



# ENHANCING QUALITY EDUCATION THROUGH LRP AT ELEMENTARY LEVEL: A STRATEGIC APPROACH

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## ABSTRACT:

The aim of the study is to find out the effectiveness of Learning Recovery Programme for enhancement of quality Elementary Education. The sample consisted of 100 no. of Class-V students. The data were collected using different tools from different sources. Pre test, post test single group designed was followed for the study. Statistical measures i.e. percentage, Means, SD, and t-test were used to analyze and interpret the data. The use of learning recovery materials for the student Class-V in all Govt. and Govt. Aided School are very effective to minimize the learning gap of the student. The result shows that use of Learning Recovery practice in teaching learning process create tremendous interest among students and boost their confidence level to achieve grade appropriate competencies and make the learning effective and interactive.

## KEY WORDS:

**Learning Recovery Programme, Enhance, Quality, Strategy, Learning Outcome**

## ❖ INTRODUCTION:

The beginning of year 2020 started with the chirm of the COVID-19 pandemic worldwide. The sight of this new pandemic created an atmosphere of fear and uncertainty among the masses. This was followed by nationwide lockdowns, closure of schools, and migration of daily labourers. Since the situation was exceptional, it took some time to ensure appropriate measures and protocol to ensure that system works with minimal disruption. Although, all age groups people have been adversely affected by this pandemic situation, the extended school closures considerably interrupted the learning process as schools were, naturally, not immediately ready or equipped to handle this situation. However, with every challenge comes an opportunity- the adverse condition could be rapidly assessed and

subsequently, a multi-pronged and comprehensive approach could be adopted which included expansion of digital education in addition to methods to ensure continuum of learning where access to digital device is an issue. The effect of pandemic on education sector in terms of dropout and out-of-school children is required to be analyzed in detail. As per Unified District Information on School Education Plus (UDISE+) 2019-20, there is a reduction in dropout rate at elementary level however, annual average dropout rate at the secondary level as depicted has remained higher as compared to the elementary level. However, the above data of UDISE+ did not depict the impact of the pandemic as it is for 2019-20. But, on hindsight, it is also true that the pandemic has had a significant impact on the education system affecting the lakhs of schools and colleges across the country. This has been corroborated by the findings of various non-government surveys such as Annual Status of Education Report (ASER) which also finds mention in the Economic Survey (2021-22). The ASER 2021 while assessing the impact during pandemic for the education sector in rural areas, have found mixed results. As per ASER report despite the pandemic, enrolment in age group of 15-16 years continued to improve as number of non-enrolled children in this age group declined from 12.1 percent in 2018 to 6.6 percent in 2021. On the other hand, children in the age group of 6-14 years who were not currently enrolled in schools' increased from 2.5 percent in 2018 to 4.6 percent in 2021. Hence, the enrolment decline was relatively large among the younger age group (7-14 years), decline of enrolment for younger boys was higher than girls. In the wake of the unprecedented pandemic, it had, therefore, become imperative to ensure continuous support of learning to the students with and without access to digital devices. Although, the long-term strategy to bring back each child to school has already been defined in National Education Policy 2020 which aims for 100 percent GER by 2030 from pre-primary to Senior Secondary grades Towards this end, importance of the role of parents, community, and local bodies was further reaffirmed as the key to ensuring no learning loss and in order to mitigate any adverse impact on future learning.

### ❖ **LEARNING RECOVERY PROGRAMME (LRP): AN OVERVIEW**

The Department of School & Mass Education, Govt. of Odisha has implement Learning Recovery Programme (LRP) for the students from Class-III to Class-IX in all Govt. & Govt. aided Schools across the state. The objective of the programme is to minimize the impact of learning loss of the students occurred during COVID-19 Pandemic period. The duration of the programme was of 3 months duration, Two agencies namely, Odisha Knowledge Corporation Ltd. (OKCL) & Subhadra Charitable Trust hence implemented the programme in 15 districts. Subhadra Charitable Trust has implemented the programme in Bhadrak district. The programme was for students from Class-III to IX of all Govt. & Govt. Aided Schools. The objective is to minimize the impact of Learning Loss of the students occurred

during COVID-19 Pandemic and to boost the confidence level of the students to achieve grade appropriate competency.

This programme has taken the steps to improve the competencies in particular Class & Subject i.e. Class-III: Odia, Math. & EVS, Class- IV-IX: Math., Science & English.

The programme was conducted during normal School hour for 2 periods. The first 2 periods of the normal time table for each class (Class-III to Class-IX) will be devoted for implementation of Learning Recovery Programme. After that, other classes as per the time table of the concerned class will be taken by the teacher Work books for the students have been developed on the basis of Learning Outcome of the previous two classes. For example, in Work book of Class-III. Learning Outcome of Class-I & II has been addressed in order to recover the learning loss of the students in previous two classes Students will do the workbook on the basis of previous knowledge.

Baseline test was conducted just before the implementation of the programme i.e. from Dt. 28.09.2022 to 30.09.2022 followed by Mid-Term Assessment (after 25 days of implementation of the programme) & End line Assessment (after 25 days of Mid-Term Assessment.)

#### ❖ **RATIONALE OF THE STUDY:**

Without doubt many efforts are being made to address the learning gap produced due to the impact of the COVID-19 pandemic on the school education system. Towards this end, all stakeholders have been consistently addressing the challenges thrown in by this adverse situation and have been effectively trying to ensure the continued of learning through the multivariate initiatives adopted. Through the journey towards learning recovery of learners from Class-III to IX is a good initiatives for the state of Odisha. Hence there is a need to know the effectiveness of LRP on minimize the learning loss of the students occurred during COVID-19 pandemic. This type of research study will certainly helpful to the teachers, parents, community members, researchers, planners and educational administrator for better planning and implementation of bearing Recovery programme.

## ❖ OBJECTIVES OF THE STUDY:

The objectives of the study are:

- i. To evaluate the implementation process of the Learning Recovery Programme.
- ii. To find out the effect of initiatives of LRP on enhancement of learning of learners.

## ❖ RESEARCH QUESTIONS:

- Do the learning recovery programme implement effectively?
- Has the LRP Programme positive impact on development of learning of learners of Class-VI?

## ❖ SCOPE AND DELIMITATION OF THE STUDY:

Owing to constraint of time and resource the research study was delimited to the following aspects.

- Bhadrak district of Odisha.
- One block included i.e. Sadara Block
- Class-VI students
- Learning Recovery Programme (LRP)
- 10 schools from different corner of Bhadrak block.
- Purposive random sampling procedure was adopted

## ❖ METHODOLOGY:

Experimental method was adopted for the study.

## ❖ SAMPLE AND SAMPLING TECHNIQUE USED:

- Bhadrak district
- Out of 7 blocks one block i.e. Bhadrak Sadar block was taken.
- Ten primary schools were chosen from different corner of the block.
- The research study also included 10 H.Ms, 10 teachers, 100 students, 10 parents & 5 CRCCs.
- Random sampling procedure used

## ❖ TOOLS USED:

- Questionnaire for teachers to assess the implementation process of LRP at school level.
- Interview Schedule for CRCCs to know the status of LRP in relation to learners point view.
- Classroom Observation Schedule to observe the classroom transaction.
- Pre-test / Post-test

### ❖ PROCEDURE OF DATA COLLECTION:

- The phase-1 refers to process information was collected from teachers through structured questionnaire on school level implementation of LRP learning activities.
- The Phase-II information was collected relating to status of LRP with regard to effect of LRP programme.
- The Phase-III data and information was collected relating to use of LRP practice work book in stipulated time.
- The Phase-IV the data of post test result was collected to know the effectiveness of LRP.

### ❖ DATA ANALYSIS:

The collected data was compiled tabulated and analyzed keeping in view of the objectives spell out. The statistical techniques like percentage, mean analysis and 't' test has used for analysis and interpretation of the data.

### ❖ ANALYSIS AND INTERPRETATION OF DATA:

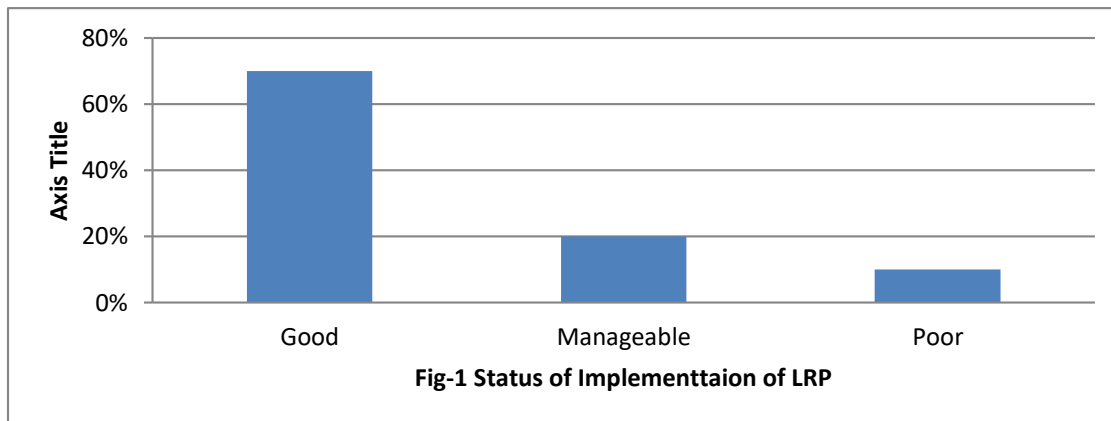
**Table-1**

**Implementation Status of LRP Programme**

Sl. No.	Various Interventions	Good	Manageable	Poor	Total
1	Baseline test / midterm assessment in each elementary school.	80.00	20.00	....	100.00
2	LRP conducted during normal school hour for 2 periods	80.00	20.00	....	100.00
3	Workbook used to improve learning outcome	70.00	20.00	10.00	100.00
4	2 days LRP orientation programme imparted for teachers	60.00	30.00	10.00	100.00
5	Awareness programme for parents regarding LRP	70.00	20.00	10.00	100.00
6	Regular monitoring by district, block, cluster level team	90.00	10.00	....	100.00
7	Effective use of TLM materials	80.00	20.00	....	100.00
8	Mainstreaming of students	70.00	20.00	10.00	100.00

(Figure in the bracket indicates percentage)

Table-1 states the implementation status of Learning Recovery Programme which shows that about 70% of interventions status were good. Thus initiatives and interventions of Learning Recovery Programme were implemented in systematic and proper manner.



**Table-2**  
**Cause of success of the LRP**

Sl. No.	Causes	No. of respondents (35 Nos.)	Percentage of response
1	Systematic planning and TLM preparation for LRP	32	91.43%
2	Effective training to teachers for proper use of workbook	28	80.00%
3	Active role of teachers and parents	33	94.29%
4	Learning outcome based LRP practice book	31	88.57%
5	Regular monitoring and academic support to teachers	30	85.71%
6	Implementation according to the guideline	29	82.86%
7	Child centered, resource based, experience centered, application based learning recovery programme.	28	80.00%
8	Providing teacher guidebook for smooth management of LRP programme.	27	77.14%

Table-2 says regarding causes of success of Learning Recovery Programme. It indicates that more than 80% of respondents opined that LRP were implemented timely and systematically. Thus systematic planning, effective training programme, active role of teachers, regular monitoring, child centered learning activities and reference materials were major reasons for success of the LRP programme.

**Table-3**  
**Effect of Learning Recovery Programme on Quality Elementary Education**

Sl. No.	Items	No. of respondents (Total=35)	Percentage of response
1	Increase regular attendance of students	31	88.57%
2	Improve active participation of students in learning activities	32	91.43%
3	Achievement of learning outcomes among learners	33	94.29%
4	Active participation, learning activity and group activity during teaching learning process	33	94.29%
5	Development of self reliance of students	34	97.14%
6	Motivate teachers and students for learning activities	33	94.29%
7	Helping students and Teachers for academic activities	31	88.57%
8	Bridge the learning gap of the learner	32	91.43%

The analysis of table-3 clearly concludes that more than 91% of stakeholders opined about the effect of LRP on enhancement of quality education.

**Table-4**  
**Effectiveness of LRP on enhancing Learning Competencies**

Test	No. of students	Mean	SD	T value	T value
Pre-test	100	30.35	2.309	12.56	2.63 (Level-0.01)
Post- test	100	36.38	2.295		1.99 (Level-0.05)

Table-4 says regarding the effectiveness of LRP on enhancing learning competencies of the learners. Since the calculated 't' value (23.56) is greater than the table value (2.63) at 0.01 level of significance for  $df = 99$ , hence the difference between the mean score of pre-test and post score is significant. Hence is a positive effect of Learning Recovery Programme on enhancing the achievement of learning.

#### ❖ FINDINGS:

- The mean value of post test score is higher than the pre-test score of LRP related assessment.
- There is a positive impact of learning recovery programme enhancing learning competencies of Class-VI in mathematics.
- There is a positive impact of LRP on enhancing the quality elementary education.
- The learners develop positive attitude towards learning.

**❖ SUGGESTION:**

- Text books of elementary schools should be prepared as per learning outcomes.
- Learning recovery programme should be started from the beginning of academic session.
- Care should be taken to impart LRP training for all teachers.
- More community participation should be encouraged.

**❖ CONCLUSION:**

The analysis of statistical data concludes that there is significant difference between pre-test and post-test score of learning recovery programme of primary school students. It further indicates that there is a significant effect of LRP on enhancing learning competencies of mathematics. It shows that use of learning recovery practice in teaching learning process creates tremendous interest among students and make the learning effective and interactive as it involves the students in academic activities.

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