
CHAPTER-I

INTRODUCTION

1.0.0 INTRODUCTION

Education has been recognized as the fundamental right and it is viewed as the process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. The success of democracy, conceived programmes, community involvement, utilization of physical and human resources, national integration, cultural emancipation, etc., are influenced by the education of the masses. Hence, there is no meaning in aiming for development without laying emphasis on education. The basic concerns of education is to enable children to make sense of life and develop their potential, to define and pursue a purpose and recognize the right of others to do the same—stand uncontested and valid even today (NCF 2015).

Consequent upon the conduct of a number of training programs for the teachers and transfer of the training inputs to the real classroom situation, it was found that some students lag behind others in respect of learning achievements. Learning gaps were visible in course of monitoring and evaluation. So the planner and educationist thought of some valid steps for the improvement in the scholastic achievement of the learners who could not come to the level of their peers. The National Curriculum Framework (NCF) - 2005 and RCFCE Act-2009 both point to building on the child's knowledge, potential and talent through a child centric approach. It suggests that everything we do in or for the school should be geared towards a desirable development in student's learning level and prepares them for independence of thought and action, life-long learning, democratic values, creativity and life skills.

Under SSA, the States/UTs are expected to plan and implement interventions to ensure learning enhancement in children. These interventions can be broadly divided into three major categories: First, defining class-wise subject-wise learning outcomes/indicators; Second, planning specialized programmes and interventions including monitoring mechanism and systemic reforms; and Third learning assessment and evaluation of the interventions.

The RTE has specified that the teachers will complete the whole curriculum within specified time limit. To facilitate this process, the curriculum may be divided into various smaller units that may be subject to assessments as defined in the Continuous and Comprehensive Evaluation (CCE) modules of the State/ UT. This will also help the teachers to provide additional support to children who require the same for achieving learning benchmarks as defined.

The teaching learning programmes need to be so phased out over the year so that by the end of the grade the essential levels of learning as laid down in the curriculum are achieved by children of that grade. For instance, as per learning indicators developed by NCERT the curricular expectations of a child at the end of grade third are “Counts, Recognizes, Reads and Writes numerals for numbers up to 20. Adds and subtracts single digit numbers would be able to count, recognize, read and write numbers up to 20, add and subtract single digit numbers” hence the teaching learning over the year should cover lessons and activities which result in enhancement of the child’s knowledge to this level.

Traditionally, learning outcomes have been inbuilt in the syllabus and textbooks. Some States have now defined grade-wise learning indicators and NCERT has also developed an exemplar for guiding the States. Each States/ UTs should ideally define grade-wise learning indicators and NCERT has also developed an exemplar for guiding the States. Each States/UTs should ideally define grade-wise learning indicators as per their own syllabus. The academic authority must ensure that the text books, learning indicators and CCE module prescribed are aligned with each other. Defining learning indicators will facilitate monitoring of students’ learning objectively against expected benchmarks and sharing progress of the child with parents/ guardians. It will help identify the overall performance of a school with regard to learning and teacher effectiveness.

Ujjwal (2018) is a learning enhancement programme initiated by government of Odisha, focuses on equipping students from class I to V with basic skill in Odia, Mathematics & English to acquire grade level skills in these three subjects.

1.1.0 SCHOOL EDUCATION – A STATUS PROFILE

Education plays a vital role in the process of development of human resources. Especially primary education constitutes a very important part of the entire structure of education. At

this stage, the child starts going to a formal institution and it is here the formal education as well as the child empowerment start to build up. Primary education occupies a significant place in the reconstruction and development of the country. It is the stage when a child starts formal instruction in the institution. Primary education is the first stage of the entire super-structure of educational set-up in India. Article 45 of Indian Constitution observed that "Primary Education refers to free and compulsory education for all children until they complete the age of fourteen years". The Education Commission (1964-66) says that —Primary Education comprises of two stages, i.e. four years of lower primary stage covering the age group of 6-10 and higher primary stage of three years covering the age group of 11-13. The entire super structure of the educational set up of a nation rests upon Primary Education. The entire growth, development and enrichment of mental as well as physical potentialities of the child depend on Primary Education. If the child is well looked after at the primary stage, the Secondary Education automatically gets filled with success. Success is a natural consequence of the foundations laid. The strength and progress of a country rests on educational foundations of people. All the educational problems of the country can be solved by the very first and important one, i.e. Primary Education (Education Commission 1964-66).

1.1.1 OBJECTIVES OF PRIMARY EDUCATION

1. To give an adequate mastery over the tools of learning
2. To bring about a harmonious development of the child's personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
3. To prepare children for good citizenship, to develop in them a love for the country, its traditions and culture and to inspire them for a sense of service and loyalty.
4. To develop in the children the spirit of international understanding and universal brotherhood.
5. To inculcate scientific attitude.
6. To inculcate a sense of dignity of labor.
7. To prepare children for life through the provision of worthwhile practical activities and experience including work experience.

1.2.0 LEARNING

The focus in 21st century has been on giving quality education to millions of children in schools. There is a paradigm shift taking place in the basic process of education from 'teaching to learn' to 'help to learn'. Learning occupies an important place in everybody life. Children interact with the environment at home and school and learn many things. Learning is a lifelong process by which the learner acquires knowledge, attitudes and skills. Every human being has been learning from nature, by watching the world outside and inside him, from what others say and do. It is essentially about what we human beings are, why we behave the way we do, and the complexity of thought. We learn, acquire knowledge and act from it. We also learn through doing. This is accumulated as knowledge. Every subject has internal discipline. So, learning of each subject demands application and order. Learning is also about order in life, order in school life, learning why one should be punctual to classes, meals, the proper time for rest, why one should follow certain rules in school, and how they smoothen their learning, so that they can be orderly on their own. We don't take much care while moulding the behavior of children but simply impose dos and don'ts. Learning is knowledge, vocabulary, writing, number works, and so on. There is also learning from everything and everybody which develops open mind, humility and sustains sensitivity.

School education is a deliberate and more-or-less external intervention in the life of a child. Although much learning and teaching takes place at home, in the neighborhood community, and in actual living communities in rural and tribal India, the school introduces the child to an environment of teaching and learning that, quite by design, marks itself off from the rest of the child's environment. Tagore's experience of his first day at school is repeated with greater or less intensity in most children's first encounter with school. 'All of a sudden I found my world vanishing from around me, giving place to wooden benches and straight walls staring at me with the blank stare of the blind. While the school must have boundaries of its own as the life of the school cannot just be merged with the life of the community around it, these boundaries must not become barriers. They must, on the other hand, facilitate the creation of vital links between children's experiences at home, in the community and what the school offers them'.

It is very important that school teaching and learning takes place in an environment that is aesthetically pleasing. It is also essential that children take an active part in creating such an environment for themselves.

Any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behavior and experiences different from what that would otherwise have been (*Woodworth - 1945*). Learning is the process by which an activity originates or is changed through reaching to an encountered situation, provided that the characteristics of the changes in activity cannot be explained on the basis of native responses, tendencies, maturation, or temporary states of the organization (*Hilgard - 1958*). Learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice (*Kimble - 1961*). Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience (*Smith - 1962*). The term learning covers every modification in behaviour to meet environmental requirements (*Murphy - 1968*). Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual's attempts to overcome obstacles or to adjust to a new situation. It represents progressive changes in behaviour. It enables one to satisfy interests to attain goals (*Crow and Crow - 1975*).

1.2.1 CHARACTERISTICS OF LEARNING

1. Learning involves two complementary processes.
 - *Differentiation*: it is the process of dividing the whole into its component parts.
 - *Integration*: It is the process of combining the parts into a new whole.
2. Learning is goal directed or purposive: Every human being aspires to achieve some goals in life. They may be achievable immediately or may take longer time. They are hence called short-term goals and the long-term goals. If these goals are stated definitely and explicitly, learning becomes meaningful and purposive for the learner.
3. Learning is an active process: If the students are to learn mathematical multiplication tables from two to ten the teacher usually presents them orally one by one and ask the learners to repeat the tables with him. In course of doing so, the learners would get the tables by heart. The greater the effect on the part of the learner, the better

will he learn the tables. Thus, learning is not just a form of activity, rather a self-activity.

4. Learning takes place individually: learning is highly individualistic. One has to learn for oneself. Learning takes place as per the capacity of the learner. The rate of learning differs from person to person and amount of learning also differs depending upon the individual's ability, capacity, traits, likes and dislikes, interests, needs, purposes, problems and aspirations.
5. Learning is the outcome of the interaction of the individual with the total situation: The learner responds to the total learning situation but not to a simple stimulus or to a few. By doing so his physical, intellectual and emotional aspects are affected. A good teacher sets the environment carefully to facilitate learning.
6. Learning is creative: Learning is not merely summing up of previous experiences, but a creative synthesis of the experiences of the learner. Learning is a new way of acting by thinking critically to suit to the situation. Crow and Crow (1975) suggested that critical thinking involves the mental process like direction, interpretation, selection, insight and criticism.
7. Learning is transferable: when the knowledge gained by interacting with some situation is applied to deal with new situation meaningfully there is transfer of learning from the past to the new situation. It is possible when there is identity of the context, identity of procedures, identity of ideals and attitudes.

1.3.0 QUALITY EDUCATION

Maintaining standards of education in more than a million schools offering training programmes to teachers and keeping good balance with education system worldwide is a big challenge. Schools vary in size and resources and are forced to compromise in the all-round developmental opportunities they must provide to students. The word 'Quality' is taken from the Latin 'qualitas' which means 'of what kind, of such a kind.' The British Standard Institution defined Quality a fitting for purpose or use. Quality is not the end in itself, but a means by which the end product is judged to be up to standard. Quality is directly related to what occurs in two educational contexts. Firstly in the mere focused environment of the classroom, secondly in the wider context of school system and social context in which the classroom is embedded. The holistic definitions of quality identified by UNICEF as five

dimensions – learners, content, process, environment and outcome. Quality education takes into consideration the social, economic, political, cultural and environmental contents of a particular place and shapes the curriculum or program to reflect these unique conditions. A quality education system must provide all the people with a comprehensive education and help them to be able to manage the working life, life in society and pursue life. It develops the skills and competence in the individuals to prepare them to participate in economic growth of their societies. Quality education deals with continuous improvement of the process, implementing evaluation and decision making in the education system. It views the education as an individual, family, community member and a global citizen to prepare the individual to be competent enough to play the four roles efficiently.

In developing countries, the examination results are often used as proxy for the quality of education. However, the examination system is limited in scope and coverage as far as learning is concerned. Learning achievement has focused on the assessment of cognitive skills acquired by the students. An equally reliable measure of quality of education is whether pupils are learning effectively, improving their knowledge, skills and abilities; widening their experiences and growing socially and morally or not. Ability to work with others, readiness to accept responsibility and to work for public good are highly praised characteristics among school leavers. But assessment tools do not test for such skills. While there is no consensus among educationists regarding the definition of the quality of education, there are several ways of measuring quality in education. In the context of school effectiveness, the concept of quality is linked to the efficiency of teaching-learning process. Quality is a relative concept and not something that is absolute. One useful approach could be to select a range of educational indicators that are explicit and measurable representing various facets of quality. The quality of education and its determinants remain a topic of interest since the beginning of formal education. Quality dimensions of primary education are as follows:

1. School infrastructural facilities
2. School Management and community support i.e. (Linkages with community)
3. School and class environment
4. Curriculum and Teaching Learning Material
5. Teachers and Teacher-preparation, teaching learning methodologies.

6. Classroom practices and processes
7. Opportunity Time (Teaching learning Time)
8. Learner's assessment, monitoring and supervision and evaluation.

Therefore, quality education must be supported by the four pillars of learning – Learning to know, learning to do, learning live together and learning to be. Quality education will help the student to think logically, analytically and critically to realize his / her potential for self-development.

1.3.1 QUALITY CONCERNS IN PRIMARY EDUCATION IN INDIA

The Education Commission (1964-66) described that the 'destiny of India is now being shaped in the classrooms and the role of education in social and economic transformation of India'. While the development planners rightly recognized that expansion of educational facilities has to be accompanied with significant improvement in quality and relevance of education at all levels, the outcome is quite disappointing. At the international level, the development experience in social sectors shows that a literate society has enormous gains over an illiterate society and no illiterate society has ever been able to modernize and progress. In a knowledge society, quality and relevance of education play a crucial role in economic development. Poor qualities of teaching-learning affect the learners as well as the society in many ways. The long-term implications include lower productivity levels of the perspective workforce, resistance to modernization and perpetuation of inefficient production systems where cost benefit ratio adversely affect the economic sustainability of production process.

As per 1991 Census estimates there were about 115.6 million children in primary school going age group in the country. Various five years plans incorporated programs and strategies based on periodic assessment of the progress of education by the Ministry of Education. Several commissions and committees were appointed by the central and state governments. The National Policy on Education (NPE), 1986 and the revised NPE (1992) reiterated the urgency to address the quality concerns in school education on priority basis. Quality cannot improve by itself. It requires reforms in teacher training; improvement in the facilities and infrastructure in schools; teachers 'motivation; and a change in the style of teaching to make it attractive to the students. However, in actual practice, there has always been a trade-off between quality and quantity, in favor of the latter. This not only affected the internal

efficiency of the educational system but also resulted in a situation where only a few graduates of the school and higher education system could attain the expected skills and competency. The labor market policies and predominance of public sector employment opportunities did not put enough pressure on the educational systems to change as the degree was more important than acquired knowledge and skills. The gap between the planned and the realized goals of education continues to be so large that even the basis of educational planning and underlying assumptions can be easily challenged. The basic educational planning models have gone off the track both at the Centre as well as in the states. Bringing it back on the tracks remains a serious challenge for the development planners. The inter-state and intra-state variations in school facilities, quality of teachers and learning outcome are large and so are social and economic conditions of the areas where the primary schools operate. While indicators to measure the access, retention and internal efficiency of the educational system in terms of participation rate, accessibility, repetition rates, promotion rates, dropout rates and input-output ratio have been developed, only a little information is available about the learners' achievement of cognitive and non-cognitive competencies. Under the no detention policy followed by most of the states, a child is not even tested on the learning outcomes for many years after entering the school. The no detention policy prohibits the use of examinations in first few years of schooling. The continuous and comprehensive evaluation is being implemented. Reforms in the quality of education have not received serious attention in many states.

1.3.2 NATIONAL CURRICULUM FRAMEWORK (2005)

According to NCF-2005, the aims of education include independence of thought and action, sensitivity to others' well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work towards and contribute to economic process and social change. The NCF (2005) has proposed five guiding principles for curriculum development.

- (i) Connecting knowledge to life outside the school.
- (ii) Ensuring that learning shifts away from rote methods.
- (iii) Enriching the curriculum so that it goes beyond textbooks.
- (iv) Making examinations more flexible and integrating them with classroom life

(v) Nurturing an over-riding identity informed by caring concerns with in the democratic polity of the country.

The curriculum was developed on competency, commitment and performance. The National curriculum framework for school education has brought out many new concerns like globalization, privatization liberalization, social cohesion, use of information and communication technology, integral approach to teaching of social science, using culture specific technology, art of healthy and productive living, linking education with life skills, integration of science and technology up to secondary stage etc. Therefore, in the implementation of NCF (2005) in school education, there was a need to revise the teacher education curriculum, its course of studies and course material from pre-primary stage to higher secondary stage. NCF (2005) says that —Learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention to use text book as the basis for examination. Children’s voice and experiences do not find expression in the classroom-often. The only voice heard is that of the teacher. When children speak, they are usually answering the teacher’s questions or repeating teachers words. They rarely do things, nor do they have opportunities to take initiative. The curriculum must enable children to find their voices, nurture their curiosity to do things, to ask questions and to purpose investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge. They require opportunities of all kinds in the course of their development. These opportunities are to be given by the teachers to children, for which teachers are to be trained regularly to improve the quality in teaching -learning process, thereby the enhancement of quality in primary schools becomes better and better in the coming days.

1.3.3 DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP- 1994)

DPEP was launched on November 8th 1994. National Policy on Education (1986) and the Programme of Action (1992) emphasized the decentralized planning to be the main strategy for Universalization of Elementary Education (UEE). DPEP Emphasized on: Contextuality i.e., giving priority to local needs.

- Reduction of existing gender and social disparities in educational access.
- Provision of alternative schooling of comparable standards to the disadvantaged groups.
- Obtaining genuine community involvement in the running of schools

- Empowerment and capacity building at the local level.
- Addressing access, retention and quality issues
- Devising on appropriate fund flow mechanism from Centre to the states.

DPEP was an attempt to initiate the process of planning from the grass roots. Districts identified their needs and formulated a plan by incorporating state interventions. The experiences of Bihar Education project and the Lok Jumbish Project, Rajasthan Experiences with regard to community participation were considered. The programme has brought a feeling of ownership among the officials, teachers and community. DPEP had given priority to tribal areas by allocating funds, training to teachers, establishment of schools, where necessary etc. Though the union government and different state governments implemented APPEP, OBB, DPEP programmes with financial assistance of several world agencies for the eradication of illiteracy, still goals like cent per cent literacy, enrolment were not achieved. So, the central government has taken revolutionary reforms within the field. They started an innovative programme known as Sarva Shiksha Abhiyan (SSA).

1.3.4 SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is an initiative to universalize quality elementary education in a mission mode through district based decentralized context, specific planning and implementation strategy. It is (I) a programme with a clear time frame for universal elementary education. (II) A response to the demand for quality basic education all over the country. (III) An opportunity for promoting social justice through basic education. (IV) A partnership between central, state and local government. (V) An opportunity for states to develop their own vision of elementary education. Under SSA, the States/UTs are expected to plan and implement interventions to ensure learning enhancement in children. These interventions can be broadly divided into three major categories: First, defining class-wise subject-wise learning outcomes/indicators; Second, planning specialized programmes and interventions including monitoring mechanism and systemic reforms; and Third learning assessment and evaluation of the interventions.

1.3.5 OPERATIONAL BLACK BOARD (OBB - 1987)

The Operational black board (OBB) aimed at providing the minimum human and physical resources for each primary school enabling it to work out the national system of education

effectively. The purpose of OBB was to ensure provision of minimum essential facilities in primary schools along with learning equipment. Operation implies that these were urgency in this program as a part of real good education and prepares them for future and undertaking with immediate effect to improve primary schools all over the country by providing the essential infrastructure. The three important commitments of this scheme were:

- a) Provision of at least two reasonably large class rooms that are usable in all weather conditions, with a broad verandah along with separate toilet facilities for boys and girls.
- b) Provision of at least two teachers, as far as possible, one of them a woman teacher, in every primary school.
- c) Provision for minimum essential teaching and learning material (TLM), including black board, library, games equipment for quality education. According to NCERT 1986, the Government of Andhra Pradesh state sanctioned Rs.500 per annum towards contingent grant for each primary school, and repairs of the school buildings.

1.3.6 RIGHT TO EDUCATION, 2009

On 28th August 2009, Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009. This must be seen from the perspective of children. As it entitles all children legally between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination, right to free and compulsory admission, attendance and completion of elementary education. The child's right to education that is free from fear, stress and anxiety. In addition to these there are several provisions in the Act, prohibiting corporal punishment, detention and expulsion which need to be fore-fronted to ensure as the National Policy on Education states, to provide 'a warm, welcoming and encouraging approach for children to learn, (NPE, 1986/92)'. Most importantly ensure that the teaching-learning process is free from stress and anxiety with obvious implications for curricular reform. Testing and school grading systems need to be reviewed to motivate children to deepen and widen their learning. The RTE Act also stresses upon teacher accountability systems that would ensure that children are learning without violating to provide a free environment from stress and anxiety. The RTE has specified that the teachers will complete the whole curriculum within specified time limit. To facilitate this process, the curriculum may be divided into various smaller units that may be subject to

assessments as defined in the Continuous and Comprehensive Evaluation (CCE) modules of the State/ UT. This will also help the teachers to provide additional support to children who require the same for achieving learning benchmarks as defined.

1.3.7 IMPROVING QUALITY LEARNING THROUGH LEARNING ENHANCEMENT PROGRAMMES

Acquisition of literacy and numeracy skills plays a crucial role in children's learning process, especially in higher classes. Therefore, SSA lays special thrust on acquisition of these basic skills in early years. States under SSA, in course of time, have realized its importance and have gradually moved from school improvement programmes and quality improvement programmes to Learning Enhancement Programmes (LEPs) with focus on basic skills in early grades and Science & Mathematics at upper primary level. For implementing such innovative practices, funds available for remedial teaching, teacher training, REMS, innovation and State/ District project management are generally being used for such interventions involving activities like material development, capacity building academic support, monitoring and evaluation. Also, to take the LEP to the scale funds up to two percentage of the total outlay can be utilized subject to predefined conditions. Budget available under Project Management (up to an upper limit of 6% of the total State budget) can be considered for the same. Out of the said 6% funds available, each State/ UT would be expected to design a Learning Enhancement Programme (LEP) using a maximum of 2%. The State would also provide a detailed plan of action for its project management related activities utilizing an upper limit of the 6% amount.

Major parameters of LEPs -The Following major parameters were considered during appraisal or approval of any Learning Enhancement Plan in a District/ State/ UT:

1. Objectives of the programme should focus on learning enhancement of students in selected subject areas over a stipulated period.
2. Provision for learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
3. Information about the background of children, their learning difficulties, and challenges related to their performance along with the total number of children to be covered.
4. Type of materials to be developed for students, teachers, trainers and other stakeholders.

5. Role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
6. Information about the pedagogic principles including strategies for learning tracking to be adopted during the programme.
7. Strategies for evaluation of the intervention internally and externally.

1.3.8 LEARNING ENHANCEMENT PROGRAMME (LEP- 2009-10)

Learning Enhancement Programme (LEP) was implemented in all the schools at primary level since 2009-10. Under this programmes, Class-wise and subject-wise competencies have been identified and supporting learning material has been developed on the base lines of the competencies defined subject-wise and the same has been implemented in the State with a focus on subject specific essential learning outcomes and 100% utilization of learning time and engagement of children. Providing Children's Literature (Bilingual), children's magazine, conducting children talent search activities, providing Mathematics, Science, and language kits to the schools, SLIM Cards / Resource Cards and Health cards to the children of Primary and Upper Primary are the key activities under this programme. The main objectives of the programme are a) Strengthening of School Management Committees. b) Effective Implementation of class room process c) Responsibilities of the Class Teacher and d) Adoption of New assessment procedure to improve the quality among children. Class wise and subject wise competencies were identified based on syllabus criteria, National Curriculum Frame Work (NCF – 2005) fixed responsibilities for the class teachers and involvement of community to assess their children performance. Unit and terminal test were conducted on LEP based competencies and divided the children into A, B, C groups. Special strategies were adopted for A, B, C group children. Group children were able to achieve competencies without mistakes. B group children were able to achieve competencies to some extent and C group children were not able to achieve competencies and they never tried to solve (APSCERT LEP Module -2009-10).

1.3.9 LEARNING ENHANCEMENT PROGRAMME THROUGH CONTINUOUS COMPREHENSIVE EVALUATION (LEP-CCE -2012-13)

Support and learning enhancement programmes are the additional programmes to enable children once inducted to integrate within a particular class. These are being envisaged as

'extra' inputs after induction (other than what the teacher able to do within the classroom). These are to be conducted within the school premises as an essential follow-up activity.

Comprehensive and Continuous Evaluation: The term 'Comprehensive and Continuous Evaluation' (CCE) essentially means that evaluation should be treated as an integral part of teaching rather than as an event which follows the completion of teaching. The prevailing examination system treats evaluation as a means of judging and passing a verdict. Such a practice is incompatible with the concept of child-centered education. Evaluation in any form, including examination, cannot be treated as a basis for stopping a child from progressing to the next class. In the prevailing system, examination is used for eliminating children who are found to be weak on the basis of the poor marks. Once declared 'fail', they either repeat grade (i.e. stagnate) or leave the school altogether. Compelling a child to repeat a class by studying the same syllabus for one whole year is a form of wastage of resources on which many educational planners, including the late J.P. Naik, member secretary of Education committee, (1964-66) have elaborately commented. Basing on the recommendations of National Curriculum Frame Work (NCF) 2005 and Andhra Pradesh State Curriculum Frame Work - 2011(APSCF-2011), new syllabus was framed by identifying class wise and subjective wise competencies. For this Formative Tests and Summative Assessments are being conducted periodically in Learning Enhancement Programme (LEP) Continuous and Comprehensive Evaluation mode. Basing on the achievement of children in those procedures children are categorized into A+, A, B+, B and C. A+ group (Excellent) children achieved all expected competencies, A group (very good) children achieved almost, all the competencies B+ group (Good) children achieved competencies with some mistakes. B group children needed help and C group poor in achieving competencies. Comprehensive Education strategies would imply that aspects such as the child's health, personality behaviour and attitude are also perceived in the context of development and growth. The Children's learning and development cannot be viewed in terms of a rigidly defined a class structure or an annual cycle of evaluation and promotion. The CCE leads to reduction of mental stress of fear of examinations among children and bring appropriate changes in teaching learning process (APSCERT CCE Module -2012-13).

1.4.0 LEARNING ENHANCEMENT PROGRAMME (UJJWAL) IN ODISHA

India is a developing country and there is so much diversity on the behalf of culture, values, beliefs, and religious so there is a different manner of giving primary education to a child but all states fellow the approximately same curriculum across the country with minutely change at primary and upper primary level. Every state fellow different type of policy for the better and effective improvement of primary education with helps their own resources and central help. Time to time different types of policy are implemented by center government as well as by state government for the all-round development of primary education in the whole country and in respective state. By keeping in mind of the quality concerns the Govt. of Odisha introduced an innovative learning enhancement programme in 2018 named as UJJWAL which is designed to enhance the overall development of the children of Primary schools of Odisha.

“These programmes have the potential to substantially impact state-wide learning outcomes & will be benefitting more than 40 lakh students across the state”, a senior official of the department said in the news conference. A massive teacher training exercise was conducted, wherein approximately 1.42 lakh teachers were trained. Special work books have also been designed & distributed to all school for programmes”, informed the official. The authorities have designed special work books & distributed those to all the schools for implementation of Ujjwal programme. OPEPA has also engaged a team of experts from SCERT who will conduct an impact assessment study for the programmes & submit their report and findings. The department has been conducting the training from Ujjwal programme to assess the learning capacity of students. While Ujjwal programme focuses on equipping students from class I to V with basic skill in Odia, Mathematics & English to acquire grade level skills in these three subjects.

1.4.1 COMPONENTS OF ‘UJJWAL’ PROGRAMME

A. FOCUS ON EDUCATION OF SATISFACTORY QUALITY:

This is one of the four important goals under Sarva Siksha Abhiyan and is also one of the mandates under Right to Education Act. In order to address this, the present programme aims at the overall development of the children underlying the following components:

i. Fluency in Language (Both Written & Oral):

It has been found through research and experience that the ability to communicate through one's mother tongue / school language i.e. Odia in Odisha is the primary skill required by every child to attain skill in other subjects. Hence, it is necessary that every child attains minimum competencies in Odia, both written and oral.

ii. Comfortable Engagement in English (Both Written & Oral):

It goes without saying that today English is not only a means of national and international communication but it is the language of opportunities. It is also the language of modern science and technology. It also helps the child develop his / her self-esteem. Hence, it is necessary that every child from Class-III to VIII attains minimum competencies in English both written and oral.

iii. Basic numeracy skills:

Needless to mention that identifying numbers and counting of them is a basic skill required by the student, of each class. Hence it is necessary that every child from Class-I to VIII acquires minimum numeracy skill.

iv. Inculcation of good values:

Education without values is no education. Good values will reap good thoughts and good thought will result in good character. Hence, it is necessary that every child inculcates good values so as to become students with good character.

v. Orientation towards Good Conduct:

Education without good conduct has no meaning. Good habits will breed good conduct. Good conduct will breed good citizenship. Hence, it is necessary that every child cultivates good conduct so as to become good citizens.

Table 1.1: List of Competencies each student required to attained in Odia, English and Mathematics.

Odia	English	Numeracy	Good Values and Conduct
Recognizing Odia Alphabets (Barna Parichaya & use of phala, mantra, Joint letter)	Recognizing & writing 26 Alphabets	Identifying and writing numbers	Indicative Values: Truthfulness, Respectfulness, Politeness, Kindness, Forgiveness, Goodness
Reading words, sentences, paragraphs etc. fluently	Reading words, sentences, paragraphs etc. fluently	Simple use of four basic operation like Addition, Subtraction, Multiplication, & Division	Indicative Conduct: Punctuality, Honesty, Sincerity, Cleanliness, Sharing & Caring, Faithful, Helpful

- The above list is indicative which may be improved upon;

B. LINDICS:

It is known as Learning Indicators for the children. The Learning Indicators for Language, Mathematics and English have been prepared by the State level resource persons in consultation with TE & SCERT which is the State Academic Authority. It aims at ensuring minimum learning achievement level of the students. A brief guideline to ensure minimum learning of the children in Language, Mathematics and English has been communicated to all the Districts for circulating to all the schools, a copy of which is enclosed here for the reference of all education officers.

C. PINDICS

It is known as Performance Indicators for the Teachers. NCERT, the national academic authority has already developed performance indicators for the teachers. It aims at

ensuring good quality performance of the teacher in effective classroom transaction. A brief guideline to ensure good quality performance of the teachers is being communicated to all the Districts for circulation to all the schools, a copy of which is enclosed here for the reference of all education officers.

D. SAHAJA:

It is an initiative by the State which is already in operation which aims at making learning easy by addressing the slow learners through remedial teaching support and ensuring grade appropriate learning. A detailed guideline in this respect has already been communicated to all the schools which should be scrupulously followed.

E. ADOPTION OF SCHOOLS:

In order to promote good quality education across the State, it is proposed that all education officers of the Department with supervising authority may adopt at least two schools and supervise the schools as per the guidelines indicated above so that 12,612 (approx.) no. of Schools will be adopted to promote quality schools across the State.

1.4.2 STRATEGY FOR IMPLEMENTATION

In order to give effect to the above mentioned five components under Ujjwal programme, the following implementation strategy will be adopted outlining the role and responsibilities of different functionaries as indicated below.

1. Role of Teachers:

There will be a dedicated teacher to address the students who do not have any competencies in Language, English and Mathematics who will be identified through either Formative-I or Summative-II. Such students of each class will be formed into a separate group and it shall be the responsibility of the dedicated teacher to ensure minimum learning achievement along with overall development of the child. It shall be the responsibility of the dedicated teacher to maintain a separate register and record the periodic progress of the student. While identifying dedicated teachers, preference may be given to the dedicated teachers already identified for the purpose of SAHAJ.

2. Role of Head Master:

It shall be the responsibility of the Head Master / Head Mistress, in addition to their normal duties, to regularly monitor the periodic progress of all such identified children and to take appropriate measures to ensure the minimum learning achievement of all the children as indicated above.

3. Role of CRCC as Ujjwal Coordinators:

For the purpose of implementation of Ujjwal programme each CRCC will be designated as Ujjwal Coordinator. In addition to their normal duties, the following shall be the responsibilities of CRCC / Ujjwal Coordinators.

1. To undertake measures to ensure the achievement of focus components as indicated above.
2. To maintain a separate register and record the periodic progress of all students having learning deficiencies.
3. To monitor the performance of all such students as per Lindics and Sahaja by visiting each school at least twice in a month.
4. To monitor the performance of all teachers as per Pindics.
5. To share the performance of each child with members of SMC and PTA and to collect their feedback.
- 6.

4. Role of SMC:

The detailed guidelines for the functioning of SMC have already been communicated to all the schools. However, it shall be the responsibility of SMC to sit at least once in a month and share the learning achievement of the students and classroom performance of the teachers and render necessary advice.

5. Role of PTA:

The detailed guidelines for the functioning of Parent Teacher Association have already been communicated to all the schools. However, it shall be the responsibility of PTA

to sit at least once in a month and share the learning achievement of the children and render necessary advice.

6. Role of Education Officers / Supervisors:

All the education officers of the Department with supervising authority, in addition to their prescribed duties, will adopt at least two schools and monitor the progress of these schools as per Focus, Lindics, Pindics and Sahaja so as to promote these schools as model quality schools.

1.5.0 STATEMENT OF THE PROBLEM

“Effectiveness of Ujjwal programme on achievement of primary level students of Kalahandi district, Odisha”

1.6.0 NEED AND SIGNIFICANCE OF PROBLEM

Some students are very poor in meeting minimum academic requirements in comparison with normal students. They often struggle to get even a minimum pass grade and tend to have below average level of intelligence which makes them to be grouped together as slow learners as they fail repeatedly in examinations. The early identification of students who are at risk for educational failure is an important process that deserves much attention and research. By keeping this in the mind The Odisha Primary Education Programme Authority (OPEPA) initiates an innovative learning enhancement programme – Ujjwal for Class I to V to enhance learning outcome and standard appropriate competences along with the overall development of child. So the child passing out of STD V possesses the basic competencies.

As implementation of Ujjwal programme is a novel initiative, there is need to perform research in this area to know up to which extent the programme objectives have been met and its loopholes. The researcher confined her study to Kalahandi district of Odisha because it is a under developed and educationally backward district of Odisha according to the report of National Achievement Survey- 2017. So, it's important to find out its impact on quality of the primary education and its effectiveness on the achievement of the primary level students of Kalahandi district. This research will help educationalist and government whether to encourage and implement such innovative programme or to discard or to modify them further. Hence, the researcher wants to do research on this topic.

1.7.0 OBJECTIVE OF THE STUDY

1. To study the effect of Ujjwal programme on achievement of students in Odia.
2. To compare the effect of Ujjwal programme based on achievement in Odia between boys and girls in post achievement test.

1.8.0 HYPOTHESIS

1. There is no significant difference in Pre-test and Post-test scores of achievement in Odia of primary level students of Kalahandi district, Odisha.
2. There is no significant difference in mean scores of achievement in Odia of boys and girls of primary level students of Kalahandi district, Odisha.

1.9.0 OPERATIONAL DEFINATION

Ujjwal Programme - Ujjwal is a learning enhancement programme implemented by Govt. of Odisha. It aims at over all development of the students underlying the components like fluency in language (both written and oral), basic numeracy skills, inclusion of good values for primary (I-V) students for effective learning.

Primary Level - From class I to V

1.10.0 DELIMITATION OF THE STUDY

The study will be conducted under the following constraints:

1. The District, Blocks and Schools are selected purposively from the selected school of Kalahandi district, Odisha.
2. The study is delimited to class II - V students from Narla Block of Kalahandi District, Odisha.
3. Data is collected directly without practicing the programme personally.
4. Data completely rely on data provided by school.