The STAR School education programme is a joint effort of Edukans & YCDA to make the school as STAR school, by facilitating Access to Relevant Quality Education through mobilization and partnership with Government and Community groups.

The present report consists of a comprehensive impact study of 46 Schools covered in the programme during the period of 2016 to 2018.

Youth Council for Development Alternatives - YCDA
Odisha, India
# CONTENTS

ABBREVIATIONS.................................................................................................................................................. 2

ACKNOWLEDGEMENT........................................................................................................................................ 3

FEEDBACKS & TESTIMONIALS............................................................................................................................ 4-6

ABOUT THE STUDY........................................................................................................................................... 7

OBJECTIVES OF THE IMPACT ASSESSMENT.................................................................................................... 8-9

INTERVENTION (Pre & Post)............................................................................................................................... 10

RESULTS DURING THE BASELINE STUDY........................................................................................................ 11-13

RESULTS DURING END-LINE STUDY ................................................................................................................ 14-17

OVERALL ANALYSIS OF BASELINE 2015-16, BASE-LINE & AND END-LINE IMPACT ASSESSMENT 2019 IN CONCURRENCE WITH THE RIGHT TO EDUCATION................. 18-24
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEO</td>
<td>Block Education Officer</td>
</tr>
<tr>
<td>ABEO</td>
<td>ASST. Block Education Officer</td>
</tr>
<tr>
<td>CRC</td>
<td>Cluster Resource Centre of the Government</td>
</tr>
<tr>
<td>GOI</td>
<td>Government of India</td>
</tr>
<tr>
<td>HT</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>MTA</td>
<td>Mother Teachers Association</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>PRI</td>
<td>Panchayat Raj Institution</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SHG</td>
<td>Self Help Group</td>
</tr>
<tr>
<td>SSA</td>
<td>SarvaSiksha Abhiyan, Government's Education Programme</td>
</tr>
<tr>
<td>CRCC</td>
<td>Cluster Resource Centre Coordinator</td>
</tr>
<tr>
<td>BRCC</td>
<td>Block Resource Centre Coordinator</td>
</tr>
<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
</tr>
<tr>
<td>CSE</td>
<td>Comprehensive Sexuality Education</td>
</tr>
<tr>
<td>DISE</td>
<td>District Information System for Education</td>
</tr>
<tr>
<td>WaSH</td>
<td>Water, Sanitation and Hygiene</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>TLM</td>
<td>Teaching Learning materials</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me the possibility to complete this report. My sincere thanks go to all those Children, Teachers, CRCs, HTs, BEO, NGO staff, especially the field executives.

A special gratitude I give to Mr. Rajendra Meher, CEO of YCDA, whose contribution in stimulating suggestions and encouragement supported the work involved in conducting this assessment. I appreciate all the study participants who shared valuable insights and experiences during in-depth interviews and focus groups discussions.

Furthermore I would also like to acknowledge with much appreciation the crucial role of the staffs of YCDA, who facilitated for the permission to use all required equipments and the necessary materials to complete the task “STAR SCHOOL REPORT”. Particular mention goes to the following people for their time, patience, advice, inputs and logistical support:

1. Manguli Nayak
2. Prakash Pande
3. Shibani
4. Mahesh
5. Kartika

Last but not least, many thanks go to the Edukans Senior Programme Advisor & support officer India Mr. Dik Verboom whose have invested his full effort in guiding the team in achieving the goal.
Every child can learn. Every school can ensure the success of every child. Statements to this effect appear in No Child Left Behind and every child gets a good quality teaching. Even if those children do enroll in schools, the teachers find little time to pay attention towards the academic problems of these children since most classes are overcrowded either or teachers are not competent to deliver a quality teaching looking in to the need of every children. Parents who are usually illiterate cannot provide academic support at home. Comprehensive Sexual Education is another added component in quality content.

Looking in to this YCDA star school has addressed together with Edukans, The Netherlands in addressing quality education a broader perspective including School readiness, capable teacher and with community involvement. With this approach, we have seen tremendous changes in the quality dimension of school in our implementation. Looking in to the result YCDA is now geared up to take the learning to new schools with more systematic and structured way to reach more number of children’s.

Many thanks and good wishes to the entire team, especially the proactive field staff who has time and again worked closely with us! Special Thanks to Dik Verboom and Herman Kruijer of Edukans who has supported us in every steps of project implementation.
Sanjay Dehury
CRC, Mundapada, Boudh

Congratulations and Greetings to YCDA and EDUKANS Foundation, Netherlands!

I have attended many training programs of YCDA on capacity building of Teachers, life skill development, active teaching learning methodologies which I have further implemented across the schools in my cluster. YCDA’s star school programme is extremely productive for us. We were being able to communicate with the parents and students in a much effective way through regular village and school level meetings. We could effectively sensitize the communities the importance of attendance and parents indulgence in child’s education. I would further like to suggest YCDA to facilitate remedial classes for the slow learners and provide support to enhance learning skills to bright students so that the gap between education and employability is meaningfully bridged.

I wish all the best to YCDA for future endeavors!

Greetings to YCDA, Baunsuni, Boudh!

Firstly I would like to convey my thanks and regards to Mr. Rajendra Meher, CEO, YCDA for his phenomenal work for the children in our district. Education doesn’t come easy to children in rural areas. As a teacher for over 17 years I feel there is still much to do to enhance the education standards. Rural Odisha is badly hit by poverty and lack in communication, with little resources and poor student-teacher ratio imparting quality education is a challenge.

However, YCDA has been doing a lot to ease the troubles such as teachers training programmes on quality learning, providing handholding support in mobilizing the GOVT. machinery and sensitizing the community, especially the mothers and SMC members. Their Dutch counterparts have shared their valuable insights to enhance quality teaching methodologies through interactive learning by using low cost or - no cost teaching learning materials which can be easily procured or made locally. I would suggest to conduct more such training programmes on building TLMs as practical based teachings are more effective way of learning.
Congratulations to YCDA!
The most important change that I have noticed as a female teacher is that we have noticed a lot of change in the mindsets of the parents of adolescent boys and girls, now they are being able to communicate about their issues with the male as well as female teachers. Earlier there were many social taboos such as the boys and girls were not being able to even talk with each other inside the school premises or were very shy to sit together, but slowly with the intervention of YCDA volunteers, things have changed quite much. Parent participation in school issues have also improved. We have also noticed improvement in the attendance of SMC members during meetings. Parents are these days more aware and have started showing concerns with regard to overall development of their wards. Out of all, each year we witness significant enrolments in “Navodaya” from our school.

I sincerely appreciate YCDA’s CSE program and would like to carry forward it unless there is a permanent change in the society as a whole! Good Luck!

Hearty Greetings to YCDA!
In my 7 years of association with YCDA, I feel, the “Comprehensive Sexual Education” is the most quintessential unique and successful concept of all.
It has inculcated confidence and fearlessness among the adolescent girls while discussing about their menstrual hygiene, mental health and other life skills related issues. Quality education comes with quality learning environment. Although the Government is a lot to improve quality of education, many things are still beyond our reach due to remote geographical location and lack of quality training. However, YCDA’s training programs have strengthened us teachers to much extent.
Many thanks and good wishes to the entire team, especially the proactive field staff who have time and again worked closely with us!
ABOUT THE STUDY

This study has been conducted jointly by YCDA in close partnership with the EDUKANS Foundation Netherlands to understand the impact of STAR school Programme (eduSTAR Model) in conjunction with the Right To Education (RTE) norms. The work follows enhancing teaching methods to address issues such as age appropriate learning, creating a happy and safe space for children to study and strengthening various committees and communities to address issues related to quality primary education through advocacy and mobilization as well has covered an unique concept of Comprehensive Sexuality Education (CSE) across the schools. The CSE programme was named as “Mo Katha Mo Kahani”. The study has gathered data through extractions from earlier fact-finding mission such as baseline study and end-line study that was carried out in the 46 villages and village schools along with one to one interactions with the children, communities and GOVT. machinery in 46 villages of Boudh district, Odisha. As well as being the study to cover these issues in a comprehensive way, the study aims to form the basis for mobilization and advocacy on issues related to quality primary education. We hope that, along with various direct and indirect stakeholders we will be able to take forward this work to figure out real improvements in the lives of children of under-privileged communities.

This report aims to cover the two phases of the STAR SCHOOL PROGRAMME — evaluating from pre-project situations till the post-programme success. Field research was also carried out in 46 villages and village schools to cover a range of different situations in line with 5 predefined indicators.
METHODOLOGY

This report is compiled from a combination of primary data gathered from the field through thorough analysis of baseline and end-line survey reports, focus group discussion and consultation with direct and indirect beneficiaries. The sites for the study were carefully chosen to ensure a comprehensive study. The main methodology used for remarkable case studies was through understanding the overall predefined development indicators which were formed in context to the Right To Education framework and evaluate if the standards were met. This was done through consultation with the villages, schools, anganwadi centres, meetings with PRI, school teachers, SMC members, CRCC, BRCC, BEO, ABEO, Children club members and parents.

OBJECTIVES OF THE IMPACT ASSESSMENT

BACKGROUND

Education system in India has a major loophole when it comes to employability. The gap between how and what is being taught in the classrooms and the industry requirements is a great mismatch. Education system in rural India is further a trivial issue. Ultimately, Poor employability is a direct outcome of poor education and thus forming a vicious circle of substandard workforce and education system. According to NITI Aayog-- 70% of India's workforce are residing in rural areas which ultimately is forming the major workforce in tomorrow's world. Reasons for poor education include poor school infrastructure, poor access to toilets, sanitation facilities, scarcity skilled teachers, accessibility and so on..

“Only 28% schools (18% government schools) have a computer and 9% (4% government schools) an internet connection.”

Along with childhood nutrition, healthcare and good mentoring, quality schooling forms the basis of all-round development of an individual. Quality of education depends on infrastructure such as classrooms, classroom contents, adequate and updated teaching learning materials, water and sanitation facilities, availability of electricity, provision for digital learning, sports equipment and facilities and softer elements such as presence of school staff, professional competencies of teachers, access to books among others.

Education in rural India: Of late, the student- teacher ratio, number of schools and student enrollment has shown tremendous improvement. This, coupled with sustained increase in education expenditure as a percentage of GDP, paints a positive picture for schooling. However, at the grass-roots level, the quality of rural education in India leaves much to be desired.

School Infrastructure: Despite visible upward trends in students enrolment data, supply-side factors related to teacher availability and infrastructure leave much room for improvement. For instance, the District Information System for Education (DISE) data shows only 53% of total government schools, in rural India have electricity connection. Only 28% schools (18% government schools) have a computer and 9% (4% government schools) an internet connection. In the era of digital revolution, the government schools may miss out the wave due to insufficient infrastructure.
Although there is an escalation in literacy rates globally but children fail to perform appropriately as per their age due to many uncanny factors. As per ASER 2017, a large portion of students surveyed had trouble with foundation skills of reading and arithmetic. Education in India is afflicted by many difficulties such as poor infrastructure, access, lack of financial support and poor quality of educators.

The prime objective of the Star School Programme is to address the very common issues through advocacy, training and mobilization. This study aims to evaluate the impact of the programme across the communities and schools as per the 5 major indicators as follows:

1. **LEARNING ENVIRONMENT**: To study the status of physical facilities available in the elementary schools.
2. **LEARNING**: Pupils learning in an effective and joyful way (relevant knowledge, skills, attitudes)
3. **TEACHING**: Qualified teachers teaching effectively, with high commitment (knowledge, skills, attitudes)
4. **SCHOOL MANAGEMENT**: Capable school management, with vision, monitoring capacities and maintaining good relations with parents, communities and other stakeholders.
5. **COMMUNITY INVOLVEMENT**: Parent- and community involvement in governance of the school (and not incidentally, when work has to be done)
INTERVENTION (Pre & Post)

PRE-INTERVENTION SCENARIO

A good school environment envisages good education but the schools in these remoter areas had a different story to tell altogether. Lack of adequate number of classrooms, dilapidated school buildings, inadequate classroom furniture, absence of anganwadi centers and unavailability of boundary walls in many schools was the scenario.

Another biggest challenge that has been a global talk these days is- “age appropriate learning” this was most prominent in all the 46 schools chosen for intervention. Very few schools witnessed good pupil-teacher ratio while many others were below the prescribed ratio. Even though there were teachers but they were majorly missing out in effective teaching techniques.

While the RTE mandates active participation of School Management Committees (SMC) in school development planning, there was very minimal or no interference of the SMC members in to important school affairs. A huge gap in coordination between SMC members and teachers was also witnessed.

On the other hand, parents did not pay any heed to education of their children due to acute poverty as over 60% of people live below the poverty line and are mainly daily wage laborers’. Taking the Human Development Index (HDI) into consideration, Boudh is the most poverty-stricken district of Odisha with 0.12 followed by Malkangiri, Mayurbhanj and Kalahandi with 0.15 HDI each. People display reluctance in sparing time for participating in issues pertaining to school and education of their children and rather get involved in income generating activities as well as involve their children in child labour. Boudh & Bolangir are areas, where deaths due to hunger and poverty have occurred. Recurrent droughts, inadequate irrigation and uneven land distribution have made them a "hunger belt" in Odisha since Independence. The results included large-scale deaths from starvation, child-selling, out-migration and malnourishment. In such situations, focusing on education remains trivial.
RESULTS DURING THE BASELINE STUDY

YCDA had conducted a baseline study in the year 2015 for mapping the scenario of the area basing on the 5 major indicators of the project across the 46 targeted schools across Boudh district’s Boudh Block. During then, there were 195 teachers in total, 4111 learners ranging from class-1 to class-10. The baseline study reflects the precarious condition of the indicators that has been defined. When the study was conducted, there were 195 teachers in total in all 46 schools. Total nos. of students studying in between Class-1 to Class 10 were 4111. The result indicators were made in the scale of 1 to 4, where the learning environment poorly scored only 1.82 (45%).

INDICATOR-1: LEARNING ENVIRONMENT

- **Condition of school building - 7 nos.** Of schools had boundary walls, but not maintained. 7 nos. Of schools had play grounds.3 nos. Of schools had acceptable school building.

- **Classroom infrastructure- only 1 nos.** Of school had desk and chair in the classroom which was insufficient but of good quality

- **Sanitation facilities – only 2 nos.** Of schools had separate toilets for boys and girls with proper maintenance and water facilities.

- **School and class rules and routines-** Classroom rules and routines were available in all the schools but not properly followed.

- **Inclusive School Practice-** The teaching practices were not inclusive in a single school.

- **Student Social and emotional skills-** Little or no attention was given to the student’s social and emotional skills.

- **Gender Sensitivity-** 10 Nos. of schools reflect they have thought it over. Consensus on core concepts. Rest had no gender sensitive pedagogy adopted, assignments, attention to life skills, comprehensive sexuality education and support to pregnant girls.

RESULTS: In the scale of 1 to 4, the learning environment scored 1.82 which is less than 45% which is extremely poor.
INDICATOR-2:LEARNING

- **Students Task:** This indicator mainly involves to reflect effective learning through joyful means among the pupils. We observed over 42 schools performed less than 60% students’ task.
- **Learning Materials:** Students don’t bring learning materials, do no homework in over 20 schools. Out of which less than 25% study at home and do their homework at times. 25% of the kids do not do homework or study at home.
- **Use Of Textbooks:** 47.5% of the schools occasionally used or shared by students or regularly used textbooks during teaching.

RESULTS: In the scale of 1 to 4, the learning indicator scored 2.14 which is 53.5% adopt joyful and effective learning methods.

INDICATOR-3:TEACHING: QUALIFIED TEACHERS TEACHING EFFECTIVELY, WITH HIGH COMMITMENT (KNOWLEDGE, SKILLS, ATTITUDES)

- **Lesson Planning:** This indicator mainly involves to reflect effective learning through lesson planning among the pupils. We observed that less than 11 schools have lesson planning on paper and following it to some extent.
- **Attention drawn to real life practice:** Approximately 45% schools are demonstrating practical application of knowledge and skills.
- **Concept Building:** Only 9 schools out of 46 have learner-focused workplans or schemes used for building concepts.
- **Encouraging Learners confidence:** In only 13% schools, group assignments done, but no proper guidance.
- **Classroom management (related to student’s tasks):** 21% teachers show open attitude, willingness for professional development.

RESULTS: In the scale of 1 to 4, the teaching indicator scored 1.78 which is 44.4% adopt joyful and effective learning methods.

INDICATOR-4:SCHOOL MANAGEMENT:

- **Pedagogical and didactical vision on education:** This indicator reflects whether the headmaster (& team) are having a pedagogical and didactical vision or policy present, shared in team and reported in SIP. It has been revealed that 63% have absolutely no didactical vision. Rest 37% have thought it over or give consensus on core concepts.
- **Joint strategic school Improvement plan (SIP):** 54.3% have no traces of strategic planning. 39% have little planning done but it needs further improvement. 6.5% have done Joint planning is done and have proof of it.
- **Consciousness of leadership – style and effectiveness of the situational leadership:** In 43.3% schools, the head teacher had No or very poor and informal interaction with the teaching staff. 39.2% head teachers had irregular interaction which was more or less problem solving oriented. Only 19.5% schools showed frequent team discussions among the head teachers and teaching staff.
- **Capacity building policies for teachers and school leader:** 16.5% no capacity building initiatives are taken. 45.5% have done some capacity building activities when offered from outside. Only 4% do capacity building on their own when need arises.
- **Systematic Monitoring and evaluation of teacher performance:** 24% Schools have no systematic monitoring done or no feedback mechanism is available. 54% schools does reviews only once a year. Only 22% does monitoring twice a year.

- **Systematic monitoring of student performance:** 27% schools have done systematic monitoring and assessment of students performance. 26% schools adopts 1 method of evaluating student performance. 35% schools evaluate students performance by using 2 or more than 2 tools.

**RESULTS:** In the scale of 1 to 4, the School management indicator scored 1.78 which is 44.4% adopt joyful and effective learning methods.

**INDICATOR-5: PARENT & COMMUNITY INVOLVEMENT IN GOVERNANCE OF THE SCHOOL:**

- **Existence and effectiveness of School Management Committees (SMC) or Parents teachers Association:** Except 1, all other schools had registered School Management Committees. Out of which 56.5% had informal monitoring system. And 39% schools have formal and average monitoring system.

- **Teachers direct responsiveness and relationship with parents:** 69.5% had no active policy or commitment in this regard. 24% only took ad-hoc initiatives when need arised. Only in 6.5% schools, parents and communities got involved in some activities.
### RESULTS DURING END-LINE STUDY

<table>
<thead>
<tr>
<th>SI No.</th>
<th>MAJOR INDICATORS &amp; SUB-INDICATORS</th>
<th>DESCRIPTION</th>
<th>WEAK</th>
<th>MODERATE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>ADEQUATE &amp; SAFE LEARNING ENVIRONMENT (INFRASTRUCTURE, FACILITIES &amp; ACCESSIBILITY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Condition Of School Building</td>
<td>Physical Infrastructure Of The Schools: Walls, Roof, Boundary/ Fencing, Doors and Windows: Whether maintained for a good space of learners.</td>
<td>6.5%</td>
<td>50%</td>
<td>43.5%</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Classroom Infrastructure</td>
<td>This is a combination of students teacher ratio, Adequate TLM, quality furniture such as blackboard, desks and chairs</td>
<td>37%</td>
<td>30.5%</td>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Sanitation Facilities</td>
<td>Availability of individual Toilets for boys and girls with water facilities. Place for hand wash.</td>
<td>2%</td>
<td>56.5%</td>
<td>37%</td>
<td>4.5%</td>
</tr>
<tr>
<td>d</td>
<td>School Policies to prevent Physical, psychological and sexual violence</td>
<td>Is there a discipline/ code of conduct for teachers and learners/ reporting mechanism? If yes, are they applied?</td>
<td>32.5%</td>
<td>45.5%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>School and class rules and routines</td>
<td>Are these in place and enforced?</td>
<td>2%</td>
<td>37%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Inclusive School Practice</td>
<td>Do they maintain an inclusive approach towards the children with disabilities, refugees and minorities group. Is there and policy and educational practice on inclusiveness?</td>
<td>28%</td>
<td>52%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Student Social and emotional skills</td>
<td>Is attention given towards social and emotional skills of the students? How would you rate their capabilities on express themselves and cooperate.</td>
<td>2%</td>
<td>63%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Gender Sensitivity</td>
<td>To what extent are the boys and girls being treated with equality. Is gender sensitive pedagogy adopted, assignments, attention to life skills, comprehensive sexuality education and support to pregnant girls given?</td>
<td>6.5%</td>
<td>45.5%</td>
<td>48%</td>
<td></td>
</tr>
</tbody>
</table>
### PUPILS LEARNING IN AN EFFECTIVE AND JOYFUL WAY (RELEVANT KNOWLEDGE, SKILLS, ATTITUDES)

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Percentage Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>How many student activities observed in one lesson?</td>
<td>Student activities during learning (Chorus answering and listening)</td>
<td>45.5% 54.5%</td>
</tr>
<tr>
<td>b</td>
<td>Average time taken to complete a learning task?</td>
<td>From not actively involved in active learning task to active involvement including ability to manipulate materials and highest time taken to complete the task by majority learners.</td>
<td>41% 59%</td>
</tr>
<tr>
<td>c</td>
<td>Active use of textbooks during the lesson?</td>
<td>Whether learners actively use textbooks while learning to independently use textbooks and workbooks.</td>
<td>78% 22%</td>
</tr>
<tr>
<td>d</td>
<td>Participation in group work</td>
<td>Evaluates individual participation of learners in group activities</td>
<td>2% 31% 67%</td>
</tr>
<tr>
<td>e</td>
<td>Learners “critical and creative thinking”</td>
<td>Active student-teachers interaction during class lessons and children putting in their creative ideas in to problem solving.</td>
<td>4.5% 63% 30.5% 2%</td>
</tr>
<tr>
<td>f</td>
<td>Whether learners are asking questions?</td>
<td>How comfortable are learners in asking questions in the classroom?</td>
<td>2% 48% 48% 2%</td>
</tr>
<tr>
<td>g</td>
<td>Learners Responses</td>
<td>Learners activeness or curious interaction with teachers about lesson content</td>
<td>35% 65%</td>
</tr>
<tr>
<td>h</td>
<td>Learner independence</td>
<td>This ranges from learners transcribing information from board to textbooks or learners finding information independently.</td>
<td>50% 50%</td>
</tr>
</tbody>
</table>

### QUALIFIED TEACHERS TEACHING EFFECTIVELY, WITH HIGH COMMITMENT (KNOWLEDGE, SKILLS, ATTITUDES)

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Percentage Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Lesson Planning</td>
<td>Does lesson plan exists and are they being properly followed? Are there clear objectives, do they have relevance with activities, methods and evaluation according to the plans?</td>
<td>13% 87%</td>
</tr>
<tr>
<td>b</td>
<td>Attention drawn to real life practice</td>
<td>Is the teaching purely theoretical or do they have relevance to real life practices?</td>
<td>43.5% 56.5%</td>
</tr>
<tr>
<td>c</td>
<td>Concept Building</td>
<td>This refers to teacher’s capability to systematically explain the lessons for better understanding of the pupil</td>
<td>35% 65%</td>
</tr>
<tr>
<td>d</td>
<td>Dealing with questioning</td>
<td>Whether teachers are asking very objective type (1 school)</td>
<td>2% 41.5% 56.5%</td>
</tr>
<tr>
<td></td>
<td><strong>and answering questions in the classroom or whether they are more conceptual and elaborative?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e</td>
<td><strong>Accessing students work in the classroom</strong></td>
<td>Whether teacher is accessing and keeping track of the work that children do on a regular basis or not?</td>
<td>2% (1 school)</td>
</tr>
<tr>
<td>f</td>
<td><strong>Encouraging Learners confidence</strong></td>
<td>Accessing students work in classroom The spectrum here is from encouraging children in participating in various group or individual activities</td>
<td>2% (1 school)</td>
</tr>
<tr>
<td>g</td>
<td><strong>Classroom management (related to student’s tasks)</strong></td>
<td>This is for organizing students to tasks delegated to students on high on task at individual or group level</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td><strong>Teacher activities linked to objective</strong></td>
<td>To what extent teacher activities are linked to the lesson objectives or is it throughout the whole lesson or occasionally</td>
<td>2% (1 school)</td>
</tr>
</tbody>
</table>

4) **CAPABLE SCHOOL MANAGEMENT, WITH VISION, MONITORING CAPACITIES AND MAINTAINING GOOD RELATIONS WITH PARENTS, COMMUNITIES AND OTHER STAKEHOLDERS.**

<p>|   | <strong>Pedagogical and didactical vision on education</strong> | Is the headmaster (&amp; team) having a pedagogical and didactical vision or policy present, shared in team and reported in SIP | 4.5% | 48% | 43.5% | 4% |
| a | <strong>Joint strategic school Improvement plan (SIP)</strong> | Quality of the SIP and its implementation. Whether they are jointly owned. What is the team influence and involvement? | 2% (1 school) | 19.5% | 78.5% |
| b | <strong>Consciousness of leadership – style and effectiveness of the situational leadership</strong> | This goes from being authoritative to effective leadership style stimulating employee maturity. Paying equal attention to task and maintaining healthy relationship with the team | 2% (1 school) | 46% | 52% |
| c | <strong>Capacity building policies for teachers and school leader</strong> | Efficacy of capacity building policies. Whether they are shared with team and applied. | 6.5% | 41.5% | 52% |
| d | <strong>Systematic Monitoring and evaluation of teacher performance</strong> | Monitoring of competency based on teacher observation and evaluation system – including feedback sessions as learning tools | 2% (1 school) | 37% | 61% |
| e | <strong>Effective team meetings</strong> | Frequency of team meetings, preparedness and insights sharing and participation. | 45.5% | 54.5% |</p>
<table>
<thead>
<tr>
<th></th>
<th>Effective operating team</th>
<th>Performance evaluation of team. Whether they are willing but unable to perform or able.</th>
<th>25%</th>
<th>48%</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>Systematic monitoring of student performance</td>
<td>Effective record keeping and data retrieval.</td>
<td>45.5</td>
<td>54.5%</td>
</tr>
<tr>
<td>5)</td>
<td><strong>PARENT AND COMMUNITY INVOLVEMENT IN GOVERNANCE OF THE SCHOOL (AND NOT INCIDENTALLY, WHEN WORK HAS TO BE DONE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Use of school building by community for other purposes</td>
<td>To what extent the school premises is used by the community? Whether is only for education purposes or as a multipurpose community center.</td>
<td>22%</td>
<td>56.5%</td>
</tr>
<tr>
<td>b</td>
<td>Co-responsibility- parents and community for school</td>
<td>Whether the community has a sense of ownership towards the schools along with the parents. Whether local resources are being mobilized for the betterment of the school.</td>
<td>8.7%</td>
<td>41.3%</td>
</tr>
<tr>
<td>c</td>
<td>Communication between parents and school</td>
<td>Whether parent-teachers’ meetings are being conducted and what is the frequency. If the parents are clear and responsive during the meetings.</td>
<td>2% (1 school)</td>
<td>48%</td>
</tr>
<tr>
<td>d</td>
<td>School leaders and teachers recognize parent involvement</td>
<td>Whether parents are being recognized for their engagement in improvement of the children. Is there any active policy for parent involvement</td>
<td>4.5%</td>
<td>52%</td>
</tr>
<tr>
<td>f</td>
<td>Teachers direct responsiveness and relationship with parents</td>
<td>Focus on teachers. How well and how frequently do they interact with the parents about their ward's improvements?</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>g</td>
<td>Teachers support to the parents in their children’s learning</td>
<td>Whether there are policies and plans for teachers to interact with the parents and educate them on how to support in learning.</td>
<td>58.5%</td>
<td>42%</td>
</tr>
<tr>
<td>h</td>
<td>Parents have leadership opportunities and influence on decision making</td>
<td>Whether parents have an opportunity to participate in decision making process in school and district level</td>
<td>4.5%</td>
<td>54.5%</td>
</tr>
<tr>
<td>i</td>
<td>Existence and effectiveness of School Management Committees (SMC) or Parents teachers Association</td>
<td>Check on roles and responsibilities, bylaws, plans and achievements of the members. Whether functioning of SMC/PTA gets monitored.</td>
<td>2% (1 school)</td>
<td>54.5%</td>
</tr>
</tbody>
</table>
OVERALL ANALYSIS OF BASELINE 2015-16, BASE-LINE AND END-LINE IMPACT ASSESSMENT 2019 IN CONCURRENCE WITH THE RIGHT TO EDUCATION

OVERVIEW: Right to Education (RTE) Act (2009) in India is a phenomenal step of the Government ensures free and compulsory education for every child up to the age group of 6-14 years. RTE calls for comprehensive school Infrastructural Development under Whole School Development plan. SarvaSiksha Abhiyan (SSA), an initiative of the Government of India, presents its guidelines, planning methodology, data on elementary education created under District Information System for Education (DISE), list of districts covered, addresses of state implementation societies and outcome the research studies conducted on school attendance, teachers, absenteeism, out-of-school children, mid-day meal and many other aspects of elementary education in India.

Odisha is yet to fulfill the norms laid down in the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Provision for playgrounds and construction of boundary walls, both of which feature in the Act, exhibit the largest shortfall, with 40% schools not having a playground and 43% not having a boundary wall. Access to sanitation facilities poses a major impediment to student attendance, especially girls, and leads to drop-outs. The Annual Status of Education Report (ASER) 2017 data found that only 68% toilets in government schools are usable despite the boost provided by the Swachh Bharat Swachh Vidyalaya campaign. Lack of water, lack of lighting and electricity and dearth of funds for maintenance and cleanliness have failed to feature on the agenda of sound WaSH (Water, Sanitation and Hygiene) management in schools, thus limiting the usability of WaSH facilities in schools.

Availability of teachers: Although the students-teacher ratio has significantly increased but the competencies of the teaching staff are below par—according to DISE data, 18% teachers in India, in 2016-17, had no professional qualification in teaching. In rural schools, teachers often take on secondary tasks such as maintenance of school infrastructure, mobilize students & sensitize community on the importance of education, ensure implementation of social schemes at the school level, etc. All of this takes away and important chunk on teaching time, and eventually affects quality learning.

……………………………………………………………………Below is the detailed comparative analysis of the study!
**The above results are ascertained from a scale of 4**

1. **Learning Environment**: Adequate & safe learning environment (infrastructure, facilities & accessibility)

   - The RTE mandates separate toilet facilities for girls and boys and adequate attention to health, water, sanitation and hygiene issues.
   - It says, school infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
   - YCDA facilitates such Government directives by providing support through lobby and advocacy and have successfully completed many school repairing and beautification work, built boundary walls and built separate toilet facilities for boys and girls with proper water facilities. Training and monitoring on classroom cleanliness, personal hygiene through wall magazines and classroom trainings, productive use of idea-box, has been done.
   - Not just the physical infrastructure, the star school programme covers other
important aspects to promote a holistic learning environment such as monitoring school Policies to prevent Physical, psychological and sexual violence, School and class rules and routines, Inclusive School Practice, Student Social and emotional skills, Gender Sensitivity

The “learning Environment” indicator has shown progress ranging from 1.82 (Weak) in the year 2016 to 2.19 (Moderate) in the year 2019. Earlier, out of 46 schools, only 7 nos. of schools had boundary walls. 7 nos. of schools had play grounds. 3 nos. Of schools had school building in acceptable conditions and on 1 nos. of school had a desk and a chair in the classroom. Only 2 schools had separate toilet for boys and girls with water facilities. Whereas in 2019, 43% of the schools have school building in good condition. 32.5% schools have improved classroom infrastructure, 37% schools have toilets with proper water facilities and well maintained toilets. 63% schools moderately take care of students social and emotional skills.

48% schools show tremendous improvement in handling gender sensitive issues. Children have opened up in communicating with each other. It has also been noticed that boys and girls talk and sit together which was earlier considered as a societal stigma.

It has also been observed that the classroom transactions are exceptionally practical based in some schools. Usage of TLMs have become more popular practice during teaching. Teachers take interest in building low cost or no-cost teaching learning materials while teaching younger children.

2. Learning: Pupils learning in an effective and joyful way (relevant knowledge, skills, attitudes)

- The RTE provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

- RTE prohibits
  
  (a) physical punishment and mental harassment;
  
  (b) screening procedures for admission of children
  
  (c) capitation fee
  
  (d) private tuition by teachers
  
  (e) running of schools without recognition.

The star school programme has covered this aspect in a very comprehensive manner through capacity building of teaching staffs across 46 schools. The programme has covered intricacies such as monitoring student activities during learning (Chorus answering and listening), how much time does a child takes in completing certain tasks,
whether textbooks are actively used in the classrooms, evaluates individual participation of learners in group activities, encourages teachers to promote creative thinking among the pupils, whether children are independently being able to complete their tasks and are proactively asking question and actively responding in the classrooms without being shy.

**Remedial classes for slow learners:** YCDA identified 400 odd slow learners from across the schools who lagged behind in their curriculums and conducted remedial classes for over 4 months so that they could match the pace.

This indicator reflects the effectiveness of learning among the pupils. Ranging from how they learn and their response during classroom transactions. Considering the time, this indicator has also shown not much significant growth from 2.14 (Moderate) in the year 2016 to 2.56 (Moderate) in the year 2019. This indicator scored 53.5% in 2016 against 60.0% in the year 2019. 42 nos. of schools performed less than 60% students’ task as against all 46 schools did their tasks out of which 41% moderately participated and 59% actively participated in learning tasks. 78% schools strictly used text books during teaching everyday. 22% schools moderately used textbooks or shared kids textbooks to teach in the classroom in the year 2019. However previously, only 47.5% of the schools used text books while teaching.

It has also been noticed that independent thinking is observed moderately in 48% schools and 52% schools are displaying good independent thinking problem solving abilities.

Learners "critical and creative thinking": 4.5% schools revealed lack of critical thinking. 65% were moderate in creative thinking. 30.5% students displayed good critical creative thinking abilities.

While performing tasks in groups only 1 school showed dissatisfactory results. 30.5% schools moderately did tasks in groups. 67% schools showed good team work.

3. **Teaching:** Qualified teachers teaching effectively, with high commitment (knowledge, skills, attitudes)

- RTE lays down the norms and standards relating inter alia to pupil teacher ratios (PTRs), school-working days, teacher-working hours.
- Teachers are required to attend school regularly and punctually, complete curriculum instruction, assess learning abilities and hold regular parent-teacher meetings. The number of teachers shall be based on the number of students rather than by grade.
- RTE directs the states to ensure adequate support to teachers leading to improved learning outcomes of children. The community and civil society will have an important role to play in collaboration with the SMCs to ensure
school quality with equity. The state will provide the policy framework and create an enabling environment to ensure RTE becomes a reality for every child.

- **YCDA mobilizes** resources through lobby and advocacy and ensures schools to have adequate number of qualified teachers.

- The Star School programme has further added value to this by training the teachers and the staff members of district education department on **effective lesson planning, concept building, confidence building of the learners and periodic assessment of students work in the classroom.**

- **World Teachers programme**- In this module, a team of 12 teachers from the Deutschland had visited the schools, and minutely observed classroom transactions and later shared insights about their best practices and also learned our practices. Topics on multi classroom teaching, effective and active classroom transaction, shared their expertise in effective lesson planning, use of TLMs, extensively covered.

  The “teaching indicator” majorly reflects about various teaching approaches of the teachers. We observed that back in the year 2016, less than 11 schools had lesson planning on paper and following it to some extent while rest of them had no structured lesson planning. 11 nos. of schools had lesson plan on paper, but very basic/ insufficient. Only 2 nos. of schools had good lesson plan and effectively used. Whereas in the year 2019, 13% schools had average lesson plans made on paper and used it to certain extent and 87% schools had good lesson plans and used them on regular basis.

  In 2016, approximately 45% teachers are demonstrating practical application of knowledge and skills. In 2019, 43.5% teachers are moderately drawing attention to real-time practices and 56.5% are doing it well. 65% teachers systematically explain the lessons for better understanding of the pupil currently as against, only 9 schools out of 46 have learner-focused workplans or schemes used for building concepts back in the year 2016.

  21% teachers showed open attitude, willingness for professional development previously. Whereas 69.5% organize students to do tasks delegated to students on high on task at individual or group level.

4. **School management:** Parent and community involvement in governance of the school (and not incidentally, when work has to be done)

The Right to Education Act 2009 proclaim upon the provisions related to School Development Plans are elaborated in the Odisha State RTE Rules. It will be a three year plan estimating student strength, teacher requirement under the prescribed PTR, additional infrastructure requirement, financial requirements and so on. The requirement is that the combined school development plans of a local authority will identify requirements in a bottom up decentralized manner, for each panchayat, rather than in a top down centralized manner, as is the common practice. Such community participation will be crucial to ensuring a child friendly “whole school” environment.
• Prior to YCDA’s intervention the School Management Committees took little or no interest in proper functioning of their respective schools or never paid interest in productive and transparent usage of school grants. Now, after intervention of YCDA through frequent meetings and follow-ups, the scenario has changed.

• More number of SMC members participation has been noticed during school meetings. People are more aware of their rights and duties and seek for answers to their questions and monitor the day to day school functioning, teachers performance and attendance and children development of their respective schools.

• They are able to make Joint strategic school improvement plans which are more effective in ways!

**Pedagogical and didactical vision on education:** This indicator reflects whether the headmaster (& team) are having a pedagogical and didactical vision or policy present, shared in team and reported in SIP. It has been revealed that 63% **have absolutely no** didactical vision. Rest 37% have thought it over or give consensus on core concepts in the year 2016.
Whereas currently 48% head teachers moderately do it and 43.5% are good. But 4.5% schools still needs improvement.

**Joint strategic school Improvement plan (SIP):** 54.3% have no traces of strategic planning. 39% have little planning done but it needs further improvement. 6.5% have done Joint planning is done and have proof of it in 2016. Currently over 78.5% have good quality of the SIP and implementing them. Team’s influence and involvement has been noticed and observed.

**Consciousness of leadership – style and effectiveness of the situational leadership:** 
In 43.3% schools, the head teacher had No or very poor and informal interaction with the teaching staff. 39.2% head teachers had irregular interaction which was more or less problem solving oriented. Only 19.5% schools showed frequent team discussions among the head teachers and teaching staff.
Whereas in 2019, it has been noticed that 52% head teachers displayed leadership style by stimulating employee maturity. They paid equal attention to task and maintaining healthy relationship with the team.

**Capacity building policies for teachers and school leader:** During 2016, 16.5% no capacity building initiatives are taken. 45.5% have done some capacity building activities when offered from outside. Only 4% do capacity building on their own when need arises.
At present, 52% have good capacity building policies. They are shared with team and applied.

**Systematic Monitoring and evaluation of teacher performance:** 24% Schools have no systematic monitoring done or no feedback mechanism is available. 54% schools does reviews only once a year. Only 22% does monitoring twice a year during the base-line study.
However, in 2019, only 2% (1 school) did not have any monitoring mechanism. 37% schools monitored once a year and 61% evaluated teachers’ performance twice a year.

**Systematic monitoring of student performance:** During the baseline study, 27% schools have done systematic monitoring and assessment of students performance. 26% schools adopts 1 method of evaluating student performance. 35% schools evaluate students performance by using 2 or more than 2 tools. In 2019, all the schools did monitor the students performance, out of which 45.5% used only 1 tool and 54.5% used 2 tools at least to evaluate students performance.
5. **Community Involvement:** Parent and community involvement in governance of the school (and not incidentally, when work has to be done)

One of the important provisions in the RTE Act is to constitute school management committees (SMCs) in all state run and local schools. The inclusion of this provision is to ensure community participation and particularly, to encourage parents of school going children to cherish the goal of universalising elementary education. Sections 21 and 22 of the RTE Act made an important provision for empowering SMCs to ensure active participation of the community at the school level. However, the process of making SMCs the genuine owners of school requires some amount of initiative and advocacy at the school, panchayat and department levels. It also depends on conceptual understanding and insights from other parts of the country.

**Use of school building by community for other purposes:** This indicator shows To what extent the school premises is used by the community? Whether is only for education purposes or as a multipurpose community center. The impact survey shows that 22% school building are still used for multiple community purposes on a regular basis. 56.5% school building are seldom used for Govt. use or by the community during emergencies. 21.5% schools are exclusively used for study purposes.

**Communication between parents and school:** The communication between parents and schools have frequented than that of during the baseline-study. 50% schools regularly communicate with the parents. Parent-teachers’ meetings are being conducted twice a year. It has also been noticed that parents are clear and responsive during the meetings. 48% schools conduct PTM once a year.

**Existence and effectiveness of School Management Committees (SMC) or Parents teachers Association:** In the beginning, except 1, all other schools had registered School Management Committees. Out of which 56.5% had informal monitoring system. And 39% schools have formal and average monitoring system. During end-line survey, it has been observed that on roles and responsibilities, bylaws, plans and achievements of the members and functioning of SMC/PTA gets also gets monitored in 39% schools. 54.5% schools do it to some extent. Only 1 schools needs improvement.

**Teachers direct responsiveness and relationship with parents:** During the base-line survey, it has been noticed that 69.5% had no active policy or commitment in this regard. 24% only took ad-hoc initiatives when need raised. Only in 6.5% schools, parents and communities got involved in some activities. The end-line study reflects, 50% schools frequently interact with the parents about their ward’s improvements as when needed, 48% took ad-hoc initiatives when need arised.