



EFFECTIVENESS OF ODISHA GOVERNMENT'S LEARNING RECOVERY PROGRAMME.

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ABSTRACT: Education plays a pivotal role in our lives and paves the way to reach our highest potential. It is the medium that gives us the information, knowledge, techniques and skills to know and understand the roles and responsibility towards our family, society and nation but recently the pandemic COVID-19 affected students' education world-wide due to the closure of school. The loss of learning due to the pandemic has affected all children. Especially those who were struggling to learn before school closures and those from disadvantaged communities are likely suffering the greatest learning losses. After the historic disruption of the COVID-19 pandemic, most schools are back open but education is still in recovery assessing the damage done and lessons learned. In order to compensate the lost learning of the last 2 years different governments are taking different steps to recover this loss.

Keywords: remedial learning, recovery, pandemic, supplementary books.

RATIONALE OF THE STUDY:

School closures due to COVID-19 have brought significant disruptions to education. The pandemic has affected more than 1.5 billion students' education world-wide. Though schools are closed, some of students attended their classes through various education programmes like online classrooms, radio and television programs but there are lots of students who didn't own the resources to attend the online classes and suffered a lot. Now the time has come to bring all children safely back to school; ensuring that students receive effective remedial learning and support to recover learning losses and improve overall welfare.

In order to compensate the lost learning of the last 2 years, the Odisha government has started a learning recovery plan (LRP) to help recover the educational losses of the students due to prolonged closure of schools during the Covid-19 pandemic. Most of them could not attend online classes due to various reasons.

The learning recovery plan will help in bringing gap or loss of children. So the State Government of Odisha i.e. The Odisha School Education Programme Authority (OSEPA) has prepared course module, study materials and planning activities for the programme. Students from class III to IX will be covered under the programme. The children will be provided with supplementary books and worksheets, which they will read before getting promoted to the next class. Some of the objectives are listed below:

- To implement a refresher course for the Odia-medium students of Class III – IX in Govt. Schools / Govt. aided schools.
- To minimize the impact of lost learning among the students
- To boost the confidence level of students for mainstreaming in the current academic session.

The children will be provided with supplementary books and worksheets, which they will read before getting promoted to the next class. The LRP will focus on moving the learning abilities of students like mathematics, science and English. The class wise Syllabus of LRP is given below:

- **For the class iii:** Mathematics, Odia, and environmental science.
- **For Class 5th 4th and 6th:** Mathematics, English, and environmental science.
- **For the classes 7th 8th and 9th:** Mathematics, Science, and English.

Three assessments will be conducted in this programme. Before starting the programme, first assessment that is a baseline test will be conducted. After 25 days of programme, second assessment that is a mid-term test will be conducted. On the basis of results of mid-term, a blue print will be prepared for next 25 days and at the end of programme, third assessment that is an end-term test will be conducted to know the students' progress. Followings are the outcome of this programme:

- Bridging the gap of lost learning of previous two classes
- Mainstreaming the students for the current academic session
- Accustom the teachers to bridge courses.
- Bring parity among students in learning

Therefore, the time has come to make a keen observation of this programme. So, the researcher wishes to find out the extent to which the Learning Recovery Programme (LRP) is effective in learning science.

OBJECTIVES: The objectives of the study are as follows:

- To find out students' learning achievement in science before learning recovery programme (i.e., base line test).
- To compare students' learning achievement in science after and before learning recovery programme.

HYPOTHESES: The hypotheses formulated in the light of the above stated objectives are as follows:

1. The learning recovery programme (LRP) in science has a positive effect on the students' learning.
2. The learners of grade-IX will differ significantly in their learning achievement in science as a result of intervention of LRP.

METHOD OF THE STUDY:

- **Method:** The investigator employed descriptive method using survey technique to study the present problem.
- **Population and sample:** The population of the study consists of all students of grade-IX of Bedho high school, Bedho, Ganjam district (Odisha). The sample of the study comprises of 123 students (i.e., boys-67, girls-56, General-5, OBC-80 and SC-38)

DATA COLLECTION: The study aims to explore the effect of LRP in learning science. For this purpose, before and after the LRP scores in science is required. Hence a baseline test in science for the students of grade-IX carrying 20 marks was conducted. The scores of sciences on baseline test for each sample student was collected and tabulated for statistical analysis. Such base line score forms the criterion against which comparison could be made. After a lapse of 50 days of intervention (i.e., completion of LRP) a post test in science carrying 20 marks was administered. Thus, for each sample student a pair of scores was generated.

DATA ANALYSIS: In order to analyse the collected data, t-test was used.

RESULTS: The first objective of the study was to find out sample students' learning achievement in science before the intervention (i.e., learning recovery programme). For the purpose a base line test in science was administered to the sample students (i.e., grade IX) which serves the criterion for comparison. The test consists of 20 objective type questions; each correct answer carries '1' mark, thus the total score is 20. The achievement scores in science were tabulated into frequency distribution and mean and SD are calculated. (cf. Table-1).

Table-1

Mean and SD of sample students for Baseline test in science.

Group	N	Mean	SD
Boys	67	15.28	2.71
Girls	56	15.30	3.04
Boys (Gen.)	03	18.66	1.15
Girls (Gen.)	02	17.5	3.53
Boys (OBC)	47	15.34	2.67
Girls (OBC)	33	15.24	3.09
Boys (SC)	17	14.52	2.62
Girls (SC)	21	15.19	2.99

From Table-1, it is evident that the performance of Boys (Gen) in science in base line test is better than rest of the groups(M=18.66). On the other hand, SC boys showed low performance in science (M=14.52) in Base line test. However, the mean performance in science in Base line test ranges from 72% to 94%.

The second objective of the study was to compare sample students learning achievement in science after and before learning recovery programme (LRP). For this purpose, t-test was used and the results are presented in Table-2.

Table-2

Comparison of learning achievement in science of students before learning recovery programme (BLRP) and after learning recovery programme (ALRP) in science.

Group	LABLRP			LAALRP			
	N	M	SD	N	M	SD	't' value
Boys	67	15.28	2.71	67	17.13	2.12	4.51**
Girls	56	15.30	3.04	56	16.75	2.52	2.84**
Total	123	15.29	2.86	123	17.09	2.29	5.80**
Boys (Gen.)	03	18.66	1.15	03	19.66	0.57	1.36
Girls (Gen.)	02	17.50	3.53	02	18.50	2.12	0.34
Total	05	18.20	2.04	05	19.20	1.30	0.92
Boys (OBC)	47	15.34	2.67	47	17.04	1.94	7.39**
Girls (OBC)	33	15.24	3.09	33	16.96	2.73	2.42*
Total	80	15.30	2.84	80	17.07	2.28	10.68**
Boys (SC)	17	14.52	2.62	17	16.94	2.53	2.75**

Girls (SC)	21	15.19	2.99	21	17.04	2.22	2.28*
Total	38	14.89	2.81	38	17	2.33	3.57**

* $p < .05$ ** $p < .01$

LABLRP: Learning Achievement Before Learning Recovery Programme.

LAALRP: Learning Achievement After Learning Recovery Programme.

Comparative profile of achievement scores in science for the learners of grade-IX (i.e., BLRP and ALRP) are given in Table-2. An examination of data presented in Table-2 indicates that the achievement in science before and after LRP for boys differed significantly ($t=4.51, p < .01$). The achievement in science before and after LRP for girls also differed significantly ($t=2.84, p < .01$). So is the case with the total sample ($t=5.80, p < .01$). On the basis of mean achievement, it can be said that learning recovery programme has positive effect on the students learning. Hence the hypothesis is accepted. However, in case of both general boys and girls such difference was not significant. Hence the hypothesis is rejected.

For the different caste groups the results were quite interesting. Significant difference in achievement in science were noted for OBC boys ($t=7.39, p < .01$), OBC girls ($t=2.42, p < .05$), total ($t=10.68, p < .01$), SC boys ($t=2.75, p < .01$), SC girls ($t=2.28, p < .05$) and total ($t=3.57, p < .01$). Such differences favoured LAALRP. Here the hypothesis is accepted. On the basis of the results, it can be concluded that LRP has a positive effect on sample students' learning in science.

CONCLUDING REMARKS:

The study confirmed that the learning recovery programme in science has a positive effect on the students' learning achievement. Such a programme could be undertaken as a measure to compensate the lapses in learning science. Also, it can be used as a measure to compensate the lapses, if any, in other areas of learning, of course after much empirical evidences. During any pandemic situation such a programme can prove to be an alternative measure to benefit the students.

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