



IMPACT OF UTKARSH PROGRAMME IN IMPROVING LEARNING OUTCOMES OF CLASS IX AND CLASS X STUDENTS OF SECONDARY SCHOOL: EVIDENCE FROM BOUDH DISTRICT OF ODISHA

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Abstract

A large number of researches have been done in respect of primary school students. But very few numbers of researches has been taken in secondary school level and it is seen that there is no any research has been taken on Utkarsh programme of secondary school. Hence this article focuses on effect of Utkarsh programme in improving learning level of secondary school children. In the present piece of study, the researcher intended to examine and explore a study on “*Impact of Utkarsh programme in improving learning outcomes of class-IX and class-X students of secondary school: Evidence from Boudh district of Odisha*”. Here the investigator used descriptive survey research method for the present piece of study and selected 12 secondary School taking 4 schools from each block of Boudh District consisting of 2 utkarsh coverage school and 2 schools which are not covered under utkarsh programme by using Simple Random Sampling technique. The scores of 993 number of students are taken from class-IX for the session 2018-2019 and 730 numbers are taken from class-X for the session 2019-2020. The researcher used Annual examination score for the class-IX children and A.H.S.C. scores for class-X students for comparing the two group of students. The researcher analysed the data by applying t-test as statistical techniques. The findings of the study showed that there is a significant difference between class-IX students who have taken Utkarsh programme and the students who have not taken Utkarsh programme but the researcher do not find any difference for class-X students.

Key words: Utkarsh Programme, Secondary school, Learning outcomes.

1. BACKDROP

Rashtriya Madhyamika Sikshya Abhiyan aims at strengthening access, infrastructure, retention and ensuring quality at secondary level. Quality Education is the integral part of RMSA. Class and age appropriate students learning outcome is the focus area to achieve quality at secondary level. The School & Mass Education Department in collaboration with Kusuma Foundation through “Utkarsh” an innovative readiness programme has aimed at enhancing effectiveness of teaching in Odia, English, Mathematics and Science at Secondary level. The support of study / training material developed by eminent educationists of the Kusuma Foundation will help for better classroom transaction and achievement of students in above subjects. During 2017-18 steps have been taken for augmenting quality in education at secondary level through “Utkarsh” in nine districts i.e. Kalahandi, Nabarangpur, Nuapada, Koraput, Malkangiri, Rayagada, Bolangir, Sonepur and Sambalpur. Nearly 60 thousand students have been targeted to be integrated in the process of class and age appropriate student learning outcome. In second phase i.e. in 2018-2019, another 15 district were included in this programme including Boudh district and in third phase during 2019-2020 the programme covered all the district of Odisha except Puri district. In 2020-2021 the UTKARSH is implemented in all the 30 districts of Odisha to enhance the quality of education.

2. LITERATURE REVIEW

Acharya and Behera (2004) on their study on SSA(sarva sikshya abhiyan) a programme implemented on elementary school reported that OPEPA had not undertaken any activity related to girls and SC/ST education but it had conducted a series of activities on distance education where as Vikhe ,Rahul Laxman (2018) compared the awareness of different variables like gender, level of education, inhabitation, academic discipline, implementation of schemes under SSA, useful insights for fund planning of SSA for elementary education. Mondal, Amit Kumar &Nandy, Sima(2020) explained about the different dimensions to achieve quality education and restructure the class room infrastructure, teaching learning material, sanitation-equipment and teacher ratio

on primary education. Further conclusion arises that SSA is a suitable evaluation technique which increases literacy rate, enrolment ratio and decrease of drop out ratio on primary education. Sharma, Neha (2015) , Singh, Subhash(2017) and Chand, Romesh and Bala, Anju (2018) studied on RMSA and mentioned various facilities & initiatives which were taken in secondary schools under RMSA to ensure equity, dropout rate of students ,low enrolment rate of secondary school students,improving quality of education imparted at secondary level through different prescribed norms, removing gender, socio-economic and disability barriers etc. RMSA envisages a bottom-up approach to planning and management of secondary education development interventions.

Devi, S., Kumari, S.R., Devi, L.U., Sreevani, L., Prasanthi, S., & Sujatha, K. (2006) found that Pupil-teacher ratio in majority of schools was 40 or less. All students were provided mid-day meal and free text books. They were of the view that child's skills of listening, speaking, reading and writing could be developed through these text books. Panda, Gayatri and Sahu, Kabita Kumari (2021) studied about gross enrolment ratio, number of schools, gender disparity, equity, quality, dropout and infrastructure facilities of Odisha and found a lot of evidence regarding universalization of education. Mistry, Sonia, Pandey, Ravi Kant and Rizzo, Valenti (2006) studied about Quality Education Package (QP) in improving learning levels and increasing retention and mentioned that there remain multiple hurdles, which continue to hinder the quality of education. Increasing the number of qualified teachers remains the single greatest factor for improving and sustaining education. Said, U. (2006) reported that Namibia created one unified structure for education administration and to mobilize itself to achieve five education sector goals: access, equity, quality, democracy and efficiency. Nandamuri , Purna Prabhakar, Rao K.V.(2012) reported to improve the quality and efficiency of the school system at secondary level by undertaking reforms in school management.

Dash, Manasi (2015) mentioned that children in the school going age group of 14-18 years remain outside the school network for which their childhood is lost and they permanently remain disabled to take advantage of skill development for better earning which is the story in all most all the districts of odisha. The girls were the most disadvantaged as girls school enrolment in the earlier years was very less. Purohit ,Priyaprana (1989) mentioned that the role of the Secondary Teachers organizations of Orissa has been aimed in protecting and promoting the socioeconomic status of secondary teachers improving their professional competence and acquiring for them participatory status in the formulation of educational policies and educational administration and thereby improving the quality of secondary education of Orissa. Null Clair, Cosentino, Clemencia, Sridharan Swetha , and Meyer Laura. (2017) focused on 3 challenges of secondary education i.e. increasing participation, improving learning and enhancing relevance.

OSEPA (2018) Samagra Shiksha is an integrated school education scheme sharing between state and centre which extends from pre-school to class 12 with the objectives of improving school effectiveness and equitable learning outcomes. In this scheme one of the activities includes Learning Enhancement Programme (LEP)/Remedial teaching which focuses on Interventions for enhancement of Learning Outcomes especially for students in areas having lower performance under the Nation Achievement Survey. DPIASE.(2019)D.P.I.A.S.E. Berhampur in 2019 submitted a research proposal under AWP & Perspective Plan entitled "Effectiveness of Ujjwal and Uthan programmes in elementary schools" to find out the significant difference of Ujjwal and Uthan programmes on achievement of Class VI and VIII Students. Roul, Rajkishore(2019) in his study entitled"Perception of Elementary School Teachers towards Ujjwal and Utthan Programme" took 120 elementary school teachers from Baripada block of Mayurbhanja district and found that there exit no significant difference between the perception of elementary school teachers with reference to different variables but though all most all the teachers like the programme but, they are also facing lot of problem during the course of instruction.

Beg Sabrin, Fitzpatrick Anne, Lucas Adrienne, Kerwin Jason, Rahman Khandker Wahedur(2019) prepared a pilot report in march 2019 for Utkarsh (Secondary School Readiness Programme) Evaluation in learning improvement on the subject Math, English, Odia, and EVS. The major findings described by them are (i)Utkarsh may increase student test scores on a range of subjects and the magnitude of the point estimates is exciting and comparable to other successful remedial education programs (ii) Both students and teachers generally like the Utkarsh lessons as currently implemented; students in particular found the lessons more engaging and interesting,(iii) the procedures, tools, and institutional knowledge developed during this pilot provides the framework for conducting a successful large-scale evaluation of this promising program. Again they are conducting a research on Utkarsh programme by J-Pal South Asia with the collaboration of government of Odisha, Transform school and Kusuma foundation. Altinyelken, HülyaKosar and Hoeksma, Mark. (2021)" investigated that teachers and headteachers believed that ATL improved students' confidence, selfexpression, autonomy and independence.

3. RESEARCH QUESTIONS

- 1.Do the class –IX students having Utkarsh programme differ significantly from the class –IX students without having Utkarsh programme?
- 2.Do the class –IX boys having Utkarsh programme differ significantly from the class –IX boys without having Utkarsh programme?
- 3.Do the class –IX girls having Utkarsh programme differ significantly from the class –IX girls without having Utkarsh programme?
- 4.Do the class -X students having Utkarsh programme differ significantly from the class -X students without having Utkarsh programme?
- 5.Do the class –X boys having Utkarsh programme differ significantly from the class –X boys without having Utkarsh programme?
- 6.Do the class –X girls having Utkarsh programme differ significantly from the class –X girls without having Utkarsh programme?

4. OBJECTIVES

1. To study the impact of utkarsh programme on class IX students.
2. To study the impact of utkarsh programme on class IX boys.
3. To study the impact of utkarsh programme on class IX girls.
4. To study the impact of utkarsh programme on class X students.
5. To study the impact of utkarsh programme on class X boys.
6. To study the impact of utkarsh programme on class X girls.

5. HYPOTHESES

H₀₁: There is no significant difference between class –IX students having Utkarsh programme and the class –IX students without having Utkarsh programme.

H₀₂: There is no significant difference between class –IX boys having Utkarsh programme and class –IX boys without having Utkarsh programme.

H₀₃: There is no significant difference between class –IX girls having Utkarsh programme and class –IX girls without having Utkarsh programme

H₀₄: There is no significant difference between class–X students having Utkarsh programme and the class–X students without having Utkarsh programme.

H₀₅: There is no significant difference between class–X boys having Utkarsh programme and class –X boys without having Utkarsh programme.

H₀₆: There is no significant difference between class–X girls having Utkarsh programme and class –X girls without having Utkarsh programme.

6. METHODOLOGY

6.1 Sample

For the present study, the researchers by using simple random technique selected 120 samples of secondary school children comprising class–IX & X from the three blocks of Boudh District of Odisha. The sample students included 12 schools with both from government and private sector.

6.2 Tools Used

The researcher used result of Annual examination of class-IX and Annual High school examination of class X conducted by Board of Secondary Education, Odisha

6.3 Statistical Techniques Used

The researchers analysed the data with the help of t-test.

7. RESULTS AND DISCUSSION

7.1 Comparison Between Class-IX Students of Both Group

Table-4.1: Shows group means, S.D. and significant difference of class –IX students having Utkarsh programme and the class-IX students without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-IX Students having Utkarsh programme	432	35.76	8.60	0.50	5.34	Significant at both 0.05. and 0.01 level
Class-IX Students without having Utkarsh programme	560	33.05	7.00			

The above table 4.1 shows that there is significant difference between the class-IX Students having Utkarsh programme and class-IX Students without having Utkarsh programme in respect to their academic achievement score. The mean and standard deviation of class-IX Students having Utkarsh programme are 35.76 and 8.60 where as the mean and standard deviation of class-IX Students without having Utkarsh programme are 33.05 and 7.00 respectively. Standard error of difference between means is 0.50. The calculated “t” value between the means scores comes out to be 5.34, which is greater than the table value at both the level of significance i.e. at 0.05 and 0.01 levels which are 1.96 and 2.58 respectively at 990 degree of freedom [$p < 0.05$ and 0.01]. Therefore, the formulated Null hypothesis i.e. H_{01} : There is no significant difference between class–IX students having Utkarsh programme and the class-IX students without having Utkarsh programme is rejected. So the difference is statistically significant.

Figure 4.1 shows the comparison between two groups of class-IX students. The mean percentage value reveals that the class–IX students having Utkarsh programme have greater performance than their counter parts i.e. class–IX students without having Utkarsh programme as shown in fig.4.2.

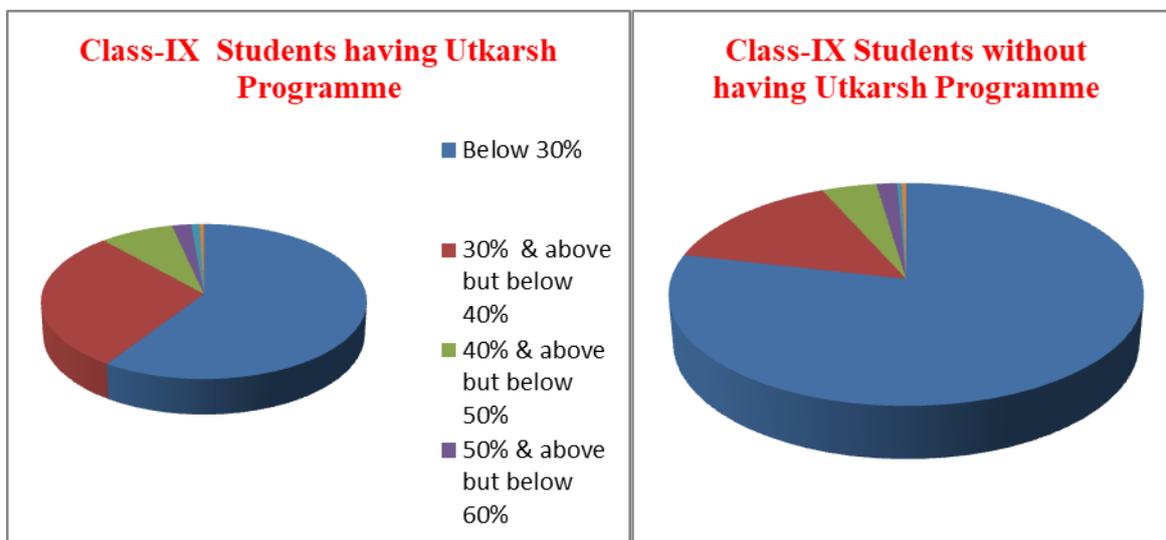


Figure-4.1: Comparison between Class-IX students of two groups

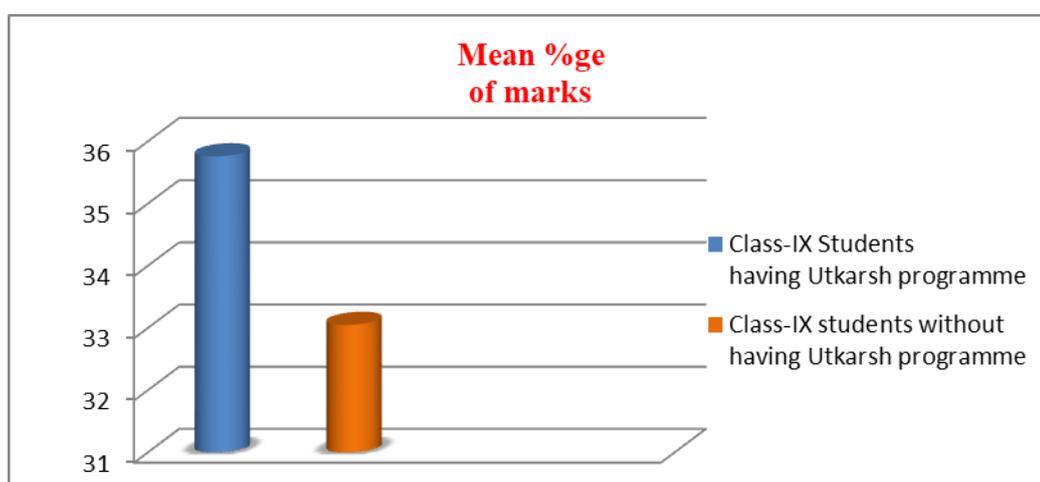


Figure: 4.2: Comparison Mean Percentage marks of Class-IX of the two groups

7.2 Comparison Between Class-IX Boys of Both Group

Table-4.2: Shows group means, S.D. and significant difference of class –IX boys having Utkarsh programme and class-IX boys without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-IX Boys having Utkarsh programme	199	35.67	8.90	0.74	4.07	Significant at both 0.05. and 0.01 level
Class-IX Boys without having Utkarsh programme	221	32.62	6.48			

The above table 4.2 shows that there is significant difference between the Students of class-IX boys having Utkarsh programme and Students of class-IX boys without having Utkarsh programme in respect to their academic achievement score. The mean and standard deviation of Students of class-IX boys having Utkarsh programme are 35.67 and 8.90 where as the mean and standard deviation of Students of class-IX boys without having Utkarsh programme are 32.62 and 6.48 respectively. Standard error of difference between means is 0.74. The calculated “t” value between the means scores comes out to be 4.07, which is greater than the table value at both the level of significance i.e. at 0.05 and 0.01 levels which are 1.96 and 2.59 respectively at 990 degree of freedom [$p < 0.05$ and 0.01]. Therefore, the formulated Null hypothesis i.e. H_{02} : There is no significant difference between class–IX boys having Utkarsh programme and class–IX boys without having Utkarsh programme is rejected. So the difference is statistically significant.

Figure 4.3 shows the comparison between two groups of class-IX students of boys category. The mean value reveals that the class –IX boys having Utkarsh programme have greater performance than their counter parts i.e. class –IX boys without having Utkarsh programme as shown in fig. 4.4.

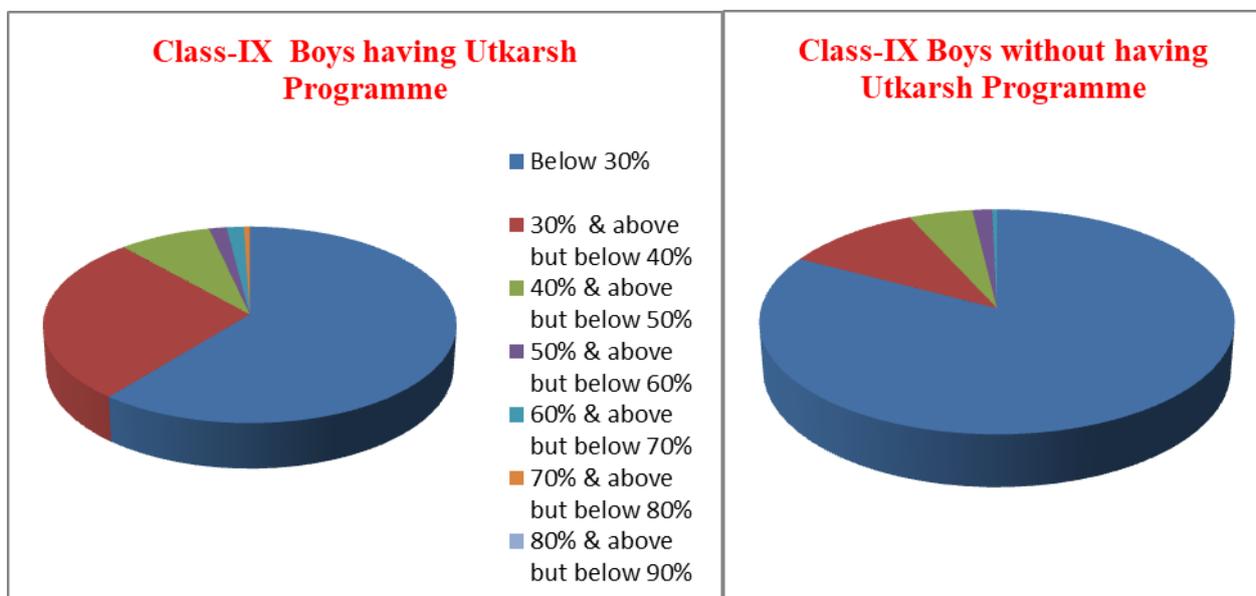


Figure-4.3: Comparison between Class-IX Boys of two groups

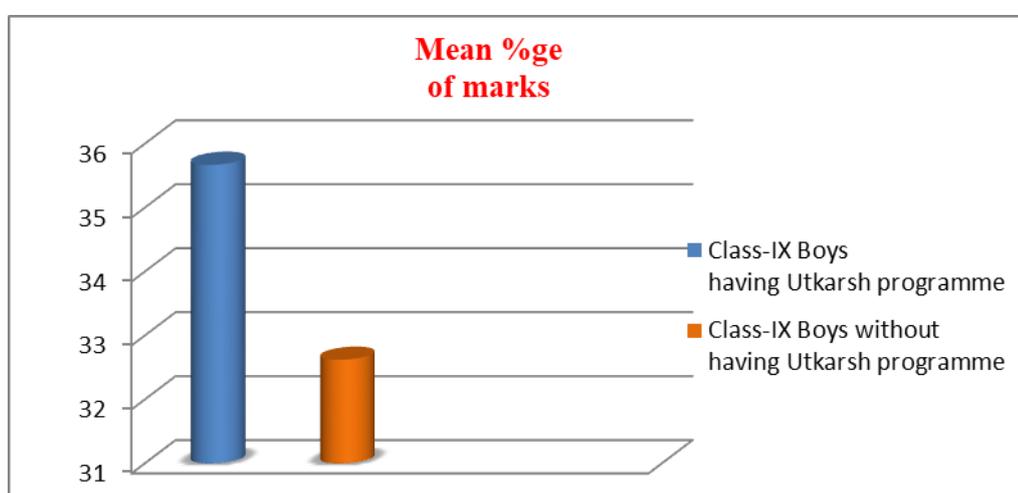


Figure: 4.4: Comparison of Mean percentage marks of Class-IX Boys of the two groups

7.3 Comparison Between Class-IX Girls of Both Group

Table-4.3: Shows group means, S.D. and significant difference of class –IX girls having Utkarsh programme and class –IX girls without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-IX Girls having Utkarsh programme	233	35.83	8.20	0.68	3.50	Significant at both 0.05. and 0.01 level
Class-IX Girls without having Utkarsh programme	293	33.45	7.00			

The above table 4.3 shows that there is significant difference between the Students of class-IX girls having Utkarsh programme and students of class-IX girls without having Utkarsh programme in respect to their academic achievement score. The mean and standard deviation of Students of class-IX girls having Utkarsh programme are 35.83 and 8.20 where as the mean and standard deviation of students of class-IX girls without having Utkarsh programme are 33.45 and 7.00 respectively. Standard error of difference between means is 0.68. The calculated “t” value between the means scores comes out to be 3.50, which is greater than the table value at both the level of significance i.e. at 0.05 and 0.01 levels which are 1.96 and 2.58 respectively at 524 degree of freedom [$p < 0.05$ and 0.01]. Therefore, the formulated Null hypothesis i.e. H_0 : There is no significant difference between class –IX girls having Utkarsh programme and class –IX girls without having Utkarsh programme is rejected. So the difference is statistically significant.

Figure 4.5 shows the comparison between two groups of class-IX girls category. The mean value reveals that the class –IX girls having Utkarsh programme have greater performance than their counter parts i.e. class –IX girls without having Utkarsh programme as shown in fig.4.6.

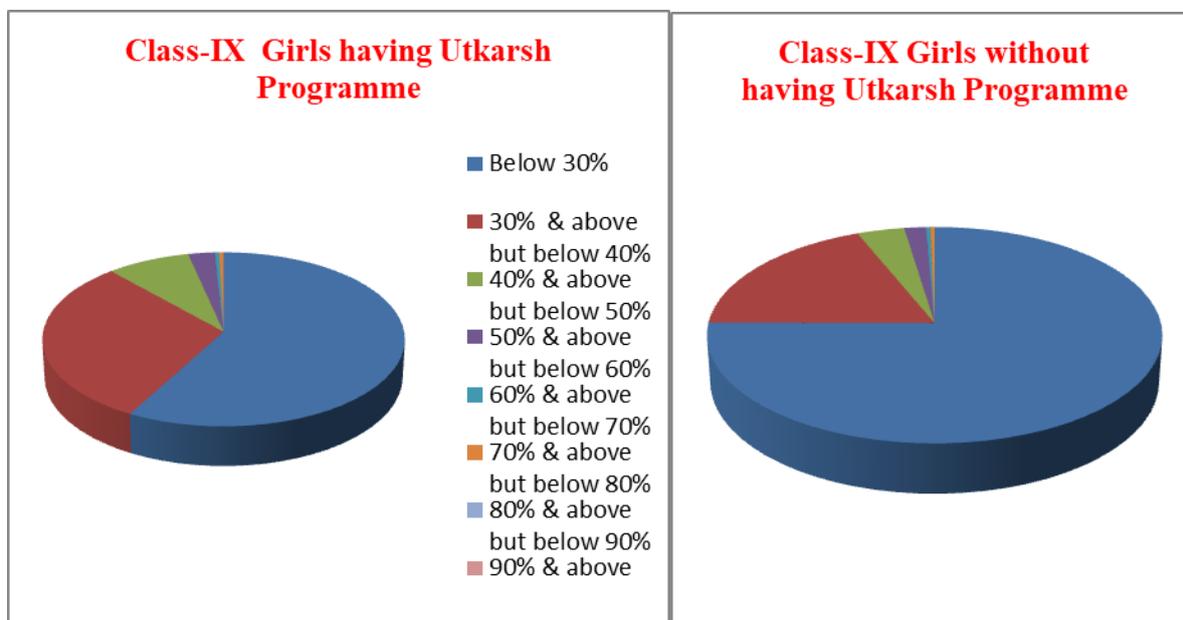


Figure-4.5: Comparison between Class-IX Girls of two groups

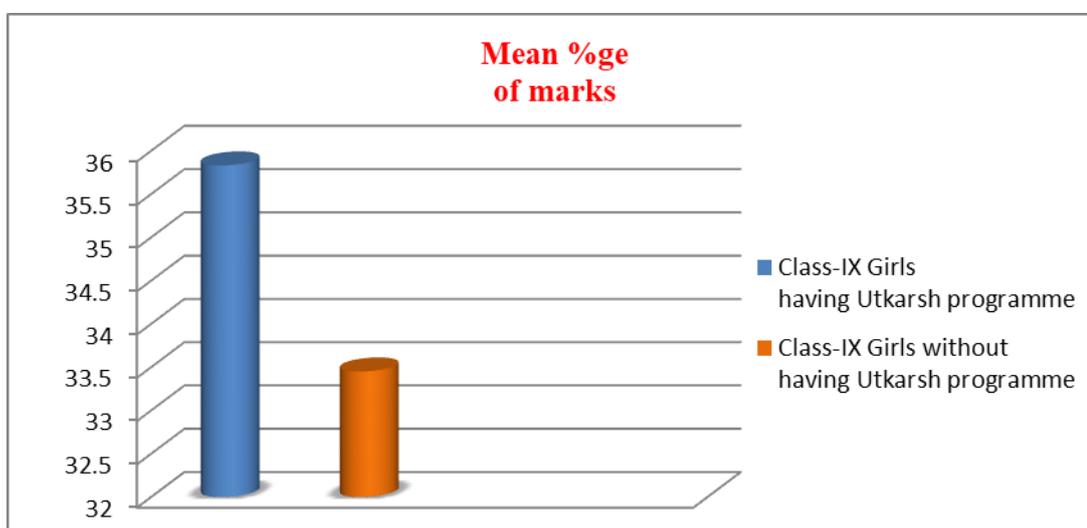


Figure: 4.6: Comparison of Mean percentage marks of Class-IX Girls of the two groups

7.4 Comparison Between Class-X Students of Both Group

Table-4.4: Shows group means, S.D. and significant difference of class –X students having Utkarsh programme and class –X students without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-X Students having Utkarsh programme	329	42.97	11.57	0.82	1.35	Not Significant at both 0.05. and 0.01 level
Class-X students without having Utkarsh programme	403	41.86	10.19			

The above table 4.4 shows that there is no any significant difference between the Students of class-X having Utkarsh programme and Students of class-X without having Utkarsh programme in respect to their academic achievement score. The mean and standard deviation of Students of class-X students having Utkarsh programme are 42.97 and 11.57 where as the mean and standard deviation of students of class-X students without having Utkarsh programme are 41.86 and 10.19 respectively. Standard error of difference between means is 0.82. The calculated “t” value between the means scores comes out to be 1.35, which is less than the table value at both the level of significance i.e. at 0.05 and 0.01 levels which are 1.96 and 2.58 respectively at 730 degree of freedom [$p > 0.05$ and 0.01]. Therefore, the formulated Null hypothesis i.e. H_0 : There is no significant difference between class –X students having Utkarsh programme and the class-X students without having Utkarsh programme is accepted. So the difference is statistically not significant.

Figure 4.7 shows the comparison between two groups of class-X students. The mean value reveals that the class–X students having Utkarsh programme show greater performance than their counter parts i.e. class –X students without having Utkarsh programme as shown in fig. 4.8.

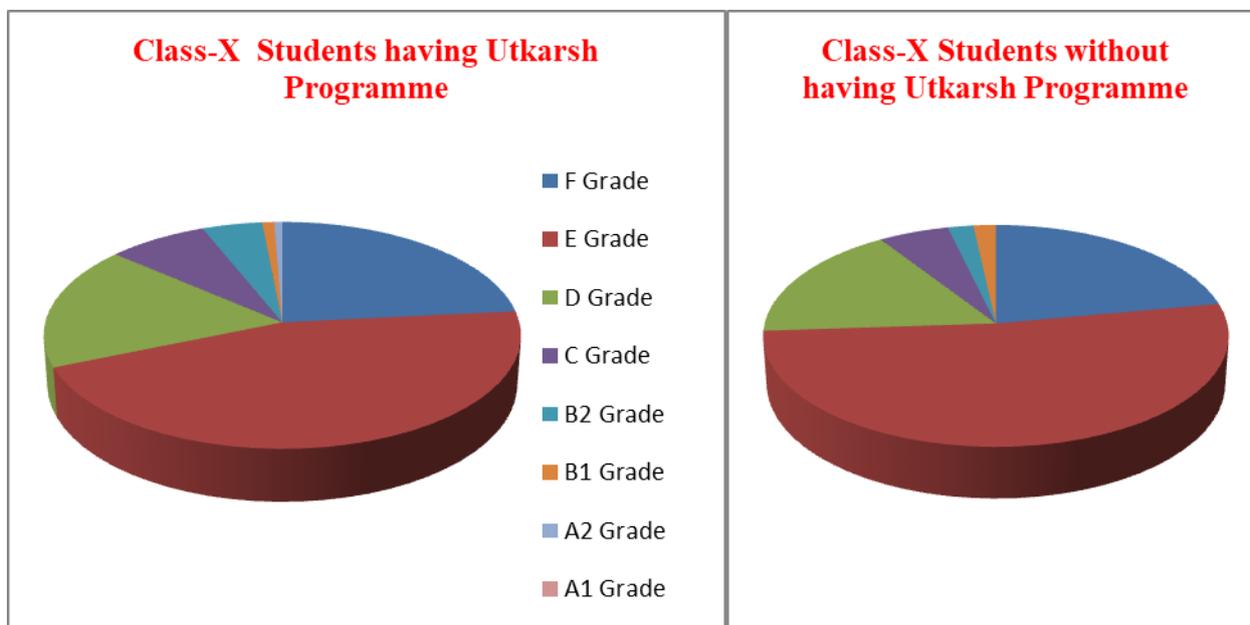


Figure-4.7: Comparison between Class-X students of two groups

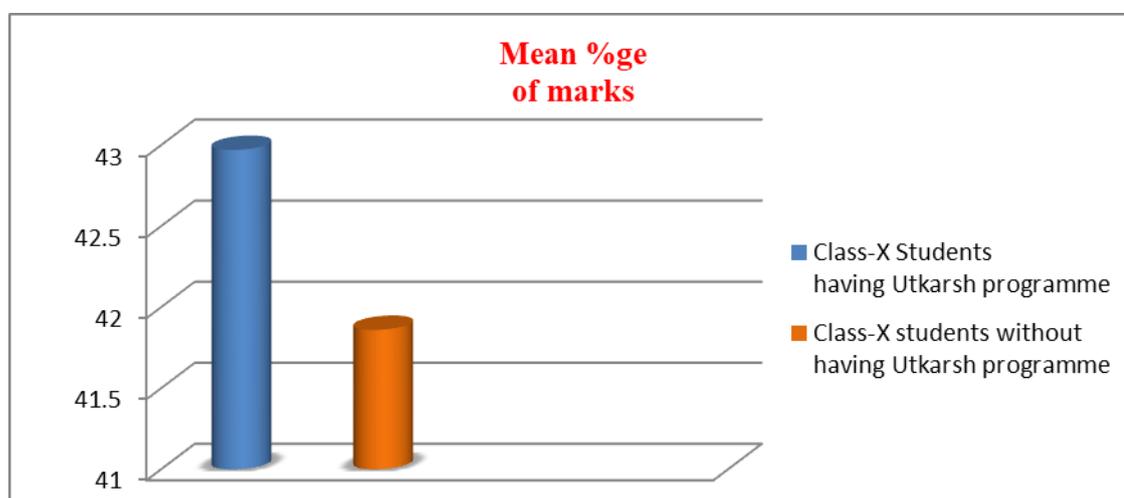


Figure: 4.8: Mean percentage marks of class-X students of the two group

7.5 Comparison Between Class-X Boys of Both Group

Table-4.5: Shows group means, S.D. and significant difference of class –X boys having Utkarsh programme and the class –X boys without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-X Boys having Utkarsh programme	152	44.07	12.96	1.39	2.05	Significant at 0.05, and not significant at 0.01 level
Class-X Boys without having Utkarsh programme	171	41.40	10.0			

The above table 4.5 shows that there is significant difference between the Students of class-X boys having Utkarsh programme and Students of class-X boys without having Utkarsh programme at 0.05 level , but no any significant difference at 0.01 level in respect to their academic achievement score. The mean and standard deviation of students of class-X boys having Utkarsh programme are 44.07 and 12.96 where as the mean and standard deviation of students of class-X boys without having Utkarsh programme are 41.40 and 10.00 respectively. Standard error of difference between means is 1.39. The calculated “t” value between the means scores comes out to be 2.05, which is greater than the table value at 0.05 level of significance and lesser than the table value at 0.01 levels which are 1.97 and 2.59 respectively at 321 degree of freedom[$p < 0.05$ and $p > 0.01$]. Therefore, the formulated Null hypothesis i.e. H_0 : There is no significant difference between class –X boys having Utkarsh programme and class –X boys without having Utkarsh programme is rejected at 0.05 and accepted at 0.01 level. So the difference is statistically significant at 0.05 and not significant at 0.01.

Figure 4.9 shows the comparison between two groups of class-X boys category .The mean value reveals that the class –X boys having Utkarsh programme show greater performance than their counter parts i.e. class –X boys without having Utkarsh programme as shown in fig.4.10.

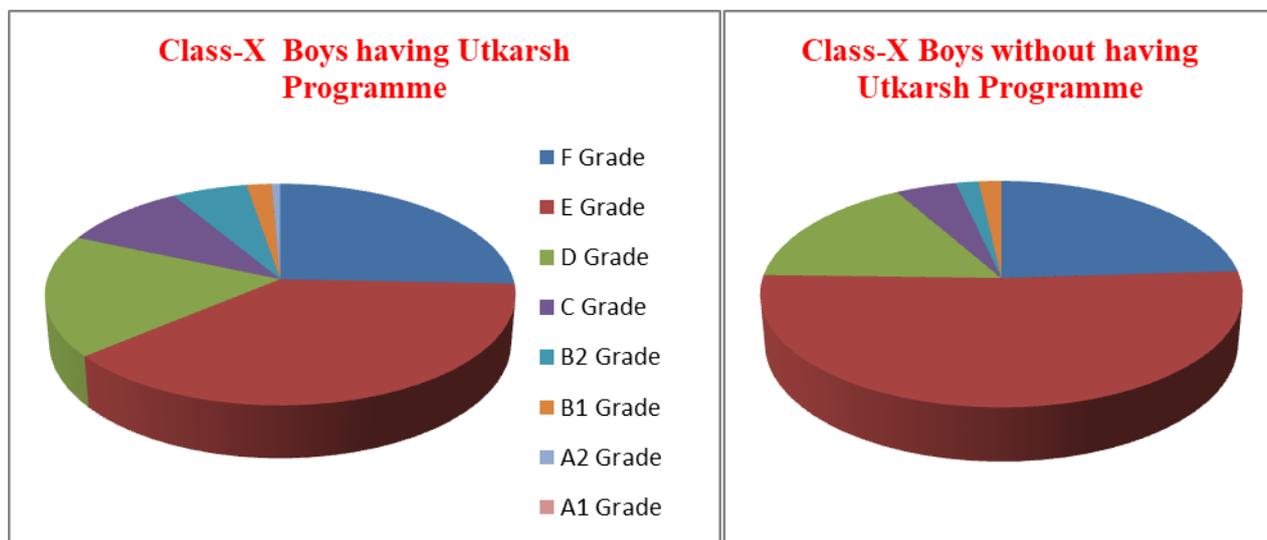


Figure-4.9: Comparison between Class-X Boys of two groups

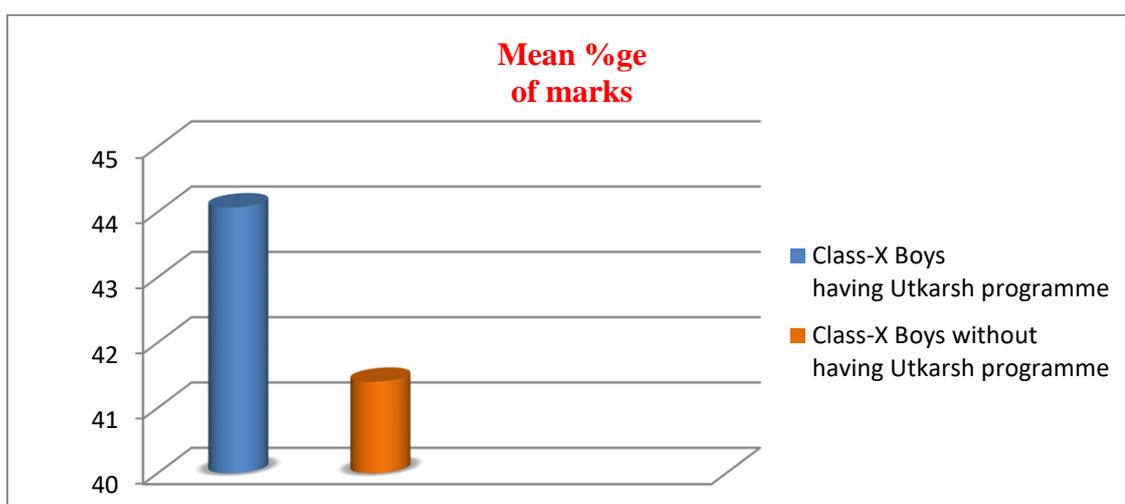


Figure: 4.10: Mean percentage marks of class-X Boys of the two group

7.6 Comparison Between Class-X Girls of Both Group

Table-4.6: Shows group means, S.D. and significant difference of class –X girls having Utkarsh programme and class –X girls without having Utkarsh programme.

CATEGORY	N	MEAN	S.D.	S.E.D.	t	REMARKS
Class-X Girls having Utkarsh programme	177	42.03	10.04	1.00	0.17	Not Significant at both 0.05. and 0.01 level
Class-X Girls without having Utkarsh programme	232	42.20	10.19			

The above table 4.6 shows that there is no any significant difference between the Students of class-X girls having Utkarsh programme and Students of class-X girls without having Utkarsh programme in respect to their academic achievement score. The mean and standard deviation of students of class-X girls having Utkarsh programme are 42.03 and 10.04 where as the Mean and standard deviation of Students of class-X girls without having Utkarsh programme are 42.20 and 10.19 respectively. Standard error of difference between means is 1.00. The calculated “t” value between the means scores comes out to be 0.17, which is less than the table value at both the level of significance i.e. at 0.05 and 0.01 levels which are 1.97 and 2.59 respectively at 407 degree of freedom[$p > 0.05$ and 0.01]. Therefore, the formulated Null hypothesis i.e H_0 : There is no significant difference between class – X girls having Utkarsh programme and class –X girls without having Utkarsh programme is accepted. So the difference is statistically not significant.

Figure 4.11 shows the comparison between two groups of class-X girls category .The mean value reveals that the class – X girls having Utkarsh programme have slightly less performance than their counter parts i.e. class –X girls without having Utkarsh programme as shown in fig.4.12.

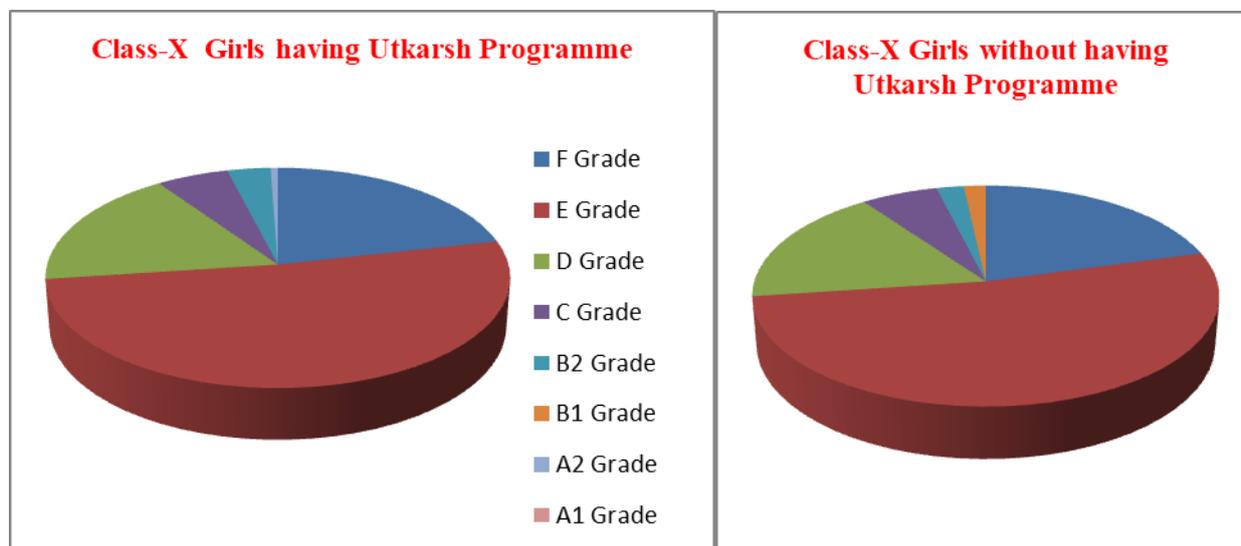


Figure-4.11: Comparison between Class-X Girls of two groups

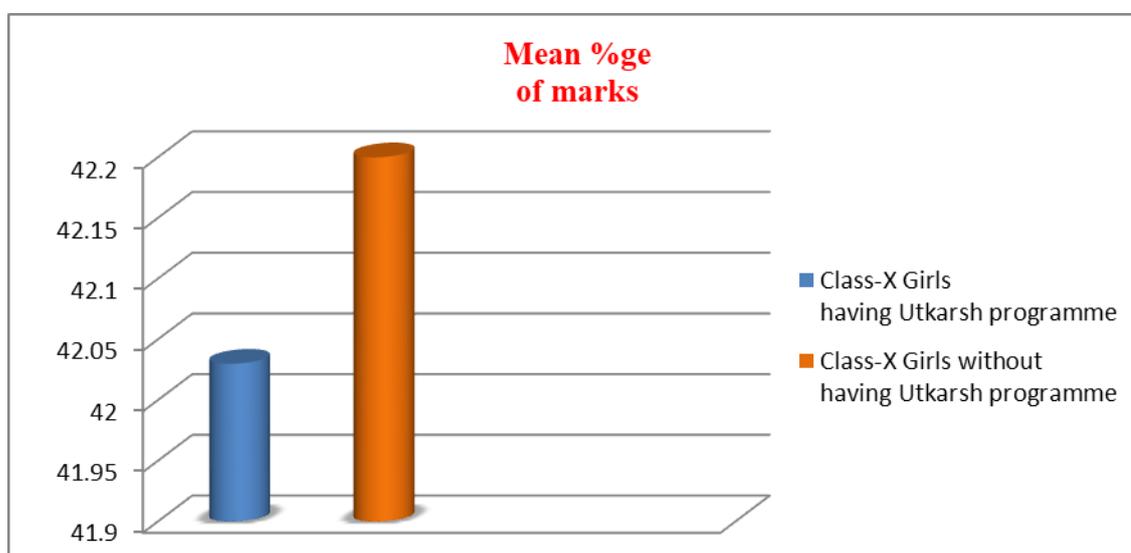


Figure: 4.12: Mean percentage marks of class-X Girls of the two group

8. FINDINGS

Findings of the study are as follows:-

1. There is significant difference between class –IX students having Utkarsh programme and the class –IX students without having Utkarsh programme.
2. There is significant difference between class –IX boys having Utkarsh programme and class –IX boys without having Utkarsh programme.
3. There is significant difference between class –IX girls having Utkarsh programme and class –IX girls without having Utkarsh programme.
4. There is no significant difference between class–X students having Utkarsh programme and the class–X students without having Utkarsh programme.
5. There is no significant difference between class–X boys having Utkarsh programme and class –X boys without having Utkarsh programme.
6. There is no significant difference between class–X girls having Utkarsh programme and class –X girls without having Utkarsh programme.

9. CONCLUSIONS

The areas of the study are very significant where it is found a number of conclusions regarding readiness programme at secondary level. The study conducted for the secondary school student for their leaning outcome towards Utkarsh programme and found following conclusions.

- ❖ Class-IX students having Utkarsh programme differs from the students having no Utkarsh programme on the basis of their annual achievement scores($M_1=35.76$, $M_2=33.05$, $t=5.34$, $p<0.01$) which implies the student of class-IX having Utkarsh programme perform better than their counter part i.e those have not taken Utkarsh programme.
- ❖ Class-IX boys having Utkarsh programme differs from the Class-IX boys having no Utkarsh programme on the basis of their annual achievement scores($M_1=35.67$, $M_2=32.62$, $t=4.07$, $p<0.01$) which implies the Class-IX boys having Utkarsh programme perform better than their counter part i.e Class-IX boys having no Utkarsh programme.

- ❖ Class-IX girls having Utkarsh programme differs from the Class-IX girls having no Utkarsh programme on the basis of their annual achievement scores($M_1=35.83$, $M_2=33.45$, $t=3.5$, $p<0.01$) which implies the Class-IX girls having Utkarsh programme perform better than their counter part i.e Class-IX girls having no Utkarsh programme.
- ❖ There is no significance difference between Class-X students having Utkarsh programme and Class-X students without having Utkarsh programme on the basis of their AHSC exam scores($M_1=42.97$, $M_2=41.86$, $t=1.35$, $p>0.01$) however the mean values show that class-X students having Utkarsh programme perform better than the students those have not taken Utkarsh programme.
- ❖ There is no significance difference between Class-X boys having Utkarsh programme and Class-X boys without having Utkarsh programme on the basis of their AHSC exam scores($M_1=44.07$, $M_2=41.40$, $t=2.05$, $p>0.01$) which implies) however the mean values show that class-X boys having Utkarsh programme perform better than the class-X boys those have not taken Utkarsh programme.
- ❖ There is no significance difference between Class-X girls having Utkarsh programme and Class-X girls without having Utkarsh programme on the basis of their AHSC exam scores($M_1=42.03$, $M_2=42.20$, $t=0.17$, $p>0.01$)however the mean percentage value implies that Class-X girls having Utkarsh programme perform less than their counter part i.e those have not taken Utkarsh programme.

From the above conclusions the students of class –IX who have taken Utkarsh programme are performing better in the Annual examination of class-IX than that of students who have not taken Utkarsh programme in the session 2018-2019. But in the session 2019-2020 the class-X students of both group perform almost same that means the researcher do not find any difference.

10. EDUCATIONAL IMPLICATIONS OF THE STUDY

This piece of research paper has enormous influence on education both for teacher, student and the organiser, if it is truly and sincerely followed. This study applicable to education in the following manner as mentioned below.

- No matter what stage of development the students are in, their assumptions must be respected. Your hypothesis is a true and sincere reflection of your way of finding meaning, and it is a stage in the development process. When students lack respect or emotional support, they may be reluctant to engage in difficult discussions or take the intellectual and personal risks required for development.
- Discuss controversial and unreasonable topics with students throughout their educational activities, and provide resources that reveal the basis of facts and lines of reasoning from different perspectives.
- Create plenty of opportunities for students to analyze the opinions of others, find their evidence, and develop and defend their opinions on controversial issues.
- Teach students strategies for systematically collecting data, assessing data relevance, assessing data sources, and making analytical decisions based on available data.
- Provide good feedback to students and provide cognitive and emotional support for their efforts.
- Help students articulate the problem of uncertainty in making judgments and discover their own ideas about knowledge and how it can be obtained.
- Encourage students to practice reasoning skills in a variety of situations, from different classes to practice sites.
- Different study material should be provided to different level of student instead of same study course.
- More time should be given for level-1 students.
- Consecutively regular syllabus should be covered with that of Utkarsh programme.
- Student should be encouraged to practice more question including student's practice hand book.
- Stage-related materials can be used by teachers for effective learning outcomes.
- Flexible and well-coordinated learning materials support students in their developmental stages.
- Stress Relief and Anxiety: This sensation of joy keeps them comfortable, reduces anxiety and helps them prepare and hit the exam well.
- Teacher should change their attitude and values towards the programme as per the need of teaching.
- Teacher should be trained for the effective implementation of the programme.
- Teacher should not think the implementation of this programme is a extra burden to them, and spend extra time for it.

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