

UJJWAL

AN INITIATIVE FOR ENHANCEMENT OF QUALITY EDUCATION IN ELEMENTARY SCHOOLS IN ODISHA

Background:

The major thrust of the Department is to provide quality education to all the children of Elementary Schools of Odisha. In order to realize this objective, the minimum learning achievement of the children at different grades and effective classroom transaction by the teachers in different classes are to be ensured. In view of this it is, therefore, proposed to initiate a focused quality improvement programme named as '*UJJWAL*' which is designed to enhance the overall development of the children of Elementary Schools of Odisha:

Objectives of the Programme:

The main objective of '*UJJWAL*' is to enhance the overall development of the students by initiating a focused quality improvement programme which will bring in bright rays of hope in elementary education of Odisha.

The chief components of '*UJJWAL*' are as follows:

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.

Each student is required to attain the following basic competencies.

Odia	English	Numeracy	Good Values and Conduct
Recognising Odia Alphabets (<i>BarnaParichaya & use of phala, matra, joint letter</i>)	Recognizing & writing 26 Alphabets	Identifying and writing numbers	Indicative Values: Truthfulness, Respectfulness, Politeness, Kindness, Forgiveness, Happiness, 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, Sincerity, Honesty, 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. SAHAJ:

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.

Current Status of Education Officers / Supervisors

1. S & M E Department	=	08 (Addl. Secy., Jt. Secy. and others)
2. Directorate of TE & SCERT	=	08 (Director, Dy. Director & Asst. Director)
3. Directorate, Secondary Edn.	=	05 Director, Jt. Director & Dy. Director)
4. Directorate, Elementary Edn.	=	08 (Director, Jt. Director & Dy. Director)
5. Directorate, OPEPA	=	08 (Director, Addl. Director & Dy. Director)
6. Directorate, OMSM, RMSA	=	04 (Director, Dy. Director)
7. District Education Officer(DEO)	=	30
8. District Project Coordinator	=	30
9. Principal, DIET	=	30
10. Principal, ELTI	=	53
11. ADEO	=	60
12. Block Education Officer (BEO)	=	314
13. ABEO and BRCC	=	942
14. CRCC	=	4,806

$$6,306 \times 2 = 12,612 \text{ (Approx)}$$

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* Co-ordinators:

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.

- (i) To undertake measures to ensure the achievement of focus components as indicated above.
- (ii) To maintain a separate register and record the periodic progress of all students having learning deficiencies.

- (iii) To monitor the performance of all such students as per LINDICS AND SAHAJA by visiting each school at least twice in a month.
- (iv) To monitor the performance of all teachers as per PINDICS.
- (v) To share the performance of each child with members of SMC and PTA and to collect their feedback.

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.

Activities to be undertaken:

1. Necessary executive instruction is to be issued to all Class Teachers and Head Masters to ensure the implementation of *UJJWAL* programme.
2. Necessary executive instruction is to be issued to all CRCCs to ensure the implementation of *UJJWAL* programme.
3. Necessary advisory is to be issued to all Education Officers / Supervisors for adoption of schools as a part of *UJJWAL* programme.
4. Necessary advisory is to be issued to all SMC and PTA members on the importance of *UJJWAL* programme and holding of SMC and PTA meeting every month.

5. One day orientation on the implementation strategy is to be given at the State level to all DEOs / DPCs / DIET Principals and BEOs (10 districts in a day) to ensure proper implementation of *UJJWAL* programme.
6. Press advertisement is to be issued in the local Odia dailies for public information as awareness campaign in disseminating the objectives of *UJJWAL* programme.