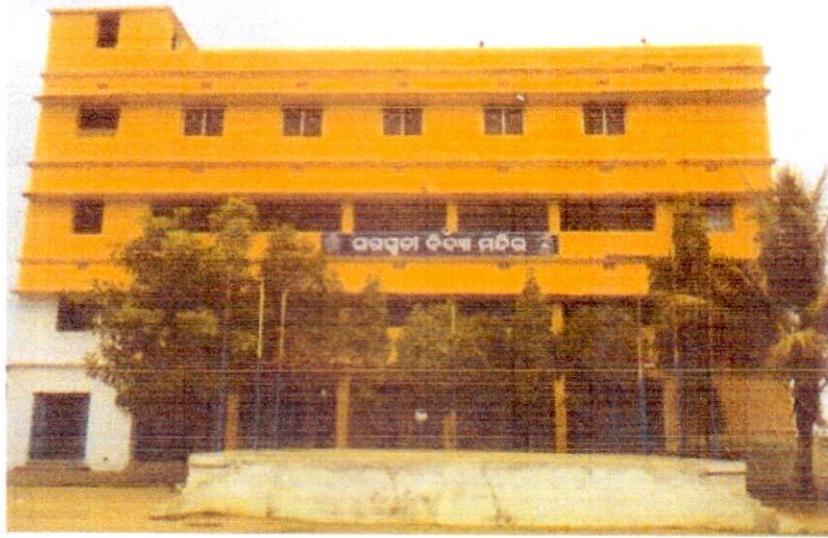


A

**Report on
Project Work**

**“A CASE STUDY OF SARASWATI SISHU VIDYA MANDIR,
PATTAMUNDAI OF KENDRAPARA DISTRICT”**



SESSION: July 2020-21

Prepared by-

**DEPARTMENT OF EDUCATION
PATTAMUNDAI COLLEGE, PATTAMUNDAI**



REPORT

A project work undertaken by the Department of Education on the topic "**A Case Study of Saraswati Sishu Vidya Mandir, Pattamundai of Kendrapara District**" during the Session- 2020-21. 13 Nos. of Students of Department of Education worked on this Project with the help of Departmental Teacher. This was prepared thesis work and submitted for the evaluation.

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Quality of School Education: A Case Study of SaraswatiSishuVidyaMandir, Pattamundai of Kendrapara District.

Backdrop:

India is blessed with rich culture and heritage. The culture of India is one of the oldest cultures in the world. Indian history reviews the growth and development of western civilization that includes their language, literature, history and religion. It gives a new light to the seekers of the Divine truth & since research scholars like Vivekananda, Sri Aurobindo and many others of the world. The rich and diverse culture and values of India are deeply rooted within our hearts, mind, body and soul. Every nation wants to have the education suitable to reflect their national interest so that it can have mark in world scenario. There are several educational committees were established to revise our educational system & they tried to develop a national system of education which may mould the posterity into such a youthful generation as fully saturated with the feelings of Hinduism and patriotism. "SaraswatiSisuMandir" was the result of such patriotic feeling. Having national interest within one's self, having completely attained all-round physical, mental, intellectual and spiritual development, capable of facing modern challenges successfully and dedicating their lives for the service and upliftment of the natives of backward and remote tribal areas and slum dwellers, so that these down-trodden people may get their rights, the students of this sacred school become good citizens of India & the mission of great persons for this school will be achieved successfully. Above all mutual equity, national and cultural integrity and economic property will be restored. These good human beings and good Indian citizen will place India at the will be proud of having such great children. The purpose of holistic education is to prepare students to meet the challenges of living as well as academics. It is concerned with the growth of child's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It actively engages students in the teaching/learning process and encourages personal and collective responsibility. But, by all accounts, the expansion of the Indian education system has led to deterioration in the quality of education as the school system neglects the around development of the child. Recent studies have shown that even when students are retained in schools, they do not learn what they are supposed to learn. Low levels of learning at the primary stage are almost a universal phenomenon in India (Dave, 1988; Shukla, 1994;

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Varghese 1994). While the majority of the schools are of poor quality (by international standards), there are specks of excellence. While the scenario is fraught largely with poor quality, there has been an increasing expression of concern for quality (Mukhopadhyay and Parhar, 1999). If the quality of education is at stake, what is the fate of holistic education? Everybody including policy makers is beating the drum for providing the holistic education to the children, but in reality does not happen. However, the real concept is based on Holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals (Forbes, 2003).

Features of Holistic Education

The recognition of wholeness and interconnectedness is a fundamental principle of holistic education. In this connection, Miller (1991) has proposed the following characteristics of holistic education:

- It is based on the child's Intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials.
- Emphasis on collaborative learning based on relationships at all levels within a learning community (i.e. teacher and students)
- Learning and experiences are acquired beyond the classroom transactions.
- Encourages broadening the horizon of knowledge i.e. Understanding the world.
- empowers learners to examine critically the cultural, moral and political contexts of their lives
- Holistic education has the capacity to empower students to think differently, to think creatively and reflect on their own values.

Collaboration rather than competition in classrooms, teachers help young people feel the world of human relations. By using real-life experiences, current events, the dramatic arts and other lively sources of knowledge in place of textbook information, teachers can kindle the love of learning. By encouraging reflection and questioning rather than passive memorization of "facts," teachers keep alive the "flame of intelligence" that is so much more than abstract problem-solving skill.

Dimensions of Quality Education

The SarvaShikshaAbhiyan emphasizes a holistic and comprehensive approach and suggestscommunity-based monitoring system and also encourages developing partnerships betweencommunities and research institutions for effective monitoring. SarvaShikshaAbhiyan (SSA),which aims at providing useful and relevant elementary education to all children in the age groupof 6-14 years. The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. The SarvaShikshaAbhiyan (SSA) alsoemphasizes the significance of quality education and suggests various parameters to be addressedin State and district plans to achieve the desired goal.

The quality dimensions for elementary education have broadly been identified by the Schooland mass Education Department, Government of Odisha, as following:

School Environment

- Strong boundary wall, fence with kitchen garden.
- RCC roof with long verandah and adequate classrooms available.
- Sufficient air and light in the classroom
- Toilets available and properly used and separate toilets for Girls
- Hygienic drinking water.
- Ramp and rail for CWSN
- Cleanliness of school, classroom and awareness for personal cleanliness.

Curricular Programme

- Classroom named
- Ground level blackboard available and used.
- Availability of TLM Corner, Activity Bank, Question Bank and Display Board.
- Availability of Attendance Chart and filled up by children.
- Availability of Attendance Chart and filled up by children.
- Preparation of Discipline Rule and obeyed by all.
- Availability of required TLM.

collaborative learning; Learning and experiences beyond classroom transactions; broadening the horizon of knowledge; examining critically the cultural, moral and political contexts of their lives; thinking differently, creatively and reflect of values are the pivot of teaching learning process at Saraswati Shishu Mandir system of education. In this connection, the investigator has conducted an in-depth study in a Saraswati Vidya Mandir non-residential school known as **Saraswati Shishu Vidya Mandir Pattamundai, Kendrapara**. The investigator conducted a case study on Holistic Education in Saraswati Shishu Vidya Mandir to explore the holistic approach of education.

Research Questions

On the basis of the above stated objective of the study, the investigator has framed the following research questions to reveal the answers from the study:

1. To what extent the school environment (e.g. classroom, playground, boundary wall, toilets and drinking water) is conducive for learning?
2. Whether the teaching learning process followed in the residential school under study is appropriate so as to promote learning?
3. Whether the classroom activities are learner centric (e.g. participatory, joyful, activity based)?
4. Whether the practice of student evaluation followed in the school under study is continuous and comprehensive?
5. Whether the teacher-pupil relationship in the school under study is cordial?
6. What are the curricular activities (e.g. physical, literary, sports, NCC, yoga) organized in the school under study?

The Case and the Informants

The study was a case study. One Saraswati Shishu Vidya Mandir, (Non-Residential), Pattamundai, Kendrapara District in the State of Odisha was selected purposively as the unit or case of the study. The school was selected keeping in view the convenience of the researcher, including time available for the study and geographical factors.

The key informants of within the case were such as:

The Head Master/ Pradhan Acharya	:	One
Teachers/ Acharyas	:	22

Students participated in FGD	:	72
Parents	:	17

The following tools and techniques were used for the collection of data from the key informants of the school :

- vii. Interview Schedule for Head Master/ Pradhan Acharya
- ii. Interview Schedule for Teachers
- iii. Schools Observation Check List
- iv. Classroom Observation Schedule
- v. Guideline for Focus Group Discussion with students
- vi. Interview Schedule for Parents
- vii. Field Note and Photographs

Techniques of Data Analysis

The data collected with the help of above tools were analysed using qualitative technique of thick descriptions. In order to cross-check and validate the data collected through different sources the method of triangulation was followed.

THE RESULTS

The results of the study as revealed from analysis of data are presented under the following captions :

The Case Profile

Saraswati Shishu Vidya Mandir, Pattamunda of Kendrapara district in the state of Odisha is a private school run under Siksha Vikash Samiti, Odisha and affiliated to Board of Secondary Education, Cuttack, Odisha. This school is located 02 km away from Pattamundai By-pass and 20km from Kendrapara bus stand of Kendrapara.

The place is well connected to the National Highway.

Presently, 428 students are studying and residing in the hostel situated in the campus

itself. The campus is of 10 acres of land in which the double stored 'U' shaped beautifully structured school building is situated. The school administrative office, office room (Aryabhata Kakhya) office of the Pradhan Acharya (Chanakya Kakhya), Staff Common Room (Bharadwaja Kakhya) and Classrooms are situated in the ground floor of the building. The library, computer laboratory, other classrooms are located on the first floor of the building. The vast play ground, beautiful

greenery garden, big assembly hall for prayer for students & teachers, well constructed meditation & evening prayer hall, teachers training centre, botanical garden etc. have increased the beauties of the school.

Student Enrolment

Class I- , Class II- , Class III , Class VI- , Class V - , Class VI- ; Class VII- ; Class VIII- ; Class IX- ; Class X-; Total- (Upto year 2017) Teachers and other functionaries of the School There are 45 teachers including Pradhan acharya, 03 administrative staff, 01 pharmacist, 04 number of Sevak,; 08 workers for cleaning in hostel, garden, etc.

School Environment

The school is having 10 acres of land as the campus. The school infrastructure has been created in about 04 acres of land with pucca boundary wall and big Iron Gate. The 'U' shaped school building looks very beautiful. There are 20 classrooms with well sitting arrangement (Desk & bench) with place for keeping school bags. Each classroom is suitable for minimum 50 students to be seated. The classroom is provided with blackboards. The library is well arranged with good number of books, different magazines for both the students and teachers. The library is a suitable for the teachers to update their knowledge and helpful for the students. The science laboratory is quite good and also in the computer laboratory all the computers are in working condition, where the students learn about use of computer.

Classrooms	: 20 nos.
Bore well (Electric Motor fitted)	: 03 nos.
Play ground	: 1.50 acre.
Kitchen Garden	: 0.5 acre.
Office room	: 02 no.
Toilets in Schools	: 05 nos.
Safe Drinking Water	: 05 Aqua guard facility
Teachers Training Centre	: 01 no with accommodation facility
Health centre	: under construction
Staff quarter	: under construction

Guest house : under construction

Sports Materials and Others

Sports materials like Volley ball, foot ball, carom, cricket, badminton, ring ball, chess etc are available in the school. The musical instruments such as harmonium, flute, tabla, dholak, ginni are available in the school. Mainly the musical instruments are played during the evening prayer in the assembly hall daily. Other infrastructures like notice board, display board, wall clock, school bell, news paper, magazines are available in the school.

Classroom Environment

The classrooms were observed directly by the investigator with the help of a check list containing different aspects such as room size, space in the room, sitting arrangement for the students, table, chair, black board, and electricity facility with fan, well ventilation having windows, decoration with different images, space for keeping the school bags etc. The room size is very suitable for minimum 50 students to sit in the class. The inside and outside walls of the classroom are well decorated with different images, quotations pertaining to value, ethics. Teaching Learning Process and Classroom Activities. The teaching learning process of the school was observed by the investigator with the help of a Classroom Observation Schedule prepared by her and some photographs were taken during observation. In the schedule there are 12 aspects regarding teacher behaviour as well as pupil behaviour. Such as: Set Induction, Statement of Aim, Explaining, Questioning, Reacting, Stimulus Variation, Use of teaching aids, BB. Works, Classroom Management, Master over the teaching unit or subject, closer, and Evaluation/ home assignment. All the behaviours and activities in the classroom were recorded during the classroom teaching observation. The observation process was done for the period of one week. The classes of all the teaching subjects were observed by the investigator to assess the teaching learning process and student evaluation process of that particular subject. The subjects are: Odia, English, mathematics, Sanskrit, General Science, History, Geography etc.

Process of Student Evaluation The evaluation process of the student's achievement in the school is based on the CCE up to elementary level. The school also follows the same approach in secondary level. Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. It was revealed from the sources (interviews with

the teachers, observation of records/classes) the school conducts two types of assessment i.e., formative and summative assessment. Formative assessment is conducted by the teacher continuously to monitor student progress in a non-threatening and supportive environment. Both the teachers and the students are very much encouraged in this system of evaluation. This helps the teachers to diagnose and provide remedial measures to the students. For this formative assessment, the teachers give assignments (revision of in-side questions and surprise tests) and different projects (e.g., calculation of expenditure on daily needs, water cycle, solar system, about renowned poets in Odia, historical monuments, past emperors, tense forms etc) to the students. The project assignments are given individually and in a group to develop basic understanding, practical skills among the students. It is also organized to develop qualities like leadership, communicating skills, organizing skills which are the important factors for assessment. Life skills, social and emotional skills are developed among the students by organizing different activities in special classes such as ten formula given by WHO on self awareness, development of personality, empathy, cooperation etc. These are assessed on the basis of imaginative questions, generation of new ideas, effective communication, accepting other's view etc. The attitudes and values as respect, courtesy inside and outside the classrooms, helpful behaviour etc are assessed in the school by observation of these behaviours. Health and physical education is also assessed by observing good hand-eye coordination, activities in the play ground, sportsmanship etc. Besides all of the activities, the progress reports, parent teacher meetings are organized for getting feedback from both ends for the holistic development of the students.

Teacher-Pupil Relationship

It was revealed from the sources (interviews, observation and FGD) about the pupil-teacher relationship in the school. It is just like the father and the son. It is very cordial. Every care is taken by the teachers and other assigned members for the holistic development of the students. Emotional, social maturity is developed with the creation of the homely environment. Every teacher seems to be very cautious about the health of each and every student. Teachers enquire about the personal problems about the students. With this environment the student feels the teachers as their friends with whom they can share their problems. The teachers are really the friends, guides and the philosophers. The students see the teachers as the God. They

encourage the students to utilize properly the study hours and the play hours as per their importance.

Organization of Curricular Activities

The findings related to organization of curricular activities as revealed from the analysis of the data are presented below: **Sports Games and Physical Activities** The sports, games and physical activities include Badminton, Baseball, Basketball, Football, High Jump, long jump, discus throw, running, cycling, volleyball, Wheel Ball with one iron stick (low weight), Tick wood for malkhamb practice, kabadi, Kho-Kho etc. are played by the students under the guidance of the experienced physical education teacher. Besides, the indoor games such as card game, luddu, chess, carom mathematical games etc are organised. The teacher seemed to be very active in game period and also the students actively participated in this period, because they are free to choose any one game.

Yoga and Meditation

The students practice yoga, pranayams, sakra, drills in the morning for concentration in mind. As the science of Yoga was evolved in India in ancient times. It is now being adopted all over the world. Practice of Yoga is the best way for physical, psychological, intellectual and spiritual development of the students. This has been proved both scientifically and by personal experience. All students seat straight and close their eyes for meditation. All teachers and students are actively involved in this process. The meditation is not compulsory for all but the students are doing perfectly and some students are blinking their eyes and open again and again.

Moral and Spiritual Education

For development of moral and spiritual values and to make the life of the students in the school disciplined, different prayers are organized and all the students, teachers participate in the process. They worship the images / photographs of goddess Saraswati, Sri Guriji (the founder), the Bharat Mata in the assembly hall of the school. Vidya Bharati has accordingly developed the syllabus for inculcating moral and patriotic values and to foster proper spiritual outlook. It forms the foundation of the

entire educational process. The primary aim of Vidya Bharati is to build the character and outlook of the children in accordance with Bharatiya Sanskrit, Dharma and ideal. Literary Competition The literary competition such as Essay, Debate (Sishu Sabha), Quiz, Vedic Mathematics (Vaidika Ganita), general knowledge, and other creative writings in English, Sanskrit, Odia are organized in the school for the students of different classes separately and also in group. Spoken English classes are also organized for the students. This creates a competitive mind academically among the students. This will enable the students to face different competitive examinations in future and make them more creative in literary activities.

NCC and Ghosh

School is having its NCC wing. The students participate in the NCC and prepare them for serving the nation. This creates a patriotic feeling among the students who participate and others learn about the patriotic values out of NCC programme. Besides, there is Ghosh wing meant for parade. During the celebration of Independence Day and Republic Day, the Ghosh team performs its activities by playing Woodwind and brass instruments.

School Community Relationship

As revealed from the parents, teachers and FGD held with students, the school maintains school-community relationships. The parents are invited during different occasions such as parent teacher meeting, annual function and any other special function. The students are encouraged to perform the cleanliness, awareness programmes in the nearby villages.

Recreational Activities

It is revealed from the data collected from different sources that the school organizes study tours every year class wise and picnic also arranged for the students. Drama, Dance programmes are performed in the annual function of the school. The students practice the same before the schedule date of the annual function. The students with creativity in dance, music, acting etc. are encouraged for development of the innate potentials of the students.

Outcomes of the FGDs with Students

The focus group discussions with the students were conducted by the investigator in the school premises with prior permission from the Pradhan Acharya of the school. The investigator had twelve number of focus group discussions with the students along the guidelines prepared for the purpose at the end of the school hour at about 4.30 pm. This process was continued for a period of one week. The students were invited to the assembly hall for the meeting as the hall was a suitable place for discussion. The students were very interested and encouraged for taking part in the discussion.

The outcomes of the FGD are as following:

- Majority the students are satisfied with the school environment available in the campus such as : classrooms are sufficient with good sitting arrangement, good library with plenty of books, drinking water facility, toilets facility.
- Computer laboratory needs to be developed with more number of computers with internet connectivity with broadband.
- Playground needs to have a boundary wall as it is adjacent to the college and village road.
- Classrooms are good of good condition, but black boards are of good looking. Preferably white boards need to be installed.
- Students are very satisfied with teaching process of the teachers. All the classes are very interesting and easy to understand the information provided by the teachers.
- The students are satisfied with the process of evaluation in all aspects of learning, home assignment, remedial classes as they are able to clear their doubts.
- The curricular activities such as sports, games, yoga, etc and scope for creative literary activities such as debate, essay, quiz etc are satisfactory. These activities help them for better learning.
- Majority of students have aspirations to be teachers, doctors, engineers and defence personnel officers to serve the nation in future life.

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PROJECT ON: "A Case Study of Saraswati Seshu
vidya mandir, pattamundai of Kendrapara district - 2

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SESSION-2020-21
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