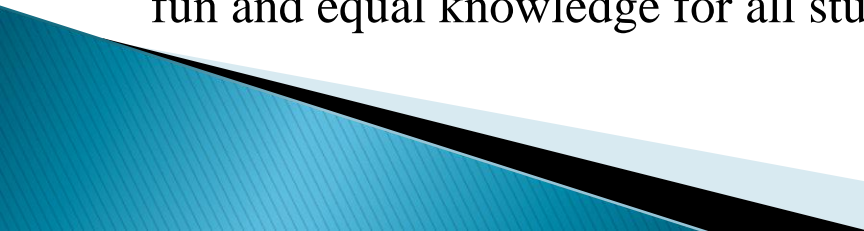# e-Education in Odisha

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Introduction

➢ Education is the key to all developments and act as a catalyst of change in the society.

➢ Lack of education leads to lack of access as well as quality of higher education in particular and education in general. Education is also responsible for success of democracy and guarantees transparency in governance.

➢ In India large section of population deprived of elementary and secondary education. Due to lack of access or economic compulsion to all and unable to join the higher educational institution.

➢ Education in Odisha is witnessing a rapid transformation. Odisha has faired reasonably well in terms of literacy rate. The overall literacy rate according to census 2011 is 73.5% which is marginally behind the national average of 74.04%.

➢ The Government of India has undertaken to improve women literacy in the tribal pockets in the state and elsewhere in India. Male literacy is 75.95% and Female literacy is 50.97%.

➢ Among the women lowest literacy level is found in Nawarangpur district at 21.02% and Malkanagiri at 21.28%.

➢ The centre and the state have been able to address to this issues while core policy issues of equity, access, quality, relevance and participation in Higher Education System.

➢ The objectives of the programme were to make learning a play and assessment a fun and equal knowledge for all students.
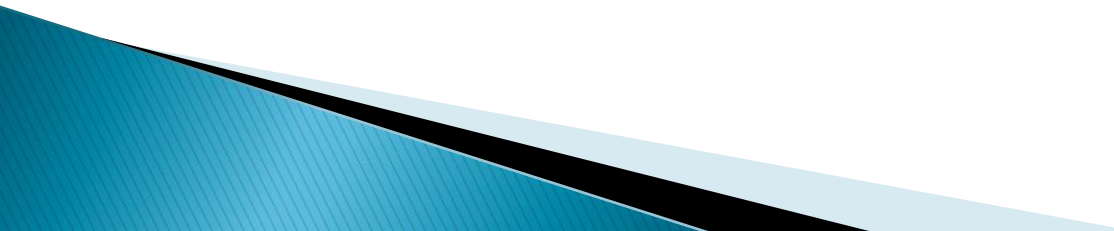
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- Odisha as a state has made great stride in the field of Universalisation of Primary Education. This can be resumed from the improvement in the literacy rate of the state. The present literacy rate of the state is 72% compared to the National average of 73%.

- The Right to Children to Free and Compulsory Education (RCFCE Act) was introduced in 2009. It guarantees free and compulsory education to all children in the age group of 6-14 years.

- It also guarantees education of a specified standard subscribing to non-school infrastructure, hours of school time and days of school functioning, pupil teacher ratio and teacher quality as per the Act.
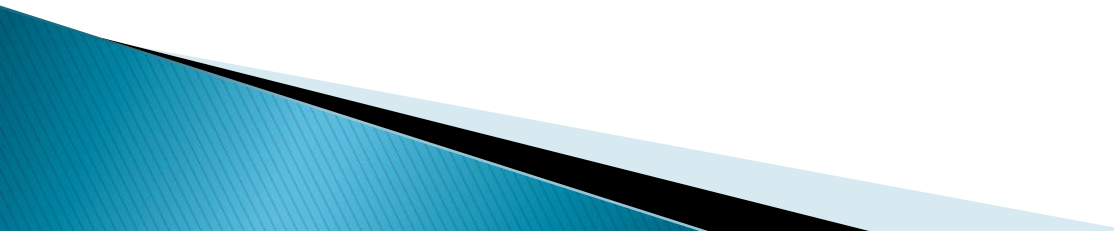
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- Under this Act there is provision of waiver of fees, distribution of free text book, reading writing materials, uniform, transportation, educational and support materials for children with special needs e.g. Hearing aids, spectacles, Braille books, crutches, etc.
- The Act envisages that if there is no school within a limit of 1km. of the neighbourhood a school shall be established within three years of the commencement of this Act.
- There is school managing committee consisting of the elected representatives of local authority, parents or guardians of the children admitted in such schools and teachers.
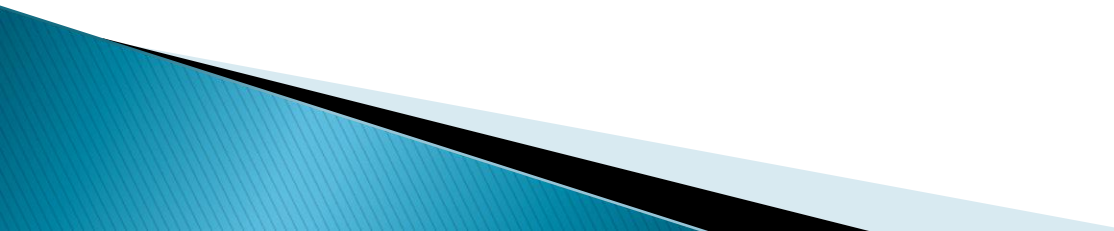
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▸ A school development plan is provided which forms the basis of a three year plan and three annual sub-plan which access the enrolment, requirement of the number of teachers or additional teachers, physical requirement of infrastructure and training facility to the teachers.

▸ Also the development plan highlights on the minimum qualification of a teacher as laid down under the provision of the Act.

- The National Commission for protection of child rights are also carried out in the primary and secondary schools. As per the Act all the schools are to examine and perform the functions like review the safeguards for rights provided under this Act and recommend measures for their effective implementation.
- It also empowers the committee to enquire into any complaints relating to child rights violation and providing free and compulsory education.
- A state commission for protection of child rights has been constituted to cater to the above objectives of the Act.
- Many children friendly activities i.e. teaching through TLM and TLE imparting education through children's participation, play school, learning through play and in natural environment.
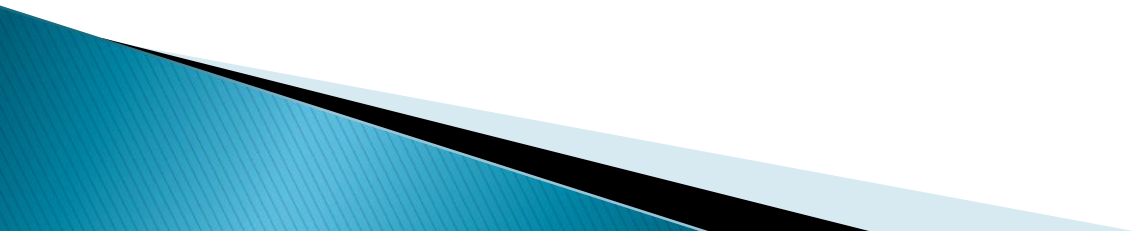
Computer aided Learning

- The objectives of computer aided learning is encompassed to objects namely to empower the teachers to develop the learning process and to provide students-centric education
- To develop and empower teachers so as to enable them to enhance learning of students through the use of technology.
- Computer aided learning has been started in odisha since 2002.It forms the part of the curriculum both in primary and secondary level.
- The objectives of the programme were to make learning a play and assessment a fun and equal knowledge for all students.
- During implementation, the objective of equal knowledge has been converted to "equal opportunity for all."
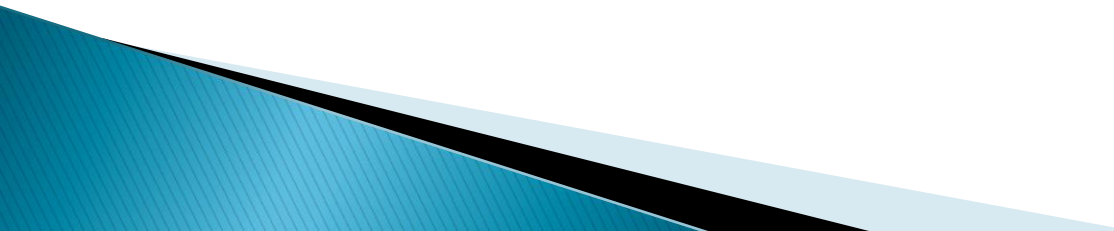- This programme is covering 14 states and they are inter-related with each other in implementing this Programme.

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- The programme has six basic components i.e. Computer aided learning to be an integral part of pedagogy in class room teaching, dedicated Govt. research and ownership, teacher involvement and leadership, all time teacher availability and infrastructure, continuous ongoing dialogue with teachers to explore the strength of the available technology.

- The above model took the form a systematic research study on capability development of the teachers and to support to them to use technology to meet their ends of learning.
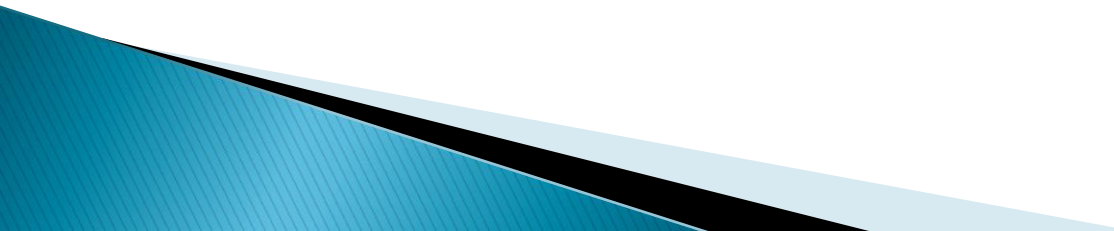
- The responsibility of the Govt. was to take care of the hardware requirements and the foundation had the responsibility of providing the content and training. The Govt. Puducherry, Chhatishgarh and Odisha averred interest and signed the MoUs.

- A team of facilitators, called the Field Team were recruited and were given the task of providing academic support to teachers – this is being done in a series of induction programs.

- A set of criteria was evolved for selecting the blocks, schools and the schools so selected were assigned to the experimental and control groups by means of randomization.

- A baseline on teacher attitude, use of computers, students' reading abilities, classroom process have been completed. A baseline for measuring the learning level of students is in pipeline.
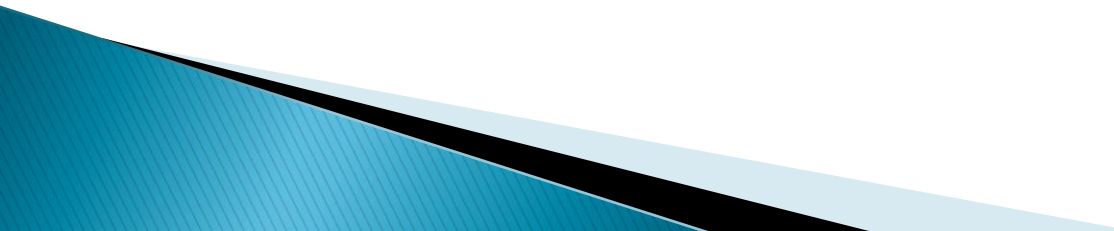
- A draft package on teacher development and technology skills is in the process of being developed.

- The frequent School visits have been ensured to add to the qualitative aspect of teaching and learning process of the schools.

- A process to involve better feedback from the students has been conceived by regular interaction among the DIETs, DRP, CRP in the six monthly review meetings.

- A mid-line (to know the direction) and endline (to know the extent of impact) will be conducted.

Secondary Education

- The State has been able to achieve the constitutional goal of providing free education for all in the age group of 15-19 years of age. Through the decades, by implementing various Acts and Rules like Universalisation of Elementary Education (UEE), Right to Education (RTE), 2009 and Rashtriya Madhyamik Sikshya Abhiyan (RMSA).

- The education of the country has to be given prime importance for actualising the goal of education i.e. Qualitative and value based education for the young boys from 15 to 23 age group.

- The special needs of the group have been recognised in various forums like goal three of the Darkar Education for All goals emphasising on meeting the learning.

- In India youth empowerment, and economic development of youth, national youth policy have been focusing on the all round development of the youth and involve them in decision making process.
- The very existence of the youth is absent in much of the developing world's education system.
- Education of youth must be linked with empowerment (including enhancing their self esteem and self confidence).

- If we see the numbers in terms of illiterates below primary level, the figures are striking.
- As per NSSO survey total number of youth in the age group of 15-19 years is 1.80 crore and those who are illiterate below primary level are 0.99 crore.

Status of Elementary Education in the State

- In Orissa there are 35928 Primary and 20427 Upper Primary schools to provide education at elementary level. More 491 New Primary and 490 New Upper Primary schools opened under SSA to provide schooling in unserved areas.

- 66 lakh children of 6 to 14 years age group are in-school, out of which 12 lakh are SC and 17 lakh are ST.

- 1.87 lakh children of 6 to 14 years age group are out-of-school from which 0.3 lakh are from SC and 0.9 lakh are from ST community. Out of them 56,995 Children were admitted to regular existing & New Schools under Enrolment Drive in districts.

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- Further to improve access to Elementary Education and to achieve 100% enrolment, Government have relaxed the norm for opening of new primary schools as follows:

- In KBK districts and Tribal Sub Plan areas new primary schools will be opened in habitations having at least 25 children in the 6 -14 years age group provided there is no primary school within one KM of such habitations.

- In all the districts the distance norm for opening of new primary and new upper primary schools is relaxed in case of natural barrier like river, hilly terrain, dense forest etc.

Secondary Education

- As per the GIA Rules, 2004, 1981 private High Schools have been notified to receive block grant.

- 1375 nos. of Contract Teachers has been engaged against the 3210 posts advertised.

- Contract teachers of High Schools have been allowed the minimum basic pay of their respective regular scale in Revised Scale of Pay 2008.

- Government have approved 799 candidates as non-teaching staff under the Rehabilitation Assistance Scheme in the year 2010.

- Computer Literacy is being popularized in High Schools. Board of Secondary Education has included computer learning as an optional subject in the curriculum for Secondary schools.
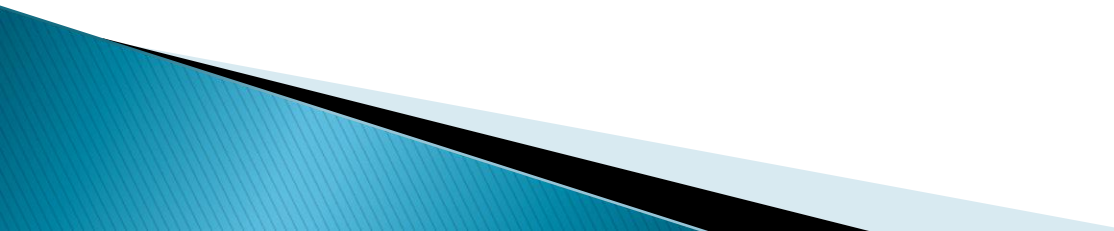
Objectives :-

- To provide secondary school within 5 K.M. and higher secondary school within 7-10 K.M. of every habitation.

- Gross Enrolment Ratio (GER) of 75% for class-IX & X within five years (by 2013-14). Universal Access to Secondary Education (SE) by 2017.

- Universal Retention by 2020.

- Access to Secondary Education (SE) for all disadvantaged group of children.

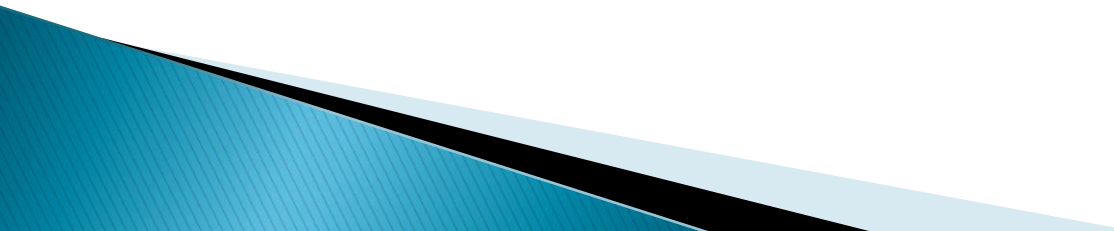- To improve quality of education resulting in enhanced intellectual, social and cultural learning.

Action Taken

- Annual Work Plan for 2010-11 and Perspective Plan for 5 years submitted to GoI. PAB approved for 2009-10 Rs.207.18 crores and for 2010-11 Rs 507.92 crore. Rs.3.00 crores released by GoI for "Preparatory Activities" such as Strengthening State and District offices.

- Strengthening manpower resources.

- Organising training/workshop/SEMIS etc.

- Rs 71.40 crores released by GOI for " Project Activities " such as Civil works for new school.

- MMER (Management Monitoring Evaluation & Research which is being released to all the 30 districts.

- Data collection, data entry and analysis of "Secondary Education Management Information System" (SEMIS), 2009-10 is completed & is under verification by the Inspector of Schools.

Work Done :–

- Task force has been constituted at the state level.
- Capacity building of Inspectors of Schools & DPCs done.
- Steps taken to set up RMSA society.
- School Mapping completed.
- Bank accounts opened in state & district offices.
- SSA society is the implementing society for RMSA until the new society formed.
- The Memorandum & Byelaws of RMSA society (Orissa Madhymika Sikhya Mission – OMSM) have already been approved by the Hon'ble Chief Minister of Orissa and has been registered under society registration act.
- The Executive Committee will be convened very soon.
- School student helpline has been opened. Along with CTS this also helps in tracking the out of school children.

Conclusion

- Education needs constant supervision, monitoring and tracking of children and also reducing the dropout rates and in these field the role of the Govt. and Govt. officials are manifest.

- The teachers have a obligatory duty to carry out the above motto in letter and spirit. If the teacher will be punctual and efficient in his duty more than half of the problems confronting the education system will be solved.

- e–Education can bring a change in the education system with its innovative and involving, technology will go far ahead for bringing equity and equal opportunity to all the students and bring a revolutionary change in the field of primary and secondary education.

THANK YOU