



SECONDARY SCHOOL READINESS PROGRAM- CONTEXT STUDY

Odisha Madymik Shikshya Mission and RMSA-TCA
Bhubaneswar

SSRP-Context Study

Background of the Khordha District

Khordha is an administrative division of the state of Odisha, India. It was formed on April 1, 1993 by the division of former Puri District into Puri, Khordha and Nayagarh districts. In the year 2000 the district name was changed to Khordha.

History of Khordha District:

It was the capital of Odisha from 1568 to 1803. It is also known for its fort, often described as the "last independent fort". The commander who kept it free from British East India Company was), Bakshi Jagabandhu, popularly called 'Paika Bakshi'.

The Savaras tribal group, who are still to be found in the district in some pockets, once heavily populated the area. Khordha came into prominence when the first Rajas of the Khordha dynasty, Ramachandra Deva, made it the capital of his kingdom during the last part of the 16th century. Khordha suffered repeated onslaughts from Muslim and Maratha cavalry but its royal house retained independence till 1804, when the British East India Company dispossessed Raja of his territory following the Second Anglo-Maratha War.

Khordha occupies a distinct place in the historical map of Odisha. Khordha was the capital of Odisha Kingdom from 1568. British government took Odisha under its rule in 1803. But it could not include Khordha in its territory till 1827. The strong protest from Paikas of Khordha shook the backbone of British rule in Odisha. Khordhagada is known as the "Last Independent Fort" of India. Now the remains of this historic fort lies as an evidence of India's glorious past. Bhubaneswar, the capital of Odisha belongs to this district.

Geography of the district:

It is also the district headquarters of Khordha district located at 20.11° N 85.40° E. The Daya and Kuakhai Rivers flow through Khordha. Forest area: 618.67 km

Economy of the district:

It is renowned for its brass utensils cottage industries, cable factory, spinning mills, watch repairing factory, railway coach repairing factory, oil industries, Coca-Cola bottling plant and small metal industries. Majority of the population engaged in agricultural and agro based work in the district.

General Information of Khordha District

Area	2,888 km ²	Forest	1631.77Sq.Km.
Population	2.252 million (2011)	Literacy Rate	87.51%
Headquarters	Bhubaneswar	Villages	1,561
Sub divisions	2	Grama panchayats	168
Blocks	10	Municipality	2
Educationally Backward block	0	Towns	5
Notified Area Councils	2	Temp	41.4 (max), 9.5 (min)
Tehsils	8	Rainfall	1443 mm

Population of Khordha district- Rural Urban

Description	Total	Rural	Urban
Population (%)		51.84%	48.16 %

District Information as per 2011 census

Description	As per 2011 census
Actual Population	2,251,673
Male	1,167,137
Female	1,084,536
Sex Ratio (per 1000)	929
Average Literacy	86.88 %
Male Literacy	91.78 %
Female Literacy	81.61 %
Literates	1,749,936
Male Literates	957,515
Female Literates	792,429

Educational Scenario

Literacy Rate

Average literacy rate of Khordha in 2011 was 87.51% which is marginally higher than the average national literacy rate of 74.04 %. Gender-wise, male and female literacy stood at 91.78 % and 81.61 % respectively.

Area	Person	Male	Female
India	74.04%	82.14%	65.46%
Khordha	86.88%	91.78%	81.61%

Source- Census2011

Total literates in Khordha district were 1,749,936 of which male and female were 957,515 and 792,421 respectively.

Purpose of the Context Study

- To have a brief knowledge about the schools' physical and teacher status
- To understand the socio-economic background of the students
- To understand the issues related to students' academic achievement
- To find out the strength of students as to build on for readiness package
- To know the cultural background of the students

Sample: 5 Schools

- | | | |
|----------------------------------|-------|--------|
| • Unit VI Govt Girls High School | } | Urban |
| • CRP Municipal High School | | |
| • Paikrapur High School | } | Rural |
| • K C Vidyapitha, Jaanla | | |
| • Tapoban High School | _____ | Tribal |

Resource Persons Involved in Context study

- Dr Sandhya Sahoo,(Prof) Regional Institute of Education
- Dr S K Das,(Asst Prof) Regional Institute of Education
- A. Baliar Singh, DSS, Khordha
- Prasanta Pradhan, Regional Team Leader, RMSA-TCA
- Jogamaya Bai, Regional Program Officer, RMSA-TCA
- Sangita Dash, Regional Project Officer, RMSA-TCA
- Smruti Ranjan Jena, Resource Person, Ignus

Tools Developed: For the context study, it was decided that tools can be useful to gather information from the school, teacher and students in a structured way. So the Resource persons from RIE, RMSA-TCA, OMSM, SME, jointly developed questionnaires in RMSA-TCA office. The Tool Development was held on 4.12.2015 and using these tools information were

gathered from the sample school at the time of diagnostic test and also continued till the month of January 2016.

Methodology applied for Context Study

A mixed approach was applied for the context study of SSRP. Personal Visit by the Resource Persons to the Sample Schools as well as few information was gathered from Desk Analysis.

Tools used:

Questionnaires were used to gain information about the school, teacher and students in general. The detail questionnaire is attached as Annexures.

1. School Questionnaire was used to gather information about the school infrastructure, teacher status etc. The detail questionnaire is attached as Annexure 1.
2. Teacher Questionnaire was used to gather information about the teacher teaching subjects like math, science and language respectively. The detail questionnaire is attached as Annexure 2.
3. Classroom Observation Checklist: Classroom observation were done to know the classroom transactions. The detail questionnaire is attached as Annexure 3.

Besides that, interactions were done with the Head Masters, teachers and students to understand the bottle necks.

Over all findings:

The context study was done with diagnostic test in order to understand the back ground of students, the facilities they get at school, the facilities they get at home, parental support in academic area, practice of private tuitions etc. From the interaction with the headmasters, teachers and students the findings are listed below-

- Most of the teacher are trained and having more than 10 years' experience
- TLM , Lab, Library are not used regularly by students and teachers
- Absenteeism due to Lack of awareness of Parents
- Students involved in domestic work at home

- Seasonal absenteeism (at the time of local festival , fair, etc. students are mostly absent)
- Students have leadership qualities and very interested in co-curricular activities
- Lack of academic interest found in low achievers

Findings related to Urban School:

The SSRP was piloted in 10 High schools of Khordha District. Out of 10 Schools four were urban schools. Out of these four urban schools, two were randomly selected for the context study. They are Unit VI Govt Girls High School and CRP Municipal High School. From the interaction with the headmasters, teachers and students the findings are listed below-

- Availability of Subject teacher in Science, Math and Odia
- All these subject teachers had subject (Science, Math and Odia) at their Graduation Level
- All are Trained Teachers (TGTs) and having More than 10 years of experience
- **The Class Size is 1: 35**
- Dependence of students on Private tuition
- Absenteeism due to Lack of awareness of Parents, involved in domestic work, lack of academic interest
- 10% Parents attend PTA/MTA meetings
- Self-Motivation is low among students
- In Co-ed schools Adolescent behavioural problem is there
- Students show very high interest in co-curricular activities

Findings related to Rural Schools:

The SSRP was piloted in 10 High schools of Khordha District. Out of 10 Schools four were rural schools. Out of these four rural schools, two were randomly selected for the context study. They are K. C Vidyapitha, Jaanla and Paikrapur High School, Paikrapur. From the interaction with the headmasters, teachers and students the findings are listed below-

- Availability of Subject teacher in Science, Math and Odia

- All these subject teachers had subject (Science, Math and Odia) at their Graduation Level
- All are Trained Teachers (TGTs) and having More than 10 years of experience
- **The Class Size is 1: 40**
- Less use of TLM
- Inadequate space for Group work
- Absenteeism due to Lack of awareness of Parents, involved in domestic work, lack of academic interest
- 5 % Parents attend PTA/MTA meetings

Findings related to Tribal (Residential) School:

Out of 10 Piloted Schools one school belonged to tribal schools, Tapoban High School which was covered under context study of SSRP. From the interaction with the headmasters, teachers and students the findings are listed below-

- Very good Infrastructure
- Trained Teachers having more than 10 years' experience
- Students are mostly residing in the hostel
- Remedial Class every day from 6 am to 9 am
- Day scholar are less academic oriented than residential students
- TLM , Lab, Library are used regularly by students and teachers
- Students participation is satisfactory
- **The Class Size is 1: 40**

Limitations of the context study:

Context study was done along with the diagnostic test for the SSRP Program. There are also few limitations of the study.

- Two schools were covered under urban, rural and only one school covered under tribal.
- 2 Classroom were observed at school for each subject by the experts.
- The School Head master, subject teacher and 5 to 7 students were interacted for the study.

Way forward:

In the present situation it is obvious that the academic achievement of the students in Government schools is not praiseworthy. The national level surveys like NAS, State achievement surveys like SLAS are reflecting the achievement of students. Most of the secondary school students do not have the concept of elementary stage. Absenteeism is one of the cause. Besides that Parental awareness also plays a major role in the secondary education of student.

After analysis of the context of the students of the Khordha district it is suggested by the expert group that there are some strength and weakness of the students studying in Govt high schools belonging to rural, urban areas and tribal schools.

Development of teaching learning materials will focus on these strengths of the students so that working with students in the classroom will be more participative. Students' knowledge can be built upon knowing the actual strength of the individual child as well as the group. Emphasis should be given to student's background so that learning gaps will condense in the secondary stage of education.

Annexure1: School Questionnaire

1. Name of the District _____

2. Address of the School _____

3. Location of the School -put a (✓) mark Rural () Urban ()

4. Type of School -put a (✓) mark Boys () Girls () Co Ed ()

5. Up to what Class the school is 1-10 () 6-10 () 8-10 () 9-10 ()

Put a (✓) mark for response

6. Subject Wise Teachers Availability :

Science Yes () No ()

Odia Yes () No ()

Math Yes () No ()

7. Number of teachers teaching in Class IX:

Number of teacher having subject at Graduation Level	Science	Odia	Math
Mention the number of teachers received subject wise teacher In-service Teacher Training			
Subject wise Number of periods allotted per week			
Number of periods per day			

8. Subject wise Availability of Teaching Learning Aids/ Materials in the school:

Subject	Teaching Aids/ Materials
Science	Charts () Models () Science Kit () Science Lab () Any other please specify
Odia	Charts () Models () Dictionary ()

	Story Books () Any Other please specify
Mathematics	Math Kit () Models () Any Other please specify

9. Please **Tick** (✓) in the appropriate box against the question

Availability and uses of the physical facilities:		Availability		If Yes, how often		
Sl No	Details	Yes	No	Always	Sometimes	Never
1	Library					
2	Library Period					
3	Electricity Connection					
4	Playground					
5	Sports and Games materials					
6	ICT / Computer room					
7	Internet Connection					
A	For Teachers					
B	For Students					
8	Telephone Connection					
9	Television					
10	Staff Room					
11	Separate Classroom for each section					
12	Separate Toilets for Girls/ Boys/ CWSN					
13	Safe drinking water					
14	Bench and Chair for students					
15	Ramps					

10. Enrollment of Class IX students

- A. Number of Sections in Class IX
- B. Total number of students in Class IX

11. Category wise enrollment of Class IX students

- | | | |
|------------|---------|----------|
| | i. Boys | ii Girls |
| A. SC | | |
| B. ST | | |
| C. OBC | | |
| D. General | | |

12. Does your school organise subject wise remedial classes for slow learners?

Subject	No. of remedial classes	Remarks
Science		
Odia		
Math		

13. Mention the number of e-content available and the mode of use at your school for class IX

Subject	e-content available	Mode of Use
Science		
Odia		
Math		

14. Any innovative practices or material developed for teaching subjects

Subject	Innovative Practices	Innovative Materials
Science		
Odia		
Math		

Annexure2: Teachers' Questionnaire

1. Name of the District -----

2. Name & Address of the School -----

3. Name of the Teacher -----

4. Gender (Put tick (√) mark)

Male		Female		Third Gender	
------	--	--------	--	--------------	--

5. Age (Put tick (√) mark)

Below 30 yrs	
31-40 yrs	
41-50 yrs	
51 above	

6. Teaching Experience in number of years -----

7. Years of teaching in the present school -----

8. Subject you teach (Put tick (√) mark) in class IX

Science	
MIL(Odia)	
Mathematics	

9. Highest Educational Qualification:

Qualification	Put tick (√) mark	Subjects Studied
Higher Secondary		

Graduation		
Post-Graduation		
Others		

10. Highest Professional Qualification:

Qualification	Put tick (✓) mark	Methodology
CT		
B. Ed		
M.Ed		
Others		

11. Number of years taught the Subject in class IX:

12. Have you attended any in-service training program during the academic session 2015-16,

Yes ----- No -----

If yes, then answer question number 7 & 8

13. How many in-service training program you have attended:

14. Who organised the training program :

SCERT ----- NCERT ----- RMSA----- Other -----

15. Availability & uses of teaching aids :

Whether using The Handbook "Sadhana & Samadhan"

Availability and uses		Availability		If Yes, how often		
Sl No	Details	Yes	No	Always	Sometimes	Never
1	Charts					
2	Maps					
3	Globe					
4	Mathematics kit					
5	Science Kit					
6	Self-Prepared TLM					
7	TLM from other sources					
8	Books other than text books					
9	Science Lab					
10	Audio Visual aids					
11	ICT Lab					

16. Type of assessment / evaluation practised in the school :

- A. Number of Unit Test conducted during last session -----
- B. Half Yearly test -----
- C. Annual Examination -----

17. Which of the following mode (s) are being used by you to report students' performance to their parents? (Write in statement)

- A. In marks only -----
- B. In grade only -----
- C. Both in marks & grade -----
- D. Any other form -----

18. Do you give home assignment to class IX children?

- A. Not at all ----
- B. Sometimes -----
- C. Regularly -----

19. If you give them tasks, in which of the following :

- A. Reading ----
- B. Writing -----
- C. Project Work -----

20. Do you maintain Lesson Note?

Yes ----- No -----

21. How many periods do you teach the subject in class IX? -----

Statement	(Put a tick mark)
Discussions about how to teach a particular concept & topics	

In preparation of instructional materials	
Visiting another teacher's class room to observe his/her teaching	

22. How often do you following types of interaction with other teachers?

23. Indicate on which of the following statements you 'Agree' or 'Disagree' in your school

Statement	Agree	Disagree	Comments
School is located in a safe neighbourhood			
I feel safe at this school :			
School has adopted adequate safety & security measures :			

24. Rate the following statements about your school :

(Put a tick mark in one box only)

Statement	Not a problem	Minor Problem	Serious Problem
If the school building needs significant repair			
If classrooms are overcrowded			
If the teachers do not have adequate workspace			
If materials are not available to conduct activities / experiments			
Students' regard for property			

25. This question contains only for teachers who teach language subjects of class IX

Have you participated in any of the following professional development activities?

(Put a tick V mark in any box only)

- | | | |
|--|----------|---------|
| a. Interpreting and analysing the literary tests | Yes..... | No..... |
| b. Understanding the process of reading or writing | Yes..... | No..... |
| c. Instructional Strategies for teaching language skills | Yes..... | No..... |
| d. Language learning assessment | Yes..... | No..... |

26. This question contains only for teachers who teach mathematics subjects of class IX

Have you participated in any of the following professional development activities?

- | | | |
|--|----------|---------|
| a. Mathematics Content | Yes..... | No..... |
| b. Mathematics Pedagogy/ instruction | Yes..... | No..... |
| c. Mathematics Curriculum | Yes..... | No..... |
| d. Improving student's critical thinking or problem solving skills | Yes..... | No..... |
| e. Mathematics assessment | Yes..... | No..... |

Annexure3: Class room Observation Checklist

A a. General physical condition of the class	
b. Atmosphere (Light, ventilation etc)	
c. Space (sitting arrangement)	
d. Storage (TLM and Resource materials)	
e. Facilities-furniture, black board, fan,	
f. Others	
Name of teacher, background and experience, subject and topic being taught.	
Number of children in the class, boys and girls. Would it be called a large class? Is it a multi-grade class? A small class?	
B Describe the <u>lesson</u> as it took place, broadly	
Lesson or topic being taught	
Main points covered by the teacher, in the sequence in which it was done. Main phases (e.g. introduction, explanation, conclusion or any other)	
Describe the general method / strategies used	
Materials employed / specifically local resources	
Evaluation undertaken, if any.	
C Describe what the <u>teacher</u> did (you might find that many of the questions do not apply at all)	
What was the kind of preparation that the teacher had made? Was there a lesson plan? Did the lesson go according to the plan? If there was a variation, why was this so? Was the variation justified? In light of the lesson as it took place, was the lesson plan OK?	
Did the teacher refer to what has been taught earlier, or undertake any revision? How?	

<p>What was the main focus of the teacher: to explain? To involve and make interesting? To test children by asking questions? To create relevant tasks? Anything else?</p>	
<p>What was the nature of the material used by the teacher – naturally available material from the environment, or textbooks, or special kits, or library or something made by the teacher and/or children? In what way did the teacher make use of the materials? Did all children have materials? Any difficulties faced by the teacher?</p>	
<p>In what way did the teacher make use of the blackboard? Was it effective? What made it so?</p>	
<p>What did the teacher do when children were busy with tasks (observing the students, helping the students etc.)</p>	
<p>What was the nature of the language used by the teacher, especially while giving explanations or instructions for task? Did children understand it easily? Did the teacher have to repeat what s/he had said?</p>	
<p>Did the teacher try to make sure that <i>all</i> the children were given an opportunity? How? Were some children neglected? Where were they sitting? Why were they neglected?</p>	
<p>How well did the teacher make use of the available space? What was classroom management and organization like? If the teacher formed groups, how were the groups formed? On what basis were they formed?</p>	

<p>Were they groups of children at the same level or mixed levels?</p> <p>Does the teacher change groups frequently? How long do children remain in the same groups?</p>	
<p>Did the teacher have class 'control'? Did s/he have to try hard to maintain 'discipline'?</p> <p>What kind of reward or punishment was the teacher using?</p>	
<p>Did the teacher plan according to time?</p> <p>Did the teacher face a difficulty in managing time; if so, why?</p> <p>Was the time calculation OK?</p> <p>Or did the teacher have too much or too little time to do what had been planned?</p>	
<p>Did the teacher sum up the session at the end of the period? In what way?</p>	
<p>Did the teacher go on assessing if children were understanding or not?</p> <p>Did the teacher bring about any change in what s/he was doing on basis of this ongoing assessment while teaching?</p> <p>Did the teacher do any evaluation towards the end (informally, orally, or written or in any other way)?</p>	
<p>D. Describe what the <u>children</u> did</p>	
<p>What was the nature of the oral work, the written work, the material related work?</p> <p>Was it appropriate to the task at hand, and why?</p>	
<p>Did children work individually on their own?</p> <p>Did they do group work?</p> <p>Did they function like a large class most of the time?</p>	
<p>Were children (mentally) active for much of the time? Were they involved? Were they bored?</p> <p>Did they spend time sitting and waiting for the teacher to come to them?</p> <p>Did they start doing other things because they were bored? Was any child feeling left out?</p>	

Were children involved in running the class in any way – e.g. distributing material, or supervising tasks, etc.?	
E. Apart from the questions above, <u>analyse this lesson</u> further.	
Was there a 'flow' in the lesson – was the sequence appropriate, did it move smoothly from one part to the next?	
For how much of the period do you think actual learning took place?	
Did the teacher teach all time of the period? Is this likely to be the case usually? (e.g. was the teacher beginning to tire out at the end?)	
What was the nature of the relationship between children and teachers?	
Any other significant point? (Please specify the event / situation)	