes V and VII, student performance was better in privately managed schools followed by S & ME schools and TRW schools. In class V, the average aggregate percentage of marks was 71% for private schools as compared to 61% for S & ME schools and 53% for TRW schools.

- Rural schools had better student performance compared to urban and tribal schools. The performance of students in rural schools hit 60% mark in all subjects as well as in aggregate in both Classes V and VII, whereas students in tribal schools did not score at 60% level in any of the subjects either in Class V or in Class VII.
- The English-medium students performed better in English than Odia-medium students in both Classes V and VII across all the three revenue divisions. Student performance was better in Mathematics than in other subjects in Classes V and VII. Students in Odia medium schools performed better in Mathematics compared to English medium students.
- There was not much difference between Odia-medium and English-medium students in aggregate percentage of marks in the rural sector. The difference widened a little bit in the urban sector and became more prominent in the tribal sector.
- In all locations, students of Classes V and VII in private schools performed better than students in S & ME and TRW schools. The TRW schools were the weakest in the lot.
- In all types of schools, students in rural areas performed better than students in urban and tribal locations. The school management-wise differences were prominent in all locations (rural, urban and tribal) with private schools showing better performance and TRW schools showing poorer performance.

RELATIONSHIP OF LEARNER PERFORMANCE WITH SCHOOL CLIMATE

In Relation to PTR

- Student achievement was better in schools with PTR equal to or below 30 as compared to schools with PTR above 30.
- There were 17 schools (8 numbers of private managed schools and 9 schools from S & ME deptt) with PTR equal to or below 30 and 29 schools (20 numbers of schools from S & ME deptt and 9 schools from T&RW deptt) with PTR above 30. In both the classes and in each subject students in the former type of schools outperformed their counterparts in schools of the latter type.
- In class V, the percentages of differences in English, Odia Mathematics and aggregate were respectively 7%, 11%, 8% and 8%, favoring schools with PTR equal to or below 30. In Class VII, the percentages of differences in English, Mathematics, Science, Odia and

aggregate were 12%, 5%, 7%, 7% and 7% respectively, favoring schools with favorable PTR.

In Relation to Adequacy of TLMs

The study analyzed 29 nos of schools of S & ME deptt. had 82.8% TLM ,8 nos of Private schools had 87.5 deptt. and 9 nos of schools of TRW deptt.77.8 deptt.The TLMs are more adequate in Private schools(English and Odia medium) than the schools of S & ME and TRW deptts.

- In Class V the schools having adequate TLMs did not yield student achievement in the expected direction. Class V students in schools not having adequate TLMs scored higher than their counterparts in schools not having adequate TLMs. The percentage difference in the aggregate performance was 4% favoring students in schools not having adequate TLMs. It may be partially due to the fact that TLMs were not properly used by the teachers to produce heightened performance on the part of students.
- However, in Class VII students in schools having adequate TLMs scored higher than their counterparts in schools not having adequate TLMs in two subjects – English and Mathematics. In the other two subjects (Science and Odia), the trend was just the reverse in that schools without adequate TLMs yielded higher student achievement.
- Schools differing in the amount of TLMs did not produce noticeable differences in student achievement. Thus TLM alone does not appear to be a consideration in producing higher achievement. When all other important instructional factors are taken into account, then only TLM would yield a meaningful difference in student achievement.

In Relation to Teachers' Age and Experience

- Students attending schools having more teachers above 40 years of age perform better in school subjects as evidenced in their marks. The results suggest that experienced teachers produce better student performance.
- In Class V, The percentage differences between students from two categories of schools were respectively 5%, 8%, 9% and 7% for English, Odia, Mathematics and aggregate marks. In Class VII, the percentage differences between students from two categories of schools were 5%, 5%, 5%, 2% and 4% respectively for English, mathematics, Science, Odia and aggregate marks.

In Relation to Teachers' Employment Status

- We had 31 schools with more regular teachers and 15 schools with more contractual teachers. Teachers with regular tenure are more motivated to work and produced better student performance. Students from schools with more trained teachers performed better than students from schools with more untrained teachers in each subject in both the classes. Training status of teachers affected student performance; trained teachers produced better student achievement.
- In both the Classes V and VII, students from schools with more regular teachers outperformed their counterparts from schools with more contractual teachers in all subjects. In Class V, the percentage differences between students from both categories of schools were respectively 9%, 6%, 10% and 9% in English, Odia, Mathematics and aggregate marks. At the Class VII level, the percentage differences between the two groups were 6%, 8%, 7%, 3% and 6% in English, mathematics, Science, and aggregate marks respectively favoring students from schools with more contractual teachers.

In Relation to Teachers' Training Status

- We had 37 schools with more trained teachers and students from these schools performed better than students from schools with more untrained teachers in each and every subject in Classes V and VII.
- The percentage differences at the Class V level between students from two types of schools were 8%, 7%, 4% and 7% respectively in English, Odia, Mathematics and aggregate marks. In Class VII, the percentage differences in English, Mathematics, Science, Odia and aggregate marks were 12%, 5%, 6%, 8% and 8% respectively. Appointment of trained teachers was a boon for the school.

In Relation to SMC Participation

- Schools with SMC participation produced better student performance. There were 35 schools where the SMC participation was satisfactory, and 11 schools where SMC participation was not satisfactory. Students from schools with satisfactory SMC participation in both classes V and VII outperformed their counterparts from schools where the SMC participation was not satisfactory.
- In each subject as well as in the aggregate marks scored, students from schools having satisfactory SMC participation scored higher than students from schools having not-

satisfactory SMC participation. The percentage differences at the Class V level in English, Odia, Mathematics and aggregate marks were 11%, 13%, 12% and 12% respectively. At the Class VII level, the percentage differences in English, Mathematics, Science, Odia and aggregate marks were respectively 12%, 12%, 9%, 7% and 9% respectively.

- The three teacher variables such as teachers' age and experience, teachers' employment status and training status did not cause differences in student achievement as much as SMC participation did. This is an important finding in that community involvement in schools significantly determines the quality of schooling.

MANAGING SCHOOL PARAMETERS FOR IMPROVING STUDENT PERFORMANCE

- The infrastructural facilities in schools require a fresh assessment. In spite of the large scale effort made to raise the infrastructure facilities in schools, there still appears a need for separate toilet for girls and for safe drinking water.
- The findings that one-third of the teachers were engaged in contractual basis and that one-fourth of the teachers were not trained constitute a matter of concern. Steps need to be taken to get all teachers trained and validate their employment status on a regular basis for enhancing their level of engagement in students.
- Poor performance of students in TRW schools and tribal locations suggests that the curriculum needs to be made more relevant to the life experiences of tribal children and it should be area-specific and cultures-sensitive rather than a standard curriculum for the entire state.
- In addition to give more emphasis on curricular subjects the equal emphasis must be given on co-curricular activities as the latter are more directly relevant to the life experiences of children and can help them relate curricular learning to their life and community experiences.
- Though PTR is favorable at the state level, because of uneven distribution of teachers across locations and schools, some schools stand to suffer from the burden of teaching children in multi-grade classrooms. Rationalization of teacher recruitment and transfer policy can help achieve favorable PTR in all schools.
- Teachers have been observed to bank upon the TLMs supplied to them. The mindset of teachers regarding preparation and use of TLMs needs to change. Involvement of

students and community members in preparing TLMs is weak. Students as well as community members should be involved more in the preparation of TLMs.

- Remedial coaching services are not available on a systemic basis for the slow learners. The occasional/personal involvement of teachers in remedial coaching does not serve the purpose as continuity is not maintained and all slow learners do not easily access the benefits of remedial coaching. The provision for remedial teaching need to be made a part of school routine and programme and be decided by all the staff.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- In conformity with provisions of RTE, steps need to be taken to train all the teachers at the earliest (even in the distance education mode) and validate their employment status for enhancing their level of motivation and engagement in school activities.
- Across locations in S & ME and tribal schools, teacher appointment and transfer need to be rationalized.
- 'One teacher for one class' may be taken as the motto of SSA.
- The adoption of a standard curriculum for the entire state needs to be replaced by area-specific and culture-sensitive curricular materials to be prepared through a process of decentralized planning.
- The emphasis on curricular activities needs to be replaced by equal emphasis on curricular and co-curricular activities as the latter are more directly relevant to the life experiences of children.
- Implementation of CCE needs to be made mandatory from the academic session starting in 2014 and for the purpose; all teachers need to be trained with a carefully prepared set of modules at the state level. The printed progress report format conforming to the provisions of CCE may be supplied to all schools.
- The impact of Sahajog training to SMC members needs to be monitored and followed up and if required, a second round training may be imparted to SMC members.

- At the state level, the nature of remedial training and its incorporation in the school time table need to be debated and decided and specifics may be communicated to every school.
- The State may engage in preparing a question bank with due respect to the constructivist paradigm and orient the teachers on the utility of the question bank for pedagogic enrichment.

FOR IMPLEMENTERS

- It is to be ensured that each school has well maintained toilets for boys and girls separately and quality MDM for all children.
- Rationalization of teachers across rural and urban locations needs to be given serious attention at the District level so that PTR remains the same across locations.
- Each school should have library facilities and wherever facilities exist, they need to be strengthened and students may be helped to use the library to their advantage.
- Co-curricular activities as an important aid to learning need to be emphasized particularly in rural and tribal locations.
- Teachers need to utilize student and community resources in developing TLMs and not just depend on TLMs purchased.
- It may be made mandatory that teachers share student progress with SMC members and parents on a regular basis.
- The remedial instruction classes need to be pursued systematically and its impact needs to be assessed through action research.
- The District/ Block authorities need to maintain record of SMC meetings conducted per school over the year and take steps to ensure that SMC meetings are conducted regularly.

ANALYSIS OF DECLINING ENROLMENT IN STATE

ICRA, New Delhi

I. NEED OF THE STUDY

Enrolment is the key for Universalisation of Elementary Education (UEE) followed by regular attendance, retention and participation with all provisions and facilities. While at the national level enrolments in Government and Government aided institutions are on increase and the number of OoSC is reducing, surprisingly there has been a reduction in enrolments in Government and Government-aided schools in some States including Odisha. The reasons for this decrease in enrolments are unclear but may be owing to the factors like: in-accurate enrolment data in previous years; transfers from the Government system to the private un-aided sector; seasonal migration of workers and their families; reduced repetition and shrinking populations in some areas, mostly caused by migration. The declining trend in enrolment questions fundamentals of the efforts made and their sustainability in achieving the goals of UEE in the stipulated time. Therefore, this study intends to analyze the reasons of such trend and on the basis of findings suggest measures to reverse the trend with immediate effect.

II. OBJECTIVE OF THE STUDY

The objectives of the study were:

- To explore the reasons for the declining trends of enrolment indicators at primary and upper primary levels.
- To find out the involvement of the teachers /Cluster Resource Centre Coordinators (CRCC)/ Block Resource Centre Coordinators (BRCC)/District Management Information System (MIS)/ State Management Information System (MIS) in the process in order to get the real report.
- To suggest measures to improve the rates of enrolment both at primary and upper primary levels.

III. RESEARCH DESIGN AND DATA SOURCES

SAMPLE

Jajpur, Nayagarh, Keonjhar and Malkangiri

All the primary and upper primary schools of Govt. , Govt. aided and Private schools in the districts of Jajpur & Nayagarh , the primary schools of Govt. , Govt. aided and Private schools of Keonjhar and upper primary schools of Govt. , Govt. aided and Private schools of Malkangiri district was the population of the study

TOOL

Eleven tools were used in the study. The research tools prepared are combination of:

- Discussion checklists
- Semi - Structured questionnaire
- Focussed Group Discussion Guidelines

IV. MAJOR FINDINGS

Reasons for Declining Enrolment

Decrease in child population

In the sampled clusters, the child population decreased in Jajpur during 2009-12. In Keonjhar, the population increased a little bit in 2010-11 compared to the population in 2009-10 and then decreased in 2011-12. In some clusters of Nayagarh as well as in Malkangiri, the child population showed an increasing trend over the three years during 2009-12 where there was an increase in enrolment rates. The enrolment trend in these three years has to be judged against the child population in the corresponding years. Hence decline in child population is a major reason for decline in children's enrolment.

District and Cluster-specific reasons

In Jajpur, none of the clusters showed any declining trend. The maximum decline was observed for Batto cluster in Keonjhar and Nandarbar nodal cluster in Nayagarh. On inquiry, it was known that closure of mines in Keonjhar affected children's enrolment to various degrees with Batto cluster being significantly affected. The clusters close to mines were more affected than others as parents shift with their children to other locations in search of work. As a result of floating

population, the declining trend was not consistent. Even in the Batto cluster, there was significant decline in 2010-11 but no decline was noticed in 2011-12.

In Nayagarh, enrolment in Nandarbar cluster did not decline in 2010-11, but declined significantly in 2011-12. Migration in Nayagarh and closure of mines along with migration in Keonjhar are responsible for declining enrolment in some clusters.

In comparison to variations in child population there were some clusters where enrolment declined in the range of 2% to 5% in 2011-12 such as in S. N. Nodal cluster (Keonjhar), New Town PS (Nayagarh), Somanathpur UPS and K. Gumma UPS (Malkangiri). Panchahara Nodal (Keonjhar) and Nandarbar Nodal (Nayagarh) witnessed 2% to 5% decline in 2010-11. Minor level decline is related to teacher and school variables. On questioning, it was found that children are sent to schools in adjacent clusters because parents perceive the teachers and the quality of teaching in those schools to be better.

While looking at the upper primary and primary levels one can say that the enrolment trends in both levels are similar. In both levels there has been an overall increase in the enrolment in 2010-11 and a decline in 2011-12 in comparison to the same of 2009-10. The trend in primary levels can be read in the lines of the trend of child population and the initiatives for increased enrolment carried out by the school authorities. However the constant decline in upper primary levels should be attributed to other factors such as children from one cluster going to schools in other clusters and changes due to cluster restructuring also.

Overall 3 clusters out of 10 clusters showed decline in child enrolment rates in primary levels within a range of 2 to 5%. Nandarbar, Tarmadan and Nausuguda clusters showed moderate decline in enrolment in the range of 5 to 10%. Batto Nodal in Keonjhar and Nandarbar Nodal in Nayagarh showed significant decline in enrolment in the range of 10 to 15%.

In Upper Primary levels during 2010-11 only New Town PS from Nayagarh recorded a decline of enrolment rates in upper primary levels of 2% to 5% during 2011-12. Out of 10 clusters 6 clusters showed moderate decline in child enrolment within a range of 5 to 10% in 2010-11. Six clusters showed significant decline in enrolment in the range of 10 to 15% in 2011-12. Among them Nandarbar Nodal from Nayagarh showed constant significant decline (above 10%) during 2010-12 period.

Though cluster-specific declines are of concern, over all the sampled clusters, there is no significant decline in enrolment. Over all the 14 clusters in 4 districts, the decline was 0.3% in

2010-11 and 0.8% in 2011-12. While comparing the school level enrolment data collected from the study and the data provided by District Information System for Education (DISE) it was observed that there are variations in the enrolment data. Besides, it was observed that in some schools there were problems resulting from over reporting and under reporting of data. The study team identified reasons for the same as the problems with data collection pattern, reporting errors, over reporting by school authorities and errors during data entry.

The study highlights one of the important aspects for decline in school enrolment as the declining child population in the study districts. However the study could not find any instances where parents keep their children without sending to schools. The study found that majority of the eligible children in the study area is enrolled in schools. Issue of migration was also not prominent which was realized during interactions with parents at the various clusters covered under the study.

Summary of Findings:

- One of the important aspects for decline in school enrolment as the declining child population in the study districts
- Reasons for minor decline can be attributed to teacher and school variables such as poor quality teaching, poor parent-teacher interaction and lack of school resources.
- All the eligible children in the study area are enrolled in schools.
- Issue of migration was found in some cases like in Keonjhar and Nayagrh but not prominent and not a major reason for declining enrolment
- No instances of parents keeping their children without sending to schools were found during the study.
- Even though there are decline in enrolment rates in some of the sampled clusters, overall there is no significant decline in enrolment.
- The problems related to data collection pattern, reporting errors, over reporting by school authorities and errors during data entry need to be addressed.

V. RECOMMENDATIONS AND ACTION POINTS

FOR POLICY PLANNERS

- Specific interventions for Primary and Upper Primary Levels : Household focused intervention need to be carried out at primary levels for ensuring enrolment of children to primary schools, orientation of parents need to be ensured for retention of and readmission of children to upper primary levels.
- Periodic trainings in data entry and management : The MIS staffs at all levels need to be provided with refresher trainings and capacity building programmes. These programmes should focus on issues such as data cleaning, rechecking, identifying data errors, and data entry etc.
- Orientation on School Report Cards : The Head Masters of the schools need be oriented on the importance and application of School Report Card, how to make use of the data for developing strategies for improving the quality of their schools.
- Standardization of registers in private schools : The registers for capturing information in private school should be standardized. This will facilitate in data compilation when required and will also be helpful in cross / back checking of records when required.
- Preparation of monitoring plan : The planning format should be prepared by the district and shared with BRCs and CRCs. The CRCCs should be responsible for ensuring the correctness and completeness of the data collected at the school level. The BRCCs should ensure accurate compilation and entry of data at the block level.
- Linkages with other departments for accurate data : Linkages with other departments like ICDS should be established to have correct and accurate data of children in the age group of 6-14 years. Since Anaganwadi Workers are involved in conducting annual household survey, they have information about the same.

FOR IMPLEMENTERS

- Tracking system for Children : Schools should track the status of children who take Transfer Certificate from schools and join other schools or move to other places. This will help the officials in tracking the reasons and issues for discontinuing their studies at a particular schools and also whether the child is continuing their education.
- Involvement of Community Based Organizations for ensuring enrolment : Social

audit in schools can be used as a feasible solution for improving the efficiency of schools. This will also motivate the school authorities to showcase a better performance as there are systems in place to evaluate the performance of the schools.

- **Need for Increased School Leadership** : Head Masters should undertake new initiatives to make the school more children friendly and a good place for teachers to work. Initiatives such as suggestion boxes, children corner, arts and sports club, and community level initiatives should be undertaken.
- **Establishing rapport with PRI functionaries and SMC** : PRI functionaries and SMC members need to work together to identify needs and challenges of the school and develop joint action plan for the school.
- **Felicitation of CRC/ BRC for timely & accurate delivery data** : The better performing CRCs and BRCs in the district in terms of timely and accurate collection and compilation of data should be felicitated.
- **Enhancing community ownership** : The participation from the community needs to be enhanced further. The school functionaries should establish good rapport with PRI members, community leaders and village level functionaries to influence positive public opinion. PRI members should be encouraged to include issues pertaining to school in their meeting agenda.

The title is framed by four thick horizontal bars: a red bar at the top, a blue bar below it, another blue bar below that, and a final red bar at the bottom.

SMALL SCALE STUDIES

EVALUATION OF FUNCTIONING OF MODEL CLUSTER SCHOOLS (MCS) UNDER NPEGEL SCHEME FOR PROMOTING QUALITY EDUCATION TO GIRL STUDENTS IN KALAHANDI DISTRICT

Shri Dayanidhi Dalua (B.A.B.Ed.)
Headmaster, Sargiguda UPS
DRG Member, Kalahandi

I. Objective of the Study

- To assess the activities of MCS for improving enrollment attendance and achievement level of girl students in the sample of MCSs.
- To ascertain the implementation of various activities in the basis of funds and materials received by the MCSs.
- To identify strength and weakness of MCSs for quality development of girls education.

II. Method & Design

SAMPLE- Two blocks of Kalahandi district (Narla & Lanjigarh block), ten MCSs from each block, ten MCSs Headmaster & ten MCSs Coordinators (five from each MCSs), forty girls (four girls from each MCSs), Twenty CLCC Members (two from each MCSs) and ten CRCC (five from each block)

METHOD- The present study is descriptive study.

TOOLS-

- Information Schedule for MCSs.
- Questionnaire for the MCSs Headmasters.
- Questionnaire for the MCSs Coordinators.
- Interview Schedule for girls.
- Interview Schedule for CLCC members
- Questionnaire for CRCCs.

III. Major Findings

Objective -I: To assess the activities of the MCS for improving enrollment attendance and achievement level of girl students in the sample MCSs.

- Near about Hundred percent girls are enrolled in nearby Primary and upper primary schools.
- The rate of attendance of girl students has increased. But in the interior schools girl students

are not regular to school. Sometimes irregularity shown due to less awareness of parents.

- The rate of achievement level of girls has raised but not satisfactory. Near about sixty percent girls have achieved Minimum Level of Learning (MLL)
- In the interior area the rate of achievement level of girl students is below 50%.

Objective-II: To ascertain the implementation of various activities in the basis of funds and materials received by the MCSs.

- There is provision of various activities for development of girl's education through NPEGEL. Some activities are conducted and girls are participating properly, but in some MCSs the activities are not conducted properly. Even if the Headmaster and the MCS coordinator cannot say about the activities clearly.
- The rate of community participation has decreased due defective process of organisation of activities.
- CLCCs. are not functioning properly, meetings are not held regularly. So CLCC members do not know about the programmes conducted by the BRCCs and CRCCs.
- In some cases CRCCs and BRCCs utilise the services of MCS headmasters and the MCS co-coordinators just as supporting staff only for logistic arrangement of the programmes.
- The materials purchased by the CLCC on utilizing the funds provided by NPEGEL are not properly used due to lack of engagement of experts or instructors for vocational, musical and physical education teaching.
- MTAs are not functioning properly, meetings are not held regularly for which community awareness is not satisfactory.

Objective-III-To identify strength and weakness of MCS for quality development of girls education.

- Positive attitude of teachers towards girl's education is developed.
- Enrollment, retention and achievement level of girls have been enhanced.
- Participation of girls in curricular and co-curricular activities is improved.
- Girls are motivated towards education and attending to school regularly.
- Community members are involved in different activities of girls' education.

EFFECTIVENESS OF SRUJAN ON LEARNER'S ATTENDANCE, RETENTION AND ACHIEVEMENT IN KOKSARA BLOCK OF KALAHANDI DISTRICT

Makardhwaja Raut (M.A. & B.Ed)
Asst.Tr ., Baghbadi Pada NPS
Junagarh, Kalahandi

II. Objective of the Study

1. To examine the effectiveness of Srujan in ensuring children's attendance, retention and achievement.
2. To assess the environment in schools as a result of Srujan in respect of
 - Community involvement
 - Use of local language
 - Use of local knowledge and resources
 - Use of cultural inputs

III. Method & Design

Sample:

- One block i.e, Koksara block 17 clusters and 17 GPs.
- Two schools from each G.P in the study i.e. 34 schools
- Sixty- eight no. of teachers
- Focus group discussion with 170 no of students
- Thirty-four no. of community members

Method : Descriptive survey method was used for the study.

Tool :

1. School observation sheet
2. Interview schedule for community members
3. Classroom observation class I, II, III, IV, V
4. Interview schedule for teachers
5. Schedule for focus group discussion with children

IV. Major Findings

- Story telling festivals, traditional game meet, art competition, song, dance and music festivals, Adibasi Jati Mahasabha, awareness programme for primitive tribes, activities were organized in Srujan activities under SSA programme for the development of tribal education at elementary school level
- More than 75% cluster have organized Srujan activities satisfactory by the help of block resource centre co-coordinator, CRCCs, tribal community members, SMC and MTA members and co-originators' of SSA.
- More than 72% teachers developed their competency for better classroom transaction, organization of co-curricular activities in the school and develop positive attitude towards education of tribal children.
- Srujan activities had positive effect on educational development of tribal children. Classroom process of the teachers in relation to nature of activity, students participation in learning activity, teacher's competency to manage the activity based classroom, uses of TLM and evaluation process of sample schools were satisfactory
- There was a positive impact of Srujan activities on tribal community members towards the development of education of tribal children through culture based educational programme.
- Srujan activities had helped to increase in enrollment, attendance, retention, achievement and active participation of tribal children in co-curricular activities.

IMPACT OF INTERVENTIONS UNDER NPEGEL ON PROMOTING QUALITY EDUCATION OF GIRLS CHILDREN IN TRIBAL BLOCKS OF KALAHANDI DISTRICT

Jayanta Pati,
Teacher, Gannanathpatna PUPS,
Bhawanipatna Block

Objective of the Study

- i. To assess the use of intervention strategies of NPEGEL programme to facilitate the enrollment, retention and achievement of girl children.
- ii. To study the effects of interventions under NPEGEL programmes for promoting quality education for girl children.
- iii. To identify the strengths and weaknesses of different strategies of NPEGEL programme.
- iv. To suggest remedial measures for better implementation of this programme in Kalahandi districts.

II. Method & Design

Sample: Bhawanipatna block has been selected purposively for the study.. 10 model cluster schools of this block has been selected randomly. 10 MCS headmasters, 20 CLCC members, 10 CRCCs, 30 girl students and 10 MCS co-coordinators were chosen for collection of data through using different tools.

Method: Descriptive survey method was adopted for this study.

Tool: The following data gathering instruments were used for the purpose of collection of information.

- i. School information schedule
- ii. Questionnaire for headmaster
- iii. Interview schedule
- iv. Questionnaire for cluster resource centre co-ordinator (CRCC)

III. Major Findings

Objective wise findings of the study are as following

Objective - Assess the use of intervention strategies of NPEGEL programme

- 90% of the model cluster schools have MCS building. 60% of MCS centres have separate toilets for girls. 40% of MCS centres have the facilities of reading room.
- More than 50 percent intervention, were implemented effectively for promoting girls education.
- The enrollment of girl children is 47% of the total children enrolled. About 57% of the total students belong to under privileged community. More than 50% of girls of Class-V to VII are secured grade 'C' in last annual assessment. The achievement of girl students in academic area is not satisfactory.
- The dropout rate of girl student are reducing. It is less in primary level than that of upper primary level in MCS schools.
- 90% of total girl students (in last two years) are attending the school regularly and 10 percent of girl students are irregular in attending the model cluster schools.
- Visit of CLCC members to MCS centres is not satisfactory as below 50 percent CLCC members opined regular visit to MCS centres.
- Funds released for construction of MCS building of Sardhapur MCS has not been utilised due to lack of land. In most of the MCS centres spill over fund for ECCE is remained unutilised.
- 48 percent interventions of NPEGEL were satisfactorily implemented in the district. 10 percent of the respondent rates the status of interventions as below average.

Objective II: impact of interventions under NPEGEL programme on promoting girls' education.

- More than 67% respondents opined that the different interventions of NPEGEL for girl children have positive impact for promoting quality education among girl children. It enhanced the enrollment, regular attendance, improved retention rate and achievement rate in curricular and co-curricular activities of girl children,
- The analysis of the data reveals that, different types of activities related to girls education were implemented for girl children under NPEGEL programme. It includes vocational training, organising Meena mela, orientation to Meena cabinet & Meena manch, personality development camp or talent search competitions, provision of additional incentives to all girl students and engagement of MCS co-ordinators in each MCS.

Objective III: Identify the strengths and weakness of different strategies of NPEGEL programme.

- Improvement of enrollment, retention and achievement of girl children, greater participation of girl children in co-curricular activities, provision of additional incentives to all girls, vocational training, orientation to meena manch & meena cabinet, engagement of MCS coordinators are the major strengths of the NPEGEL programme.
- The major weakness or problems of the NPEGEL programme interventions are lack of proper, clear cut and timely instruction issued to H.M of MCS from district gender unit, lack of proper monitoring, supervision of MCS centres by Block & district official, poor team approach, poor sanitation facilities for girl students, negative attitude of parents towards girls' education, insufficient provision of girls hostel like KGBV and lack of proper orientation to MCS co-ordinators.

Objective IV: Suggest remedial measures for better implementation of NPEGEL programme for girl children.

- For effective implementation of the different interventions of NPEGEL programme, monitoring and supervision should be done regularly & systematically, provision of separate toilet for girl students in each school, provision of girls hostel in each panchayat, proper and clear instruction from district office to MCS, work in team approach, awareness programme for change of attitude and special orientation to MCS co-ordinators and teachers on gender issues should be adopted for achieving desired goals of NPEGEL programme.
- Proper, clearcut and timely instructions should be given to headmasters of MCS for implementation of various interventions. As they feel comfortable in carrying out clear instructions.
- Hostels like KGBV should be opened in each panchayat of the district.
- There is an urgent need to evolve a well thought strategy to address and mobilize girls from the ST/SC community and BPL families. This area needs to receive top priority. There is an urgent need to enable all the field functionaries like co-ordinators of girl education, BRCCs, CRCCs, MCS co-ordinators, resource groups to see the link between all the interventions and find out an integrated strategy that addresses the needs of girls in a decentralised manner.

EFFECTIVENESS OF SUPPLEMENTARY READERS IN PROMOTING READING SKILLS OF CLASS II STUDENTS IN THE FIRST LANGUAGE (ODIA)

Lipika Sahu
Senior Teacher Educator
DIET Nayagarh, Rajsunakhala

I. Objective of the Study

- To assess the status of the use of supplementary Readers in Class II Language classrooms
- To assess the effectiveness of Supplementary Readers in promoting reading skills (word reading and reading comprehension) of Class II students in the language subject (Odia)
- To ascertain teachers' and students' perception regarding the utility of supplementary Readers in promoting positive reading habits

II. Method & Design

Sample:

The sample of the study was three primary schools of Ranpur block of Nayagarh district. Ranpur block was selected purposively as the investigator is working at DIET Nayagarh which is located at Rajsunakhala.

Tool:

- Two teacher made oral tests (Pre- test and Post- test) to assess the reading skills (word reading and reading comprehension) of the children.
- Classroom observation schedule to observe the language teaching- learning process and the interest level of the learner towards reading.
- Opinionnaire to know the teachers' perception towards the usefulness of supplementary Readers.
- Opinionnaire to know the students' perception about supplementary Readers

III. Major Findings

The major findings of the study are given below

- A. Results of Pre - test and post - test scores on word reading and reading comprehension:

After three months of exposure towards supplementary Readers, children's' word reading competency has improved. Even the comprehension level has remarkably enhanced. So it can be interpreted that only textbooks are not sufficient in developing language skills, particularly the reading skills among the learners. Contextual and competency based Readers are found to be very useful in developing and sustaining interest among the learners for reading.

B. Language teaching- learning process :

From the classroom observation schedule, it is found that all the teachers held the book and taught from the book only. Both teachers and students used textbooks. The teaching learning process was mechanical, mostly teacher centered. Apart from textbook, no other resources were used. Teachers did not go beyond the textbook. Childrens' experiences were not taken care of. No use of TLM during teaching. The teacher allowed only a few students to read aloud. Sanjog books were not available in the classroom. Blackboard work done only by the teachers. No innovative technique was adopted for language learning.

C. Teachers' perception about the utility of supplementary Readers

Teachers are of the opinion that this competency based supplementary Readers helped in creating an interest towards language learning as well as developing language skills. Students have developed an inclination towards reading further. Teachers used these Readers for learning purposes, not for assessment purposes. Illustrations attracted them a lot. Illustrations enabled the students to guess and read the text. In every Reader, practice activity is placed on the last page. But teachers had not given an opportunity to the children to use it.

D. Students' perception about supplementary Readers

It was found that students were very interested to read the supplementary Readers. Their interest towards reading was enhanced. Almost all the students liked the text, picture, colour, and paper quality of the Readers. Even the children, who were not able to read fluently, used the Readers with interest. Most of the students liked the stories, songs included in the reader. The language used in these Readers was simple and easy to understand. Children used the materials in a collaborative situation and learnt from each other in understanding the text.

IMPACT OF HOME BASED EDUCATION THROUGH THE IE VOLUNTEERS ON OVERALL DEVELOPMENT OF CWSN

Santosh Kumar Parida,
CRCC,Rasulgarh
UGUP Cluster, BMC

I. Objectives of the Study

- To estimate the developmental status of CWSN before Home Based Education (HBE) Programme.
- To analyse the different aspects of Home Based Education(HBE) intervention.
- To estimate the developmental status of CWSN after Home Based Education (HBE) Programme.
- To compare the pre-HBE and post-HBE Programme for overall development status of CWSN.

II. Method & Design

Sample: For sample two blocks Baliana & BMC of Khorda district were taken and from these blocks a total of 10 CWSN students, 03 IEV, 03 BRT and 10 parents were randomly chosen.

Method: The present study is primarily based upon the survey method.

Tools: To collect the information regarding the small sCALe research, the researcher used the tools.

- Profile of the CWSN
- Interview Schedule for IE volunteers
- Interview Schedule for BRT
- Interview schedule for Parents

III. Major Findings

Developmental status of CWSN after HBE programme:

In Baliana Block:

- It is found that the HBE programme has positive impact on Dillip Kumar Sethi as he has improved Changes in fine motor skill and physical activities and Interested go to school.
- Santoshi Mishra, the CWSN has influenced by the HBE Programme that she becomes happy after seeing the teacher and comes to the school regularly.
- The HBE programme has positive impact on Mamuni Bhoi, as she has improved a little bit change in walking and identifying her own dress.

In Bhubaneswar Municipal Corporation (BMC) area:

- The impact of HBE programme on Sri Suvam Patra so that he has improved time to time but not at satisfactory level and Suvam has achieved the beginning abilities of kneeling.
- As such it is found that the HBE programme has positive impact on Sri Raj Rajsekhar Lenka so that he has improved the CWSN becomes happy after seeing the teacher. Telling two letter words ,By holding the hands of the IEV/BRT drags towards the classroom and tells so many things and Coming to the school regularly
- Bhabani Tanti, the CWSN has influenced by the HBE Programme that he becomes happy after seeing the teacher, Telling two letter words, by holding the hands of the IEV/BRT drags towards the classroom and tells so many things and Coming to the school regularly.
- The HBE programme has positive impact on Sri Debasis Mohanty so that he has improved time to time improved but not at satisfactory level and the CWSN becomes happy after seeing the teacher.
- Santi Senapati, the CWSN has influenced by the HBE Programme that she becomes happy after seeing the teacher. The impact of the HBE programme on santi senapati is not at satisfactory level.

Opinion of the IE Volunteers /BRT on impact of HBE Programme:

- The IEV/BRTs regularly visit the CWSN home, prepare an individual plan for each category of CWSN, maintain the profile of CWSN, conduct the counseling programme for CWSN, discuss with the family members about the behavior of their child, the parents sit while they provide the HBE to their child and the HBE has positive impact on the CWSN.
- The performances of IE Volunteers and BRTs in the HBE programme is satisfactory level.

Views of the parents on impact of HBE Programme :

- Keeping in view, it is found that the BRT/IE Volunteer regularly visit their home for their children, guide the children for HBE programme at home, discuss with the family members about the behavior of your child, the parents sit while he/she provide the HBE to their children, make you aware of your child's performance and discuss with you about the special problem of your child.
- As such it is found that the parents are satisfied with the HBE Programme whereas, they required more frequently visit of the IE Volunteers and BRTs for their children .

Investigator's field observation:

- The role and responsibilities of the IE Volunteers and BRTs to impact Home Based Education is at satisfactory level. However, the BRTs are technically sound to impact HBE whereas, the IE Volunteers are not upto the mark.
- The IE Volunteers visit to the CWSN.
- The parents are satisfied with the HBE programme whereas, they require more frequently visit of the IE Volunteers to their children. They also demand more number of IE Volunteers to be recruited in the BMC area.

MAINSTREAMING OF THE SLOW LEARNERS IN CLASSROOM TRANSACTION PROCESS AT THE PRIMARY LEVEL

Puspanjali Sahoo

Teacher Educator, DIET, Khordha

I. Objective of the Study

- To identify the slow learners at the primary level.
- To develop instructional strategies to mainstream the slow learners in the classroom transaction process.
- To administer the instructional strategies in the classroom transaction process.
- To study the effectiveness of instructional strategies by comparing pre-test and post-test results.

II. Method & Design

Sample: The investigator took 40 students as the sample of the present study. They were selected by employing purposive random sampling. The target population of this study included 5th class students of Khordha Block but as per the convenience of the investigator 5th class students of Practising Upgraded Upper Primary (UGUP) School and Khordha Project Upper Primary School, Khordha are taken as sample.

Method: For the present study the investigator has adopted One Group Pre Test- Post Test Design.

Tools: Both standardized and self developed tools were used for systematic and scientific collection of data.

Intelligence Test:

The Colored Progressive Matrices (CPM) developed by Reven(1990) was used to assess the level of intelligence of sample subjects.

Pre Test:

For further confirmation of slow learners, a pre-test on language (Odia) based on certain competencies developed by the investigator was used. The test consists of 50marks of both written and oral questions.

Classroom Observation Schedule:

A classroom observation schedule developed by the investigator had also been used to observe the classroom activity during teaching learning transaction process. This observation schedule consisted of 32 items out of which 12 items are based on teacher's classroom activities, another 12 items are based on students' classroom activities and rest 8 items are on classroom management.

Post Test: -A post test on language (Odia) based on the same competencies developed by the researcher was used to compare the results with pre-test results.

III. Major Findings

- The most important finding of the present study is that post test performance of the slow learners is significantly greater than their pretest performance. In other words the administrations of instructional strategies were effective in helping the slow learners to perform better in the posttest. This proves the effectiveness of instructional strategies to mainstream the slow learners in classroom transaction process.
- Further the performance in posttest of above average learners is greater than their pretest performance which implies that instructional strategies were effective.
- Lastly, the performance of post-test of slow learner is less than the performance in post-test of average & above average learners. This implies that one month intervention of introducing the developed instructional strategies is not enough to mainstream the slow learners in classroom transaction process. If the intervention will be continued for a longer period of time, it provides most effective results.

STATUS OF TEACHING ENGLISH AT THE UPPER PRIMARY LEVEL CONSEQUENT UPON SSA

Anita Behera
Teacher Educator
DIET, Dolipur, Jajpur

I. Objective of the Study

The present research work was undertaken to study the following objectives.

- To compare the achievement of students of class VII in English before and after SSA intervention so as to study improvement if any.
- To study the classroom environment in English at the elementary level.
- To analyze the textbook in English used for teaching class VII.

II. Method & Design

Method: The present study comes under descriptive survey type of research.

Sample: The target population of the study comprised of all the students and English teachers of class VII, of Jajpur district. To find out the appropriate sample of the study the researcher adopted cluster cum incidental sampling method. Therefore the researcher had taken one block i.e. Badachana block. 175 students and 25 teachers from the block had been taken as sample of the study.

Tool: The researcher utilized three tools to assess the performance of students after SSA intervention. Those three tools were:

- Content analysis tool for experts and teachers to analyze the textbook of class VII English book.
- Interview Schedule for the Teachers
- Focus group discussion tool for the students

III. Major Findings

- There is improvement in the achievement of Class VII students in English

- The present English text book for class VII students is relevant and better than the old edited book but needs modification to cope with the changing scenario. More emphasis must be given to communicative skills.
- High order language skills must be emphasized like language competence and communication skill. Importance should be given on Phonetics and phonetics teaching orientation programmes should be done for teachers. Separate workbooks should be provided to the learners.
- Learning objectives should be mentioned at the beginning or end of each lesson after each chapter. Grammatical activity practice book should be implemented. Students feel some problem in understanding the content material, so it should be easy and interesting for the students.
- Comics should be included from the beginning of the classes. Scope should be given to enhance reading habit of the students. Question making activities should be given adequately in textbook.
- SSA should take step for providing developed study materials to schools, should take step for introduction of English from the lower level, i.e., class I and should take steps to conduct orientation progarmme, and workshops for the teachers to gain knowledge about new innovations in teaching learning process.

IMPACT OF COMPUTER AIDED LEARNING (CAL) ON THE STUDENTS OF CUTTACK DISTRICT - A COMPARATIVE STUDY

Bobby Mohanty Foundation
Cuttack

I. Objective of the Study

- To assess the status of the schools in terms of enrollment, attendance and retention & achievement rate of students and community support in CAL and non CAL schools.
- To identify the gaps, strength of CAL programme .
- To suggest strategies/measures for beginning improvement in the functioning of CAL programme.

II. Method & Design

Method: The present study is primarily based upon the survey method.

Sample: From Cuttack district two CAL and two Non-CAL schools from Narasinghpur Banki & Badmba have been covered under the purview of the study

Tool: To collect the information the researcher used the tools prepared by Researcher. The tools were

1. School Profile
2. Students schedule
3. Learners information schedule
4. Interview schedule for Teachers' & Headmaster
5. Interview schedule for Community members & Parents

III. Major Findings

The major findings of the study on the impact of the computer aided learning (CAL) on the students' learning is as following

Enrollment status of students in CAL and Non-CAL school

- The enrollment of students has been hiked in both CAL and non-CAL schools in the academic year 2012 13. where as, the increase rate of enrollment is more in the CAL schools than the Non -CAL schools due to the positive impact of the computer aided learning programme.

Attendance of students (as on 30th Sept. 2012)

- The CAL programme has positive impact to improve the attendance of class-V, class-VI and class-VII students. As such, it is found the attendance of students of CAL schools is better than the Non-CAL schools.

Learning Achievement of class-V students

- The achievement of class-V students reflects a rosy picture since nobody of CAL and Non-CAL have secured less than 50% marks in any of the subject areas. However, the overall performance of both boys and girls student in MIL, English, Mathematics and Environmental science of CAL schools is highly satisfactory than the Non-CAL students of cuttack district.

Views of the headmasters on usage of computer aided education programme in teaching process:

- Computer provides only superfluous knowledge whereas, more than 40% of the headmasters of Non-CAL schools are in favor of usages of computer aided programme in curricular programme.
- The usages of computer aided programme in school curricular programme have the positive impact on the headmasters. It may be suggested that frequently use of the computer in the curricular programme is essential.

Opinion of the teachers' on usage of computer aided education programme in teaching process:

- More than 48% of the teachers of Non-CAL schools are in favor of usages of computer aided programme in curricular programme.
- Computer –aided education is an essential component of quality education in schools., Use of computer technology in teaching learning processes improves student attendance., Use of computer technology in teaching learning processes improves student performance.

Opinion of the community members on implementation of computer aided education programme in teaching process:

- It is found that more than 58.3% of the community members have opined they are aware that students are educated through computer,
- The computers are provided to your school used by all the students, they are sure that the students can handle the computer, the students will get benefit out of computer-aided learning.

- More than 60% of the Non- CAL schools the community members of Non-CAL schools have shown interest towards computer-aided learning and they have also opined that the students will get benefit out of computer-aided learning.

Opinion of the students' on implementation of computer aided education programme in teaching process:

- More than 66.6%of students have opined that their teacher teach through computer, they are interested to learn through computer, they come to school regularly to learn computer, computer is essential for them. They have also viewed that after learning through computer their performance have improved, their teacher teach regularly through computer and computer learning is more useful than the stereotype classroom teaching for them.
- It is found that more than 75% students of Non-CAL schools in Cuttack district are interested to learn through computer. Further it may be suggested to provide computer aided learning programme to the Non-CAL school as far as practicable.

IMPACT OF MDM ON CHILDREN'S HEALTH, EDUCATIONAL STATUS AND SCHOOL ENVIRONMENT

Dr. Bhugol Senapati
Dhenkanai

I. Objective of the Study

- To examine whether there is increasing in the health and nutritional status of children.
- Whether there is increasing in enrolment and attendance rate of students.
- Whether there is increase in motivation and retention of children.
- Whether there is any change in the school environment due to MDM.

II. Method & Design

Method: In the present study, survey method was adopted to know the impact of MDM on children's health educational status and school environment to develop primary Education.

Sample: Ten schools of Parjang block of Dhenkanal district were selected as sample of the study. Ten nos. of Headmasters, 30 nos. of VEC members were taken as the purview of the study.

Tools: The tools used for the study are as following:

- Questionnaire for the Headmasters
- Questionnaire for the VEC members
- Interview schedule for the parents
- Interview schedule for the students.

III. Major Findings

- In each school of the sample block Parjang the MDM programme was running within their own building. i.e. cooking rooms or Randhasala. Only in one aided U.P. School named Dihadol U.P. School had no cooking room.
- All the visited schools were within 10 kilometers from block head-quarter. In all the visited schools, the enrolment & attendance of the students showed on increasing trend.

- The enrolment of girl students (SC, ST, and another) were increased as one moves from class I to VIII. The attendance of students during the day of visit would enable to know how they take interest to come to school. The percentage of attendance of students on the day of visit was above 80% but in Chakradharpur primary school, Chakradharpur Nuasahi primary school, Kantor Nuasahi primary school, Govindapur U.P. School and Jagannathpur project primary school, it was 100%.
- About 10 percent of teachers replied that they faced difficulty for MDM programme.
- Ninety-five percent students took the mid day meal regular.
- 80% students replied that they were washing their hands by life buoy soap before and after taking MDM. Only twenty percents of students were using hand pump for their hand wash.
- 10 percent of schools had no safety drinking water i.e. Jagannathpur Project primary school & Chandrapur Nuasahi primary school.
- Mrs. Annapurna Gartia headmistress of Ramachandrapur Primary school reported that they need more quantity of rice.
- 100% teachers were in support of telling that a little disturbance was seen in classroom teaching.
- Teachers, Students, Parents, VEC chairmen all gave anti statement against Soyabeen badi.
- 100% teachers reported to increase the price per student to serve tasty food.
- The investigator found that the surplus food were thrown outside which polluted the environment of the school.
- There was no use of pit or dust bin in any school for leaving foods.
- 100% Headmasters, and VEC chairmen complained that the Pachikas or cooks were not getting their remuneration in time.
- 60% students desired to take Tiffin on Saturday as it was morning school.
- 95% Students were taking their midday meal on the VARANDA. Only one school MDM was taken in an extra room i.e. Kantor Nuasahi primary school.
- No health card was used in the schools at the time of visit. But 40% of schools were keeping records relating to weight and height of the students.
- All headmasters complained that there was shortage of rice in supplied of sacks by Food Corporation of India. At least 8 to 10 kilos of rice were shortage which creates a difficult problem for its recovery.

EFFECTIVENESS OF COMPUTER AIDED EDUCATION PROGRAMME FOR LEARNERS ACHIEVEMENT LEVEL IN GANJAM DISTRICT

Mr. Anadi Charan Bindhani
Senior Teacher Educator
D.I.E.T, Ganjam, Khallikote

I. Objective of the Study

- To assess the existing status of computer aided Education programme in elementary schools of Ganjam District.
- To find out the physical facilities, curriculum, implementation system and co-operation of community for this programme.
- To assess the effectiveness of computer Education programme on enrollment, retention and learning achievement of student of elementary schools.
- To identify the factors constraining better implementation of this programme.
- To suggest some measures for strengthening computer aided education programme in Ganjam District.

II. Method & Design

Sample: Four sample blocks are selected they are Barasahi, Shyamakhunta, Khunta and Baripada and one municipality is Baripada from Ganjam District.

Tool: Keeping in view of the objectives, the following tools had been developed-

- Questionnaires for Headmaster
- Interview schedule for teacher
- Interview schedule for students
- Interview schedule for the VEC and MTA members
- Interview schedule for CRCC and BRCC
- Observation schedule for investigator

III. Major Findings

- It is found that there is an urgent need of appointment efficient computer trained teachers in each sample schools for better computer programme.
- The teachers of the concerned schools would undergo computer training organizing at District level. In addition to it, the computer trained resource person should visit these schools to give more information on computer operation.

- The computer training programme may be organized at school point to give training to the student in school holidays.
- In field observation it is found that there was no separate concrete room for keeping the computer in maximum schools. So, there must be a separate room in schools for computer keeping.
- The defective computers must be replaced by supplying new latest model computers to the schools.
- New cumiculum based CDs should be supplied for the benefit of the students.
- It is found that, irregular current supply to the schools is a great barrier in computer training. So steps may be taken at high level to solve the problem.
- Sometimes, it is found that the supplied CDs are not operation able due to some technical defects. So when CDs are supplying, they should be tasted and then to be supplied.
- The non-functioning computers stored in schools should be returned to the District office otherwise they would create more problems for the staff and students. It would be better if they were corrected by the technicians.
- No. of computers should be increased as per the student strength of concurred schools. The ratio may be fixed by the authority.
- Separate room for computers, multimedia CD, chairs and other accessories may be supplied to the schools.
- 'One computer for each student' should be the slogan of computer aided education.
- It was found from the field visit that the computer rooms remain locked most of the days.
- So, instructions should be given to the head of the schools to keep unlock the computer rooms for computer teaching education.
- It is also noticed that the teaching staff including their headmaster give less importance on computer education. They only give emphasis on content knowledge and contextual learning. They did not initiate the students to come to learn computer education.
- The parents and community members like this programme very much. They want their children to be competetent learning computer. The students are also interested for this programme. But due to the above problems, the computer aided education programme becomes dull day by day.
- The authority should also give importance in this programe and instruct the BRCCs & CRCC, to monitor regularly for support to the sample schools and their teachers and students.

IMPACT OF TEACHER TRAINING (INCLUSIVE EDUCATION AND TEXT BOOK ANALYSIS) UPON ELEMENTARY TEACHERS OF NUAPADA DISTRICT

Prasana Kumar Sahoo
Sr. Teacher Educator (M.Sc., M.Ed.)
DRC, Nuapada

I. Objective of the Study

- To find out the infrastructure and instrument facilities available and use by the CWSN learners
- To identify the innovation teaching learning strategy adopted by the teachers in classroom process.
- To ascertain the participation of CWSN learners in group activity, evaluation, blackboard work, writing inside and outside school activities.
- To know the impact of analysis of text book class wise by the teachers and organization of resources to strengthen the text books and classroom process.

II. Method & Design

Method: This study confined to assess the impact of English training in classroom process. In this descriptive analysis and survey techniques were adopted.

Sample: 20 Primary Schools, of Nuapada district 10 Schools from Nuapada Block and 10 schools from Komna block were taken as sample schools. From 20 primary schools, 40 teachers, 20 headmasters and 40 CWSN learners were interviewed.

Tools:

- School information schedule
- Teachers Interview Schedule
- Classroom observation schedule
- Learners (CWSN) interview schedule

III. Major Findings

- About 95% of the Students having the appliances supplied by SSA whereas 75% of students responded that the equipments were functioning properly.
- The most observable activity was the sitting space to CWSN was 62.5%.

- Use of the blackboard by the teachers was in 80% of class but only 15% of classes CWSN learners were used the blackboard.

Subject Learning :

- In mathematics number reading by the CWSN learners was 50%.
- In 16.6% of class CWSN learners were assigned to solve mathematical problems.
- In language learning, reading by the CWSN was 60% and 20% of learners were assign for writing.
- In language comprehension, elaboration by the CWSN learners was not observable. Special focus in learning of the CWSN learning in all the subjects was not satisfactory i.e. 5% to 10% only.
- In science learning 25% of learning focus was laid in comprehension of concepts.
- In 10% of classes practice work was done through group syndrome.
- focus was given as to speaking work in practice activities i.e. 5%
- Varieties of question for CWSN learners and normal learners were given in 5% of classes.
- Simple instruction given to the CWSN learners found in 10% of classes.
- Writing the letters in bold size and special support in evaluation process were not found in the sample classes.
- Analysis of text books, class wise and competency wise was done in 20% of the schools.
- In 10% of classes local specific learning, experience based situation were collected and used in the classroom process.
- Encouraging the CWSN learners by the teachers was appropriate i.e. 90%.
- Innovative activities prepared by the BRTs were 15% whereas special TLM designed by the coordinator was 20%.
- Onsite support given by the coordinators in learning of CWSN learners was 30%
- 50% of Headmaster responded that BRT and IED coordinator of Nuapada district discussed with the teachers regarding learning of CWSN.

EFFECTIVENESS OF SAMARTHYA IN BUILDING CAPACITY OF TEACHERS ON ENGLISH

Sriram Padarbinda Achariya
CRCC, Gressingia, G.Udayagiri,
Kandhamal

I. Objective of the Study

- To observe the quality and process of learning activity & management of classroom situation as was introduced by Samarthya.
- To access the knowledge and understanding of the concept introduced in Samarthya by primary and upper-primary teachers.

II. Method & Design

Sample: Two blocks of Kandhamal district namely, G. Udayagiri and Tikabali were taken. Fourteen teachers from G.Udayagiri block and six teachers of Tikabali block of primary school teachers including master trainer, BRCC, CRCC was selected as the sample of the study.

Tool: The following tools were used

- Interview schedule for teachers
- Questionnaire for Headmaster
- Achievement test for listening, speaking, reading and writing skills.
- Interview schedule for students
- Interview schedule for parents
- Class room observation schedule for teachers and students.

III. Major Findings

Findings Related to English Language and Understanding the inputs of Samarthya-I

- More than 80% of master trainers and 50% teachers, CRCC & BRCC understands the Samarthya-I in English Module .
- The achievement scores of teachers in the training inputs of Samarthya-I in English module of Tikabali block was 50% and in G. Udayagiri block was 80%
- Due to lack of proper TLMs the classroom transaction was difficult for teachers.

- More than 50% teachers were given the priority to practice the vocabulary and grammar.
- More than 60% teachers were not following the dictionary and were not giving stress about the uses of dictionary by the learners.

Findings Related to Teaching Learning Process:

- More than 30% teachers have prepared activities for increasing engagement time and reducing waiting time of the learners.
- The Learner centre approach focuses on learner's active involvement in all aspects of language learning.
- In teaching of Language (English) the teacher should adopt the method of participation mode of teaching with focus on learners' autonomy.
- For learners participation and better learning the classroom strategies like-peer work and group work activities need to be regularly adopted. The classes should be inter-active.
- All the teachers had faced difficulties in selection of activities as they had no activity bank in school.
- In 70% of classes evaluation was conducted through objective type questions. But in 25% of classes correction work was conducted. Correction work was basically done by the teachers.

IMPACT OF SAMANWAYA ON CAPACITY BUILDING OF THE HEADMASTER AT THE ELEMENTARY LEVEL

Pramod K.Patel,
Sr. T.E., DIET, Sambalpur

I. Objectives of the Study

The following objectives are taken for the study.

- To study the attitudinal changes of Headmasters towards students, teachers and parents.
- To analyse their supervisory role in the school.
- To assess their organizational ability in different activities of the school.
- To study their interpersonal relation with students, teachers, parents and members of school management committee.

II. Method & Design of the study

Method : The analytical survey method had been followed for the present research study.

Sample : Two Blocks Maneswar and Jaminkira of Sambalpur district. Two cluster from each block and five schools from each block were selected randomly using purposive random sampling. The Headmaster of school, two teachers of each school, two SMC members and two students from each school were interviewed by the investigator.

Tools Used:

- Attitude scale for Headmasters
- Interview schedule for Headmasters
- Interview schedule for teachers
- Interview schedule for SMC members
- Interview schedule for students

IV. Major Findings of the Study

The attitudinal changes of headmasters towards teacher, students and parents was found to be -

- Cooperation of colleagues in school 40% very good and 60% good relation.
- Participation of students in school activities 20% very good, 60% good.
- Reflection of guiding principle of NCF-2005 in classroom activities 20% very good and 70% good and 10% not good.

- Students aware about their rights 20% very good and 80% good.
- Involvement of students in evaluation process 30% very good, 60% good and 10% not good.
- Students are supporting for preparation of T.L.M. 40% very good, 40% good and 40% not good.
- Teacher and students are involved in SDP 30% very good, 30% good and 40% not good.
- SMC involved in school activities and suggest for improvement 40% very good 60% good.
- Facilities are created for different categories of children in the school 30% very good, 50% good and 20% not good.
- In school resources are utilizing properly found 40% very good 40% good and 20% not good.
- Teacher utilizing external resources in the school found to be 10% very good, 50% good and 40% not good.

The supervisory role of Headmaster in the school

- They are facing difficulties towards shortage of textbook for students, shortage of teachers, Midday meal, construction of building.
- The Headmasters were not acquainted with RTE 2009, only 30% Headmaster are acquired with three points of RTE.
- 20% Headmasters able to mention the constitution of National Advisory Council and State Advisory Council.
- In NCF 2005, 70% Headmasters able to mention all five points mentioned in guiding principles.
- In implementation of NCF-2005 only 40% Headmaster taking assistance from their colleagues and implement CCF, revision of scheme etc.
- Samadhan helped the teacher for preparation of an activity.
- In SIP, 40% headmaster given emphasis on planning, 70% enrolment, 60% school beautification, 50% utilization of fund, 30% classroom arrangement.

The impact of SAMANWAYA towards the assistance teachers

- The assistance teachers have good relation with headmaster and appreciated their good work in front of others. Their opinion were required to utilize the school fund/ grant, resources of school (outside & inside) for the learners.
- The RTE-2009 aspects were discussed among the staff and necessary step has been taken at their level.

- The Headmaster supervised the class of assistant teachers and look after the scheme of lesson, lesson diary, learning activity, TLM, teaching method, students evaluation and classroom management.
- Most of the teachers are not aware about the Article 29, 30 of RTE 2009.
25% teachers are able to mentioned the protection of Right of Children i.e. National
- Advisory Council, State Advisory Council failed to present the article 31 and 32 i.e. Monitoring of Children right to education and Redressal of grievance respectively.
50% of teacher did not able to present the guiding principle of NCF-2005.
- In shortage of textbook the teacher distributed the old collected book of seminar students.
- In supervision of Headmaster, they got support in preparation lesson plan, presentation of activities, preparation of TLM and selection of suitable method.

Impact of SAMANWAYA towards children of elementary school

- In morning assembly prayer, news reading, todays thought, new innovative patriotic song, cleanliness activities were organized in many schools.
- Discussion of good activities of students, portfolio, activities placed in bulletin board, use of TLM by teachers, free discussion of topic in different forum, equal opportunity to all children, distribution of textbook, monitoring of Headmaster to their class, supply of schedule food in MDM were agreed by children.
- The teachers followed group work, using TLM, presenting activity, evaluating home work, asking questions in their teaching.
- For girl children separate provision of separate toilet facilities, play materials, meena manch, dress and cycle.

Impact of SAMANWAYA on the members of SMC

- The SMC members involved in SIP, coordination with community, school management, monitoring and supervision and management of MDM.
- They were aware about the received of grants and its expenditure.
- Supporting in students study and support in pedagogical issues.
- Preparing TLM and giving attention towards learners evaluation.
- Monitoring the textbook distribution, dress and MDM.
- Special emphasis given to facilities of girls, ST,SC, CWSN children.
- Good raport develop with community and teachers.
- Problems of school reported to CRCC, BRCC, SIS and DIS as and when required.

NATURE OF PARTICIPATION AND ATTENDANCE OF THE CWSN IN SCHOOL ACTIVITIES AND ATTITUDE OF THE TEACHERS AND PEERS TOWARDS THEM AT THE PRIMARY LEVEL IN SAMBALPUR DISTRICT OF ODISHA

Ashok Kumar Panigrahi
Principal Investigator
Social Action for Rural Community
Sambalpur

I. Objective of the Study

In order to assess the effectiveness of the interventions, the present research study has been undertaken with the following objectives:

1. To study the nature of participation of CWSN in the school.
2. To study the attendance level of CWSN in the School.
3. To study the attitude of teachers and the peers towards them.
4. To assess the extent of use of the support services by these children.

II. Method & Design

Sample: The present study is confined to three blocks namely Jamankira, Jujomura and Maneswar in Sambalpur District.

Tool: Secondary source data has been collected using the following tools:

1. Attendance Register of the CWSN in the School.
2. Interview Schedule for Students, Parents and Teachers.
3. Attitude Scale for the teachers and peers.
4. Questionnaires for teachers and students with regard to use of support services by the CWSN.
5. Observation Schedule to know the use of support services.

III. Major Findings

- Of the sample schools 33.33% had no ramps and 50% had no hand rails, 73.33% of the sampled schools have no separate or modified toilet especially for the CWSN, which show that there is scope for improvement of infrastructure to make the education system CWSN friendly.
- 20% of the sampled schools had no specially trained teachers, which is again an imperfection in bringing the CWSN to the purview of inclusive education.
- Awareness among the parents of the CWSN is very poor with regard to their participation in SMC and SMC meetings, where the specific problems of the CWSN can be addressed.
- The policy with regard to training of the teachers is very good so far as outreach of the teachers is concerned, as most of the sampled teachers interviewed are trained.
- The involvement of the parents in socializing the CWSN by actively encouraging them to attend class, to mix with their class mates, etc are very good in urban and suburban areas, but the same is not so good in rural belts.
- More than 50% of the sampled parents are not so happy with the provision of TLM, aids and appliances etc., provided by the schools due to several factors like non-reaching of these to the beneficiary, late in getting, non availability of more sophisticated equipments etc.
- There is a positive social attitude towards the CWSN as 72.22% of the sampled CWSN showed a good interest in attending classes while only a 28.78% find it hardship to attend classes. These can be attributed to several factors like social stigma, fear of school environment etc., as most of the CWSN interviewed, do not ask for help from the teachers or IEVs rather they seek help from their class mates.
- There is no visible provision for extra-curricular activities and participation of the CWSN in these activities due to lack of encouragement both by the parents, class mates and teachers.

IMPACT ASSESSMENT OF SAHAJOG TRAINING ON SMC/PRI MEMBERS IN SAMBALPUR DISTRICT OF ODISHA

Sanjeev K Mishra
Principal Investigator
Social Action for Rural Community
Sambalpur

I. Objectives of the Study

1. How effective was the 'Sahajog' training in generating awareness among the SMCs & PRIs of their roles, responsibilities and functions?
2. What is the level of participation of the SMCs and PRIs in the preparation of School Development Plan for their respective schools?
3. To what extent the SMCs and PRI members play an important role in school activities and strengthening school-community link.

II. Method & Design

Sample: The study is conducted within the geographical boundary of Jamankira, Jujomura and Maneswar block of Sambalpur district.

Tools:

1. Questionnaire for Head Master/Head Mistress especially to know the norms and guidelines followed for constitution of the SMC.
2. Interview Schedule for SMC & PRI members to assess the awareness level of the members with regard to their roles and responsibilities.
3. Questionnaire for Parent SMC members to analyze their participation for the development of school.

III. Major Findings

- After attending 'Sahajog' training, most of the trainees (60%) have been empowered being aware of their roles, responsibilities and rights in the development of school. As a result there has been increasing active participation of the community in school management.

- In Maneswar block 60% of the Parents interviewed, reported satisfaction with the functioning of the school. Also, majority of Parents (80%) in Jamankira expressed their satisfaction regarding school functioning despite it being the remotest and poorest block comparing to other two blocks. However, in Jujomura block only 30% of Parents are satisfied with the functioning of the school.
- Out of 15 sampled schools in 11 schools Parents claimed that there is no teacher absenteeism; in 8 of these 11 schools Parents (from Maneswar and Jamankira) reported that either they discussed or checked teachers' presence in the school. This positive result can be said to have been contributed by the training and orientations of the SMC and PRI members as most of these respondents were the participants of 'Sahajog' training programme
- Most of the SMC members of Jamankira and Jujomura blocks are illiterate and they can hardly find time by avoiding earning for the family's livelihood to take active part in the school management and contribute towards the quality aspect of school education. However, gradually they are gaining the importance of their participation and some are ready to compromise a day's earning, so that they can give time for their children's development.
- Among the various topics discussed in the training programme, 'the roles of SMC' topic is found to be very interesting among the participants where they express to have gain some knowledge and awareness about their role in the school development.
- The awareness with regard to certain key aspects of management is very poor among the SMC and PRI members. When asked, they expressed that a 3-days' training programme is a very short period where a lot of things are being discussed. So, they suggest increasing the time limit of the programme to 7 days instead to have better understanding of the issues.
- Awareness level with regard to other key issues like teacher absenteeism, fund utilization, quality education etc., are also very poor among the SMC and PRI members.