

Quality Interventions in Education

A Context Study

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Supported by

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and Development (SPREAD)**
Koraput, Odisha, India

Preface

Children often pay the price for our shortcomings. This is especially visible in remote tribal areas.

Children from tribal areas are even facing more difficult situation. They tend to be doubly deprived because of alien educational curriculum, content and pedagogy. They taught in a language which they have not yet learnt. This hinders their life-long chances of attaining success, in school and elsewhere.

On the other hand, effective school educations can certainly help children overcome disadvantage – provided it is developed keeping in mind children’s own culture, environment, language, needs and strengths. In addition, of course, it needs to be based on a contemporary understanding of child development as well as rooted in the ground realities that obtain in actual practice.

Unfortunately, too often disadvantage is construed as being ‘backward’. Our experience in the field brought forth a number of dimensions where tribal children seem advanced for their years! As our understanding grew, we tried to incorporate the considerable strengths they bring, into the curriculum, materials and processes advocated.

In this study, we tried to understand the context of the child and her strength. Such strength will be the entry point for her education at school. Hence, our curriculum, content, pedagogy and materials will be built upon.

The key to the education process, the teacher, need to be supported with her need and requirement. This support will be on a regular basis, on site and in a constructive way to bring success.

Acknowledgement

Education is seen as the panacea of many social evils like illiteracy and ignorance. Statesmen, policy makers, donors and other international agencies are treating education as a means to end some of the social problems. It is considered as a future investment for the coming generation. Odisha is regarded as one of the educationally backward states in the country and many of the social problems prevalent in the land owe their origin to a low level of education. Government of India, State of Odisha as well as many non-government organizations are making all-out efforts to “universalize quality elementary education” in the state. However, there are so many issues to be addressed at all levels to realize Education for All.

Educational Incentive to tribal children by Society for Promoting Rural Education and Development (SPREAD) supported by Tata Trust aims to improve educational attainment among students at primary level. Through community teachers, building their capability and involving community in the school education process SPREAD intends to bring quality in the education for the children.

The Context Study intends to know the context of the child and its environment on which curriculum will be framed and other interventions will be planned.

I am very much grateful to those children who helped us by sharing their knowledge, experience, thoughts and reflections through various tools.

Thanks are due to young and energetic “SPREAD team” for their valuable support in transacting the tools and gathering data.

My sincere thanks to Sri Bidyut Mohanty, Secretary SPREAD and Sri Dusmant Padhi, Account and Admin Officer SPREAD for their valuable and timely support to conduct and complete the study.

I hope this report will be useful for SPREAD and other organizations, institutions, researchers who are working for the cause of children of marginalized groups with view to improving their quality of education in particular and quality of life in general.

My appreciation and best wished to the organization, Society for Promoting Rural Education and Development (SPREAD), who is working closely with and for marginalized children and community to bring quality to their life and living.

My sincere gratitude to all those who make this study happens.

Smruti Ranjan Jena

Principal Research Coordinator

Background

With the implementation of the Right to Education Act (RTE Act) there has been rapid increase in the number of students in elementary classes in government schools. With various supportive schemes such as Mid-Day-Meal, School Uniform, Free Textbooks etc. children are attracted to schools. Keeping these children in school till completion of elementary schooling with regular attendance and imparting quality education are become challenges.

The reason behind are many. Among them the issue of lack of teachers, lack of teachers from children community at least at early grades, issue of home language vs. school language vs. language used in books, issue of socio-culturally de-align syllabus, socio-culturally un-sensitive classroom communication and classroom transaction other than the child's language are the major factors.

From the last decades the number of teachers has not grown at par with the increase of classroom population, hence teachers are not able pay required attention to students in the class.

After repeated emphasis of learning through mother tongue and with research evident of quality improvement in learning through mother tongue teaching, we do not have sufficient mother tongue teachers at early grades.

Even after revision and modification syllabus and textbooks, they are yet to linked to children's socio-cultural ethos.

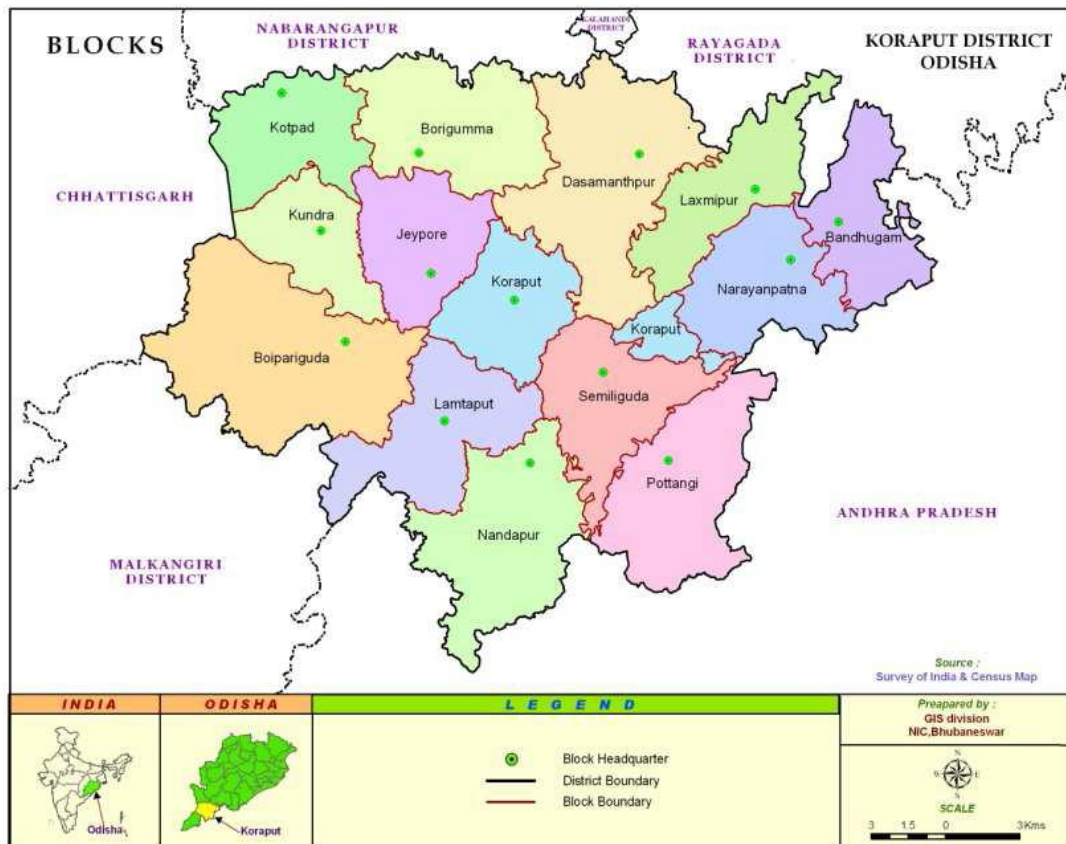
The new populations in schools are from diverse socio-cultural background and have wide-ranging experience. Our teachers are not either trained in new pedagogy or equipped to teach them. On the other hand they face immense pressure from the government authorities to 'complete' the course content in time.

The case of Koraput, Odisha is different and a special concern for elementary education. As an educationally backward district, there is a special concern for early school education i.e. a common language among the local people i.e *Desia*.

Most of the people use *Desia* as the link language in their communication. But it is not an official and socially advanced language. Hence, children at early grades in elementary schools are at the cross road with their mother-tongue in home, *Desia* in community and at common platform and *Odia* in School.

Hence a Context Study was undertaken with a view to developing an understanding of the socio-cultural and education context of the district. This will provide us the basis for identifying the nature of adaptations to be brought about the teaching learning process, content and curriculum.

Koraput district



Koraput district is one among the eight KBK (Koraput, Balangir and Kalahandi) districts, which are in the news for all the wrong reasons. The entire District has been declared as a scheduled Area under the Presidential scheduled Areas Order, 1950. The District spreads over a geographical area of 8379 Sq. Kms. It is divided into 02 Revenue Sub-division(Koraput and Jeypore, 14 Tahasils and 14 community Development Blocks, 01 Municipality and 03 Notification Area Councils. There are 226 G.P.s and 1985 Revenue villages in the district.

Administrative Profile of Koraput

| | |
|-------------------------------------|--------------|
| Geographical Area | 8379 Sq. Kms |
| Sub-division | 2 |
| Notified Area Council | 1 |
| Municipality | 1 |
| No. of community Development Blocks | 14 |
| No. of Tahasil | 14 |
| No. of Panchayats | 226 |
| No. of BRC/ UBRC | 14 |
| No. of CRC | 170 |
| No. of Revenue Villages / Wards | 1885 |
| No. of Habitation | 3271 |

Demography of the District

The District lies in extreme southern part of Orissa and is located between 180 & 190 Northern latitude and 820 and 830 East longitude. It extends in the west up to Bastar District, in the East up to Rayagada and Srikakulam (Andhra Pradesh) Districts, in the North up to Nabarangpur and Rayagada Districts and in the South up to Vizianagaram and Vizag Districts. The population of Koraput district as per 2011 census (provisional) is 13,76,934 (Male-6,77,864 & Female - 6,99,070). The District located on a section of the Eastern Ghats gives a wavy form of topography. The District has vast expanse of mountain ranges along with hill streams which ultimately pass to rivers namely Indravati, Kolab and Machkund. The District has an altitude up to 1000 M above MSL, Koraput, Semiliguda, Pottangi, Nandapur, Lamtaput, Dasmantapur and Laxmipur Blocks are having altitude over 900M above MSL. Narayanpatna and Bandhugam Blocks, have altitude ranging 300M to 600M above MSL Jeypore Subdivision has altitude up to 600M. The District falls into two agro climatic zones namely Eastern Ghat High Land comprising all the blocks of Koraput Sub-Division and Kotpad Block and South Eastern Ghat comprising the four blocks of Jeypore sub-division.

Developmental Indicators

In 2011, Koraput had population of 1,379,647 of which male and female were 678,809 and 700,838 respectively.

In 2001 census, Koraput had a population of 1,180,637 of which males were 590,743 and remaining 589,894 were females. Koraput District population constituted 3.29 percent of total Maharashtra population. In 2001 census, this figure for Koraput District was at 3.21 percent of Maharashtra population.

The average literacy rate of the district in 2011 were 49.11, of which female is 38.55 and male is 60.32 of a gap between male and female is 21.77. The sex ratio of the district in 2011 census stood 1032 per 1000 male. The child sex ratio is 979 girls per 1000 boys. In the district the child of 0-6 age population is 225,126 from which 111,384 are girls and 113,742 are boys.

A comparative developmental indicator

| Indicators | 2011 | 2001 |
|---|------------------|------------------|
| Actual Population | 1,379,647 | 1,180,637 |
| Male | 678,809 | 590,743 |
| Female | 700,838 | 589,894 |
| Population Growth | 16.86% | 14.67% |
| Area Sq. Km | 8,807 | 8,807 |
| Density/km2 | 157 | 134 |
| Proportion to Orissa Population | 3.29% | 3.21% |
| Sex Ratio (Per 1000) | 1032 | 999 |
| Child Sex Ratio (0-6 Age) | 979 | 983 |
| Average Literacy | 49.21 | 35.72 |
| Male Literacy | 60.32 | 47.20 |
| Female Literacy | 38.55 | 24.26 |
| Total Child Population (0-6 Age) | 225,126 | 200,689 |
| Male Population (0-6 Age) | 113,742 | 101,181 |
| Female Population (0-6 Age) | 111,384 | 99,508 |
| Literates | 568,090 | 350,044 |
| Male Literates | 340,843 | 231,055 |
| Female Literates | 227,247 | 118,989 |
| Child Proportion (0-6 Age) | 16.32% | 17.00% |
| Boys Proportion (0-6 Age) | 16.76% | 17.13% |
| Girls Proportion (0-6 Age) | 15.89% | 16.87% |

Rural and Urban population

As per 2011 census, 83.61% of population of the district lives in rural villages. The total population living in rural areas is 1,153,478 of which 589,707 are female and 563,771 are male. The child population in the age group of 0-6 is 199,037 of which 98,712 are girls and 100,325 are boys. The sex ratio is 1046 female per 1000 males. The child sex ratio is 984 girls per 1000 boys. The child population comprises 17.80% of total rural population of the district. Literacy rate in rural areas is 42.37% and girls literacy rate are 31.26% and boys are 54.14%.

In respect to rural, the urban population of the district is 16.39%. In total 226,169 people of which 111,131 female and 115,038 male are living in urban areas. Sex ratio in urban areas is 966 female per 1000 male. Similarly the child population of 0-6 age group is 26,089 (11.66%) of which 12,672 are girls and 13,417 are boys. The child sex ratio is 944 female per 1000 male. The average literacy rate of the district is 81.80% of which 74.90% are female and 88.48% are male. In actual number they are 163,665 total and 73,748 are female, 89,917 are males.

There are many groups of Scheduled tribes and among them majorities are Kondh, Paroja, Bhumia, Gadba communities. Dombs are majority from Scheduled caste.

Orissa is the second State in the country to have passed the Right of Children for Free and Compulsory Education Rules 2010. The government of Orissa's goals for Primary and elementary education and literacy include (i) universalisation of elementary education and 5 years of Primary education by 2007 and 8 years of elementary education by 2010; (ii) universal literacy – literacy rate of at least 88% – by 2011 and total literacy by 2015.

In spite all efforts, the education of tribal children is still a matter of concern in the Koraput district. There are many challenges like high dropout rate, many are out of school children and for tribal girl children even it is very alarming. There are many reasons like inadequate infrastructure, lack of adequate teachers & trained teachers, irregular schooling, lack of community participation in school activities, unattractive school environment for children, language problem, village without schools and poor monitoring and household burden on children.

The quality of education is not up to standard as reported in different studies. In the Primary Schools, the overall performance of students was extremely poor in district. The problem is more acute in inaccessible villages because of teachers are more

irregular due to poor monitoring. As majority teachers are from the coastal plans the language is a major hindrance for the tribal children and the effort of state on MLE is confined to 20 tribal groups and that to limited schools in the state. Combined of all problems and issues the tribal children of Koraput district are deprived of quality education in the government run schools.

SPREAD intervention area

Society for Promoting Rural Education and Development (SPREAD) is dedicated to empowering the marginalized communities of Koraput District so that they may access their rights to *land, food & work and education*. Ultimately this will lead to their ability to maintain a dignified way of life. With a Vision to, “a region and society without any exploitation and discrimination with access to the basic necessities of life and ability for people to assert their rights for a dignified living”. SPREAD working as a catalyst with the underprivileged class so as to build up their capacity and to facilitate the process of participatory development. The goal is to make the most marginalized section of the society aware of their rights and duties and enable them to have access and control over the socio-economic-political process for a dignified living with value of **Secularism, Democracy, Mutual respect, Honesty and Non violence**.

One of the project addressed to education of the children of Koraput is implemented in 32 Government schools of seven GPs (Chatua, Golur, Hatibari, Kulabir, Kularsingh, Paduwa, Patlung) of Nandapur block of Koraput district. Nandpore Block is located in extreme southern part of the district bordering to the Andhra Pradesh comprises of Khond, Paroja & Katia schedule tribe communities and Dombs from Scheduled caste. The majority of them are displaced and affected by bigdam project Machhkund.

Educational Indicators of the district

| Access to Primary Education | Number |
|--|--------|
| Habitation covered by Primary School | 3127 |
| Habitation without Primary School | 144 |
| Habitation covered by Upper Primary School | 3198 |
| Habitation without Upper Primary School | 73 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

School Scenario

| | Dept. of Edu. | SSD | Local Body | Aided | Pvt. Unaided | Others | Central Govt. | Unrecognised | Total |
|---------------|---------------|-----|------------|-------|--------------|--------|---------------|--------------|-------|
| Primary | 1561 | 67 | 0 | 23 | 16 | 20 | 0 | 4 | 1691 |
| Upper Primary | 677 | 53 | 0 | 4 | 23 | 1 | 0 | 1 | 759 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Enrolment

| | Primary (I- V) | | | Upper Primary (I- V) | | |
|---------------------------------|----------------|-------|-------|----------------------|-------|-------|
| | Total | Girls | Boys | Total | Girls | Boys |
| All Management | 181301 | 88063 | 93238 | 59695 | 28442 | 31253 |
| All Govt. School (SME, TRW, LB) | 167469 | 81727 | 85742 | 52240 | 25220 | 27020 |
| SME Dept. | 140169 | 65964 | 74205 | 41957 | 19504 | 22453 |
| ST and SC Dept. | 27300 | 15763 | 11537 | 10283 | 5716 | 4567 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

GER and NER

| | GER | | | NER | | |
|---------------|--------|--------|-------|-------|-------|-------|
| | ALL | ST | SC | ALL | ST | SC |
| Primary | 102.32 | 102.64 | 93.32 | 97.79 | 99.22 | 90.21 |
| Upper Primary | 103.54 | 102.16 | 82.00 | 94.14 | 89.96 | 80.16 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Child Population

| | 6-11 years | | | 11 - 14 years | | | 6-14 years | | |
|-------------------------|------------|-------|-------|---------------|-------|-------|------------|--------|--------|
| | Total | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys |
| All Community | 177229 | 85776 | 91453 | 57565 | 27840 | 29725 | 234794 | 113616 | 121178 |
| ST Community | 104824 | 50576 | 54248 | 28811 | 13653 | 15158 | 133635 | 64229 | 69406 |
| SC Community | 32867 | 16421 | 16446 | 15980 | 7792 | 8188 | 48847 | 24213 | 24634 |
| Muslim Community | 846 | 432 | 414 | 636 | 267 | 369 | 1482 | 699 | 783 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Out of School Children

| | 6-11 years | | | 11 - 14 years | | | 6-14 years | | |
|---------------|------------|-------|------|---------------|-------|------|------------|-------|------|
| | Total | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys |
| All | 542 | 280 | 262 | 503 | 254 | 249 | 1045 | 534 | 511 |
| ST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SC | 103 | 55 | 48 | 104 | 54 | 50 | 207 | 109 | 98 |
| Muslim | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

| PTR | |
|---------------|-------|
| Primary | 27.70 |
| Upper Primary | 22.30 |
| Elementary | 26.19 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

| Civil Facilities in Govt. Schools | |
|--|------|
| Govt School | 2358 |
| No Common Toilets | 1 |
| No Toilets for girls | 30 |
| No Electrified School | 2163 |
| No of play ground | 2095 |
| No Ramps | 1369 |
| No Drinking Water | 221 |

| | |
|-----------------------|-----|
| Schools with Computer | 220 |
|-----------------------|-----|

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Retention Rate and Transition Rate

| | Total | Girls | Boys |
|---|-------|-------|-------|
| Transition Rate from Primary to Upper Primary | 73.27 | 73.07 | 73.46 |
| Retention Rate - Primary | 84.14 | 82.30 | 85.58 |
| Retention Rate - Upper Primary | 100 | 100 | 100 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Dropout Rate

| | All | | | ST | | | SC | | |
|---------------|-------|-------|------|-------|-------|------|-------|-------|------|
| | Total | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys |
| Primary | 4.55 | 4.59 | 4.52 | 2.46 | 2.22 | 2.70 | 1.72 | 3.10 | 0.34 |
| Upper Primary | 6.10 | 5.19 | 6.88 | 1.65 | 2.25 | 1.05 | 5.09 | 5.87 | 4.31 |

(Source: School Education at a Glance - 2015, Dept. of S&ME, Govt. of Odisha)

Ground Realities

Children

While tribal children may not have the kind of passive exposure to basic competencies that urban children tend to have, they do have a number of experiences that can prove to be advantageous to their school education process. These qualities and experiences are listed below with various aspects of child development.

| Educational Domain | Strength | Implication in school education |
|--------------------|--|--|
| Cognitive | <ul style="list-style-type: none"> ▪ Children are very much aware about the nature, especially about trees, plants, creepers, climbers, shrubs, herbs, roots, etc. ▪ Understand the whole process from sowing of a crop to weeding, harvesting, etc. They know about timing, climate, nature of harvesting and harvesting requirements. ▪ Often spend time with domestic animals in the forest. Have knowledge about their food timings, way of living and other requirements. They able to arrange fodder and water for their domestic animals. ▪ During seasons go with adults and sometimes alone for collecting firewood, mango, plucking tamarind, mahua etc. ▪ Some of the children are also involved in breaking stone ▪ In the house, children are also support in grain storage ▪ Also take part in income generating activities such as tamarind sorting, mango processing for mango paste, making dona-paper plates etc. ▪ Go to the field and lend hand with agricultural activities ▪ Many of the children know fishing. ▪ Children are familiar with all kinds of sounds in their environment, especially in nature; they can identify and create sounds of various animals. This means they have the knowledge about those animals and their behaviour. | <ul style="list-style-type: none"> ▪ Our curriculum should address the issue and made contextual ▪ Pedagogical modules should develop based on the need of the teachers ▪ All teachers should be trained on the new pedagogy of the curriculum envisage ▪ Material must be developed from the local context and based on cultural capital of the community ▪ Regular onsite hand holding support must be extended to teachers ▪ Not the least but most important is, child's language must the medium of |

| | | |
|----------|--|---|
| | <ul style="list-style-type: none"> ▪ They have knowledge about smell and tastes of various materials, their sense are very active. ▪ Children are love to making all kinds of things, and have a high level of skill with their hands. They have the idea about the shape, size, colour, texture, weight, edges, etc. which are basically the mathematical skill and knowledge ▪ Children display a great deal of skill in using their hands to make various kinds of things, which also gives them spatial skills. ▪ From this age they are used to doing things independently. They able to identified the need, plan activities to be done and strategy to be followed and also complete them. ▪ They can go to local shopkeeper and get 5-10 items asked by their parents | <p>learning and communication at least at early grades up to Vth.</p> <ul style="list-style-type: none"> ▪ SMCs need to be orient, strengthen and opportunity must be created to involve them more and more in the school education process ▪ Community knowledge must be harnessed to bring quality in education |
| Social | <ul style="list-style-type: none"> ▪ Children tend to stay in groups of their age. Girls and boys are formed mixed group ▪ There is no fixed thing they play with, anything around them can be used to play with. They often play with objects such as , stones, soil and sand, leaves, old tires, tubes, wood, etc. ▪ When they play games they enjoy, they are so involved they may forget having their meals! If someone calls them they don't listen. ▪ A strong sense of bonding across age-groups is visible among children: ▪ Do not like to sit in one place for a long time – move around, find it difficult to stay inside a room and alone. ▪ Everybody have the quality of the leader. During their game, they themselves initiate the process, take decisions, plan strategy and set the norms and also adhere to the norms they create. ▪ They are sensible to other animals. They respect them, play with them, feed them and protect them | |
| Physical | <ul style="list-style-type: none"> ▪ Children are used to doing their own work – washing their face, bathing, washing clothes, | |

| | | |
|-------------|---|--|
| | <p>cleaning utensils, bringing water, etc.</p> <ul style="list-style-type: none"> ▪ Do the domestic work for the family, on their own and without having to be told or supervised, such as sweeping the house in morning and evening, clearing used utensils, etc. ▪ Handle responsibility for the home when adults are busy, e.g., during agricultural season – cooking, looking after domestic animals, taking care of younger siblings ▪ They have a strong sense of family and are very responsible in taking care of younger children – behave like guardians. ▪ It also seen that, many of the children are vulnerable, ill, under nourished. | |
| Emotional | <ul style="list-style-type: none"> ▪ Children are very much have emotional bonded. They have very strong belongingness. ▪ They use to take leadership and ownership of the matter, event they are part of. ▪ They express their feelings and emotions very freely and openly. When happy, they show their joy by screaming in delight, dancing. | |
| Psychomotor | <ul style="list-style-type: none"> ▪ Apart from skill with hands, the children have very good aim and balancing ▪ They are good at hitting a target with stones or sticks. They can targeting and become successful in collecting fruits from higher range, good at hitting out balls and good at many games ▪ They also have a good sense of balance – can carry things on their head. ▪ Some of the children are good at drawing and painting. | |

Above strength of these children indicates that they may be marginalized and deprived – but they are certainly not ‘backward’. It is more a case of being under-served. Using this strength and their experience, school education can be imparted in a contextual and joyful manner.

School

Even after various developmental schemes and supports, schools in tribal areas yet to be attractive. There are lack of infrastructure facilities. None of the schools having required classrooms. In many schools, one office room used as Head Teacher's room, Teachers Common Room and store room for Mid-Day-Meal. There are schools need major repair in floor, window and even door. Mostly in primary schools, neither floor were clean and nor having plain surface. In many cases it need repaired and during winter children need mattress or desk bench for sitting. Non availability of Play Ground and play materials are the concerns in many schools. Though there are few library books in few schools, there is no use of library. No students avail library facility in the school.

Safe drinking water is still an issue in many of the schools. Though there are toilets in some of the schools, many of them are not functional and not being used due to lack water connectivity and facility.

Teacher

As discussed earlier, all most all school has lack of teacher. There are some single teacher school still exist. In many schools, teachers are speaking Odia and find it difficult to understand children's language, and children also find it difficult to understand them. Teachers do not understand the community or the folk life, and to not use folk material. Here children are forced to study through an alien language which stunted their cognitive development. Children in these area faced very serious disadvantage situation, that are, forced to learn new language which are not in use in their circle and cope with the content being taught to them. The most commonly method used by the teaches are repeat the content in the align language, copying the same in blackboard and in notebook of children and forced children to memorize.

There are different kinds of teachers in schools. Some of them are not even experienced new pedagogy and pedagogy to teach children from other languages.

Teaching Learning Process

As teachers are not trained and de-motivated which leads to a poor understanding of children's development, learning and education. There is not much other reading material that will help them, hence they end up doing a limited number of songs and games with children again and again; some of these are traditional and well-known.

Many teachers find it difficult to ^{Text}organize the class and materials according to learning objectives; they do not make use of the local environment or local knowledge, or invite the community to share their knowledge heritage. Even though there is a time-table but no real plan for teaching-learning process. Teachers do not get any support in planning for classroom transaction.

As a formality, to start something in the morning, some of the usual common activities are followed by the teachers which are monotonous which leads to memorize the content. Stories, songs etc. used are not from children's community and language, nor are they discussed with children not linked with their environment. There is no link between classroom transactions with children thinking and reflection.

There's hardly any print material being used with children. Material from the environment is not being used at all. The environment around is also not used to promote learning. There is a lack of folk material such as folk songs, stories, riddles, pictures, dance, and traditional knowledge.

Most cases children's responses / views are not heard / asked for. They are only made to repeat the 'correct' answer.

A great amount of time is spent on information collection, recording. During the monthly meetings there is very little time on discussing education. Most of the instructions are oral. Trainings are not need based and not regular. Even in the name of teachers support, officials focus more on the feeding programmes.

School Management Committee and Community

It is true that, most of the parents are not educated from our schools, but they are having rich knowledge about nature and environment. The cultural capital of the community is very affluent. Many of them are willing to participate in the educational activities. But there is a gap in communication, understanding about the school education process. Many of the SMC members not aware about their role and not even told or orient about their role and how they can be supportive to school educational activities.

It seems language and teachers from other community create hindrances. As many of the community members including SMC members are not literate, they are not able to read the communications and role envisaged for them and not getting align with the teachers because of from other culture. Somehow the assumption created that, they do

not have any role for their children's education, it is the responsibility of the government to provide education to their children.

Parental Aspiration

In the changing scenario with globalization and modernization, parental aspirations also changed. Parents are also influenced and want their children should get English education without building knowledge on their mother tongue and culture. It is more because of lack of knowledge about education and more particularly early grade education of their kids. It is not only create hindrances to educate their children on the other hand it jeopardize their language and ethnic identity.

Above findings will help us to develop a contextual and need based curriculum for our children.

Photo Gallery

Research Team

| | | | |
|----|----------------------|--------------------------------|------------------|
| 1 | Namita khara | M.L.E teacher | Podei PS |
| 2 | Mandakini Sameli | M.L.E teacher | Talguda NPS |
| 3 | Kamallolochan Lingar | M.L.E teacher | Lampi PS |
| 4 | Subash Khillo | M.L.E teacher | Entabari NPS |
| 5 | B.basudev Rao | M.L.E teacher | Mariput |
| 6 | Rajendra Khada | M.L.E teacher | Chatwa UPS |
| 7 | Sibasankar Dip | M.L.E teacher | Kiramba PS |
| 8 | Laxmi Khara | M.L.E teacher | Dabasput PS |
| 9 | Jayanti Sisha | M.L.E teacher | Jamuguda NPS |
| 10 | Naresh Hantal | M.L.E teacher | Kondapali PS |
| 11 | Gobinda Khilla | M.L.E teacher | Kana NPS |
| 12 | Adinarayan Kutradi | M.L.E teacher | Pamlput PS |
| 13 | Krushna Sagar | M.L.E teacher | Sudub PS |
| 14 | Lachhana Khillo | M.L.E teacher | Gundisikarput PS |
| 15 | Baburao Khara | M.L.E teacher | Kularsing UPS |
| 16 | Surendra Hantal | M.L.E teacher | Ambapada |
| 17 | Jayaram Khillo | M.L.E teacher | Ratul Put NPS |
| 18 | Sibaram Khemundu | M.L.E teacher | Badigaput NPS |
| 19 | Lasu Pangi | M.L.E teacher | Haridaguda PS |
| 20 | Mukunda Khillo | M.L.E teacher | Podaising PS |
| 21 | Ashok Khillo | M.L.E teacher | Zeera PS |
| 22 | Jagannath Sukri | M.L.E teacher | Lugum PS |
| 23 | Santosh Golari | M.L.E teacher | Cheptameta NPS |
| 24 | Upendra Kumar Dolia | M.L.E teacher | Doraguda NPS |
| 25 | Laxmi Bonda | M.L.E teacher | Tankel UPS |
| 26 | Prasanta Khillo | M.L.E teacher | Damanga PS |
| 27 | Magana Khora | M.L.E teacher | Tamding PS |
| 28 | Ghenu Sisha | M.L.E teacher | Khinbar PS |
| 29 | Bhibidas Khora | M.L.E teacher | Totaguda PS |
| 30 | Rabindra Majhi | M.L.E teacher | Pulikanda |
| 31 | Smruti Ranjan Jena, | Principal Research Coordinator | |