



HIGH SCHOOL TRANSFORMATION PROGRAMME UNDER 5T AT SECONDARY SCHOOLS OF ODISHA

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Abstract:

By viewing the privatization of education in the society, Odisha State Government has decided to launch a unique initiative under 5T for the school education sector. The main challenge is to provide ample opportunities, an ambient environment for learning and motivation to the students. 5T refers to Transparency, Technology, Teamwork, Time and Transformation. To examine the implementation of the programme, the researcher selected 50 5T schools from 5 blocks (10 schools from each block) of Cuttack district as sample. Simple percentage was used for collection of data. The findings of the study revealed that about 30(60%) schools have converted their existing ICT lab into an e-library where as in 20(40%) schools other rooms have been converted into e-library. 30 (60%) schools possess cataloguing of e-books and documents. About 10(20%) schools do not have bouquets or mugs inside the toilet. About 36(72%) schools do not have the facilities for students for using liquids hand wash.

Keywords: Transformation, Transparency, Initiative, Opportunity

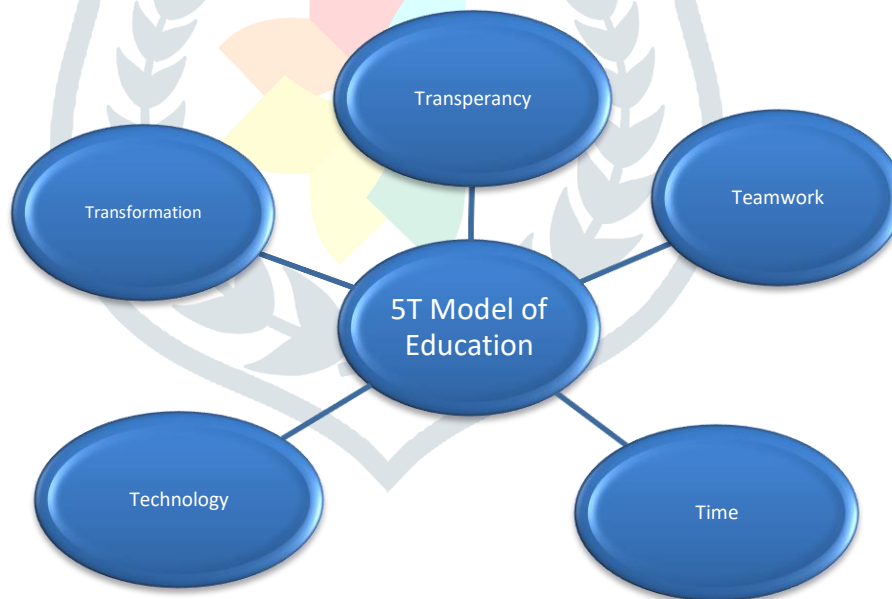
Background of the Study:

Education is the process of acquiring knowledge. It improves knowledge, builds personality, attitude as well as developing skills. Due to privatization of education, our education system has been developing day by day by different ways such as accessible education, improved infrastructural facility, advanced technology, good water and sanitary facility, smart classroom with internet connection, e-library as well as e-laboratory etc. So to enhance government schools, the Odisha State Government has launched a unique initiative under 5T called as 5T High School Transformation Programme. The 5T teaching and learning model is a relatively recent innovation in education introduced in Odisha. 5T includes Teamwork, Technology, Transparency, Transformation and Time. The main vision of 5T is to achieve academic excellence, providing quality education, effective administration,

management and capacity building of students as well as teacher through the implementation of these 5T in the field of school.

To ensure better service delivery to public in education sector the Chief Minister of Odisha, Sri. Naveen Patnaik approved 5T action plan and inaugurated as 327 schools in 6 districts in first phase of transformation under 5T initiatives. The government has taken up the transformation of schools, colleges, tourist places as part of the government's efforts to build a prosperous Odisha. Schools play an important role in deciding the future of the nation. Education shows the way for society to develop and progress. Hence, the government emphasizes transformations of schools and other institutions. Odisha has a total of 67,961 govt. or govt, aided schools, 8679 of which are high schools with 1.07 million students. The 5T scheme was aimed at changing the way classroom teaching is conducted and taking it away from the traditional methods of chalk-and –board. The Chief Minister wanted smart classrooms for classes 9 and 10 in each school, e-laboratory, e-library, adequate drinking water facilities, electricity and games and sports facilities in the targeted schools.

Components of 5T model of Education:



The growing popularity of e-learning kits and increasing no. of online knowledge seekers in educational institutions and other scientific organizations have presented many challenges and difficulties for educators.

Mainly 5T high school transformation programme focuses on many aspects. These are as follows.

Infrastructure: It plays an important role to create a positive learning enrichment. Recently the Govt. of Odisha is focusing on the following factors to improve the infrastructure of secondary schools.

School Ambiance: School Ambiance has a vital role for developing the performance of students. Good enrichment is very much necessary to achieve success in the academic performance of school. To create such type of atmosphere, the govt. is focusing on the beautification of the school campus, school boundary wall, electrification etc. under 5T transformation programme.

Classroom Interiors: To enhance effective learning environment, the govt. of Odisha is providing well decorated classroom with proper ventilation with sliding window, tiled floors, compact desk bench with good quality, display board, colored wall and ceiling along with electricity with inverter connection which create positive impact on students.

Water, Sanitation and Personal hygiene: Water, sanitation and personal hygiene are very much required in secondary schools. Now, the Govt. of Odisha is taking steps to ensure the drinking water facility and installed aquaguard in every school.

Smart Classroom: Smart Classroom enhances the teaching and learning process for both the teachers as well as students by inculcating audios, images, videos, animations, multimedia etc. In order to strengthen secondary schools, Odisha Government is providing at least two smart classrooms, new construction and renovation of existing rooms, equipments like computers, keyboards, projectors, screens, TVs, internet connection and audio system under school transformation programme.

E-Library: E library includes books, articles, journals, multimedia materials and other types of contents. E-library provides resources to the students which can help to acquire outside the book knowledge. So Odisha government has decided to renovate the computer laboratories, providing e-library with multiple desktops, cataloging of e-books as well as seating arrangement. There is rule to appoint a designated teacher to keep an eye on day to day need of the students.

Mathematics & Science Laboratory: In order to enhance the student's analytic skills, reasoning and problem solving, promote the govt. of Odisha is providing a well equipped laboratory with latest science equipments for Class IX and X students as well as water and gas connections for laboratories which will develop the interests of students in scientific learning and research.

Rationale of the Study:

5T high schools transformation programme is an important support for implementation of meaningful education successfully. The main aim is to enhance the teacher's skills, to develop positive attitude towards the parents and communities etc. The basic need is also to know about the proper implementation of the programme in schools. In this context, this paper highlights the availability of the facilities provided by the government is reaching to the students or not. The researcher tries to examine the impact of such transformation at school level.

Literature Review:

A few researches were carried out by different scholars understanding the facilities carried out for the implementation of 5T under high school transformation programmes. Mishra & Panda conducted a study on 5T High School Transformation Programme at Secondary Level and found that e-library intervention has fulfilled the need for a laboratory. Also Enhancement of skill of teacher intervention also fulfilled the need of upgrading skills of teachers but due to lack resources, proper use of e-content has not done. Prusty (2023) conducted a study on High School Transformation under 5T in Odisha and the findings of the study revealed that almost all the respondents reported that the school infrastructure has been changed after installation of e-library. Most of the schools gave importance of activities related to sports. Almost all the (100%) students stated that science and mathematics laboratories have been developed after implementation of 5T.

Operational Definition:

5T High School Transformation: It refers to the high school transformation programme under Govt. of Odisha. 5T includes Teamwork, Technology, Transparency, Transformation and Time.

Secondary Level: Secondary Level refers to the 5T secondary schools of Cuttack Sadar, Kantapara, Salipur and Nischintakoili Block of Cuttack District.

Objectives of the Study:

1. To study the high school transformation programme under 5T at Secondary Level with reference to smart classroom.
2. To study the high school transformation programme under 5T at secondary level with reference to improved infrastructure.
3. To study the high school transformation programme under 5T at secondary level with reference to e-laboratory and e-library.
4. To study the high school transformation programme under 5T at secondary level with reference to co-curricular activities.
5. To study the high school transformation programme under 5T at secondary level with reference to sanitation.
6. To study the high school transformation programme under 5T at secondary level with reference to skilled teachers.

Methodology of Study:

Descriptive Survey Method has been used in the present study. Simple Random Sampling has been used for conducting the present study. All 5T secondary schools of Cuttack District constituted the population of the study. Total 50 5T schools have been constituted the population of the study. 10 schools each from Cuttack Sadar Block, Cuttack Municipality Corporation, Kantapara, Nischintakoili and Salipur Block accordingly. Self-made Observation Schedule was used for collection of data. Simple Percentage and narration techniques are used for the present

study. The following Study covered the smart classroom, e-laboratory and e-library, sanitation and sports facilities as well as enhancement of skilled teachers.

The Results:

In the present study, to know the high school transformation programme under 5t at secondary schools, the investigators has used simple percentage.

Table 1: Smart Classroom

Sl. No.	Activities on Smart Classroom	No. of Schools available	Percentage of Availability	No. of Schools not available	Percentage of unavailability
1	Availability of two smart classrooms	50	100%	00	0%
2	Equipements like computers, keyboard, projectors, screens and TVs in school	50	100%	00	0%
3	Availability of interent connection in school	40	80%	10	20%
4	Audio system available in school	50	100%	00	0%

Table 1 reveals that every school contains at least two smart class room. Again, every school possesses adequate number of computer, keyboard, projectors, screens and TV. Total 96% of schools contain internet connection. Broadband connection facility has provided to all the rural areas. But since network problem is there. Every school posses audio system. Smart classroom intervention of 5T transformation of Govt. of Odisha has fulfilled all the need of a smart classroom. All the teachers have taken training to use the smart board properly.

Table 2: E-Library:

Sl. No.	Activities on E-Library	No. of Schools Available	Percentage of Availability	No. of Schools not available	Percentage of unavailability
1	The existing IT Lab can be converted to an e-library	30	60%	20	40%
2	Existing computers available in ICT lab to be used for e-library/ A terminal with multiple desktops	50	100%	00	0%
3	Cataloguing of e-books and documents	30	60%	20	40%
4	Internet connection in e-library	40	80%	10	20%
5	Seating Arrangement	50	100%	00	0%
6	A designated teachers to keep an eye on day to day needs	50	100%	00	0%

Table 2 reveals that about 30(60%) of schools have converted their existing ICT Lab into an e-library, but in 20 (40%) schools, new rooms have converted into the e-library. Again, it was found that in almost all schools, existing

computers available in ICT lab to be used for e-library. Likewise, in 30 (60%) of schools, cataloging of e-books and documents are available, but in 20 (40%) of schools, it was not available. In 40 (80%) of schools, permanent internet connection is not available. But in these schools, temporary internet connection is available. In all the 50 (100%) of schools, seating arrangement is available for maximum 30 to 35 students in more than half of the schools. Moreover, in all the 50 (100%) of schools, a designated teacher is in charge of the e-library to keep an eye on day to day needs.

Table 3: Mathematics and Science Laboratory

Sl. No.	Mathematics and Science Laboratory	No. of Schools available	Percentage of availability	No. of Schools not available	Percentage of unavailability
1	Renovation of the existing science laboratory	50	100%	00	0%
2	Availability of latest science equipment for class 9 th and 10 th students	50	100%	00	0%
3	Water and gas connections for laboratories	50	100%	00	0%
4	Furnishing of the laboratory with ample space	50	100%	00	0%

The above table shows that in all the 50 (100%) of schools renovation of the existing science laboratory has been completed. Likewise, in all the 50 (100%) schools, latest science equipments for Class IX and X students are available. Again, in all the 50(100%) schools, water and gas connection are available for laboratories. Moreover, it has been found that in all the 50 (100%) schools, the science laboratory has been furnished with sufficient space.

Table 4: Sports and Physical Wellbeing of Students

Sl. No.	Sports and Physical Welbeing for Students	No. of Schools available	Percentage of Availability	No. of Schools not available	Percentage of unavailability
1	Repairing of existing sports infrastructure	50	100%	00	0%
2	Sports room to have equipments for indoor and outdoor games	50	100%	00	0%
3	Organisation of Sports events	50	100%	00	0%
4	Motivation of students to take part in block/district/state/national level competitions	50	100%	00	0%
5	Practising yoga, exercises and play sports	50	100%	00	0%

The table 4 shows that in all the 50(100%) schools, all the sports infrastructures have been repaired. Again, in all the 50(100%) schools, sports rooms have been equipped for indoor and outdoor games. Likewise, sports events have been organized in all the 50(100%) of schools, students are always motivated to take parts in different block level, district level, state level and national level sports competitions. Moreover, in all the 50(100%) schools, the students are practicing yoga and exercises as well as play sports.

Table 5: Enhancement of Skilled Teachers

Sl. No.	Enhancement of Skilled Teachers	No. of Schools available	Percentage of availability	No. of schools not available	Percentage of unavailability
1	Training of mathematics teacher	50	100%	00	0%
2	Training of Science Teachers	50	100%	00	0%
3	Training of English Teachers	50	100%	00	0%
4	Programmes/Workshops to develop e-content	00	00%	50	100%
5	Upgrading skills of teachers for managing the IT enabled smart classroom and e-library	50	100%	00	0%
6	Refresher courses organized for the teachers regarding new techniques and strategies	50	100%	00	0%
7	Professional Development Programmes for all teachers (in offline/online mode)	50	100%	0	0%
8	Open Online Course for teachers	50	100%	0	0%

The Table 5 reveals that every school has attended the professional development programmes for all the teachers. Likewise, all the 50(100%) schools have attended the upgrading skills of teachers for managing the IT enabled smart classroom and e-library. Also, in all the 50 (100%) schools, refresher courses are organized for the teachers regarding new techniques and strategies. Moreover, from the above table, it is confirmed that in all the 50(100%) schools, 5T training has been completed for mathematics, science and English teachers. Further, no workshops have been done yet to develop the e-content. Also, in all the 50(100%) schools, online courses for teachers have also been done.

Table 6: Water and Sanitary

Sl. No.	Water and Sanitary Activities	No. of Schools available	Percentage of availability	No. of schools not available	Percentage of unavailability
1	Availability and Drinking Water Facility	50	100%	00	0%
2	Hand washing basin with multi-tap facility	46	92%	04	08%
3	Adequate toilets with running water facility	50	100%	00	0%
4	Accessories like: bouquets	40	80%	10	20%
	Mugs	40	80%	10	20%
	Liquid Handwash	14	28%	36	72%
	Sanitary Pads	50	100%	00	0%
5	Napkin incinerators	50	100%	00	0%

The Table 6 shows that all 5T school has the availability of drinking water facility. Similarly, about 84% (42) of schools have the facility of hand washing basin with multi tap facility. Likewise, all schools have the facility of adequate toilets with running water facility. In all the schools, students are using the accessories like bouquets, mugs, liquid hand wash, sanitary pads etc. It was found from the table that 20% of schools still do not have bouquets and mugs. More than 70% of the schools do not have the facility for students for using liquid hand wash. All the schools provide sanitary pads to the girl students. Again, all the schools have the facilities of napkin incinerators. But 20 % of schools have not yet used the napkin incinerator up to now.

Findings of the Study:

- It was revealed that all the 50(100%) schools have the equipments like computers, keyboard, projectors, screens etc.
- Majority of Schools (80%) have the availability of internet connection.
- Audio System is available in all the 50(100%) schools.
- It was found that about 30(60%) schools have converted their existing ICT lab into an e-library where as in 40% schools other rooms have been converted into e-library.
- Likewise, all the 50(100%) schools have the existing computers available in ICT lab to be used for e-library with multiple desktops.
- Again, 30(60%) schools posses cataloguing of e-books and documents.
- Similarly, about 40(80%) of schools have internet connection in e-library.
- Moreover, in all the 50(100%) schools, seating arrangement is available in e-library.
- In all the 50(100%) schools, designated teachers are there to keep an eye on day to day needs.
- It was found that all the 50(100%) schools have converted the existing room into science laboratory.
- All the 50(100%) schools possess the availability of latest science equipment for class 9th and 10th students.

- Again, in all the 50(100%) schools, water and gas connections are available for laboratories.
- Likewise, in all the 50(100%) schools, the science laboratory has been furnished with sufficient space.
- It was revealed that all the 50(100%) schools have repaired the existing sports infrastructure.
- Likewise, all the 50(100%) schools have the equipment for indoor and outdoor games.
- Moreover, sports events have been organized in all the 50(100%) schools.
- Again, in all the 50(100%) schools, students are motivated to take part in different block level, district level, state level and national level sports competitions.
- Further, in all the 50(100%) schools, the students are practicing yoga and exercises as well as play games and sports.
- It was found that all the 50(100%) schools have attended the professional development programmes for all the teachers.
- Likewise, all the 50(100%) schools have attended the upgrading skills of teachers for managing the IT enabled smart classroom and e-library.
- Further, in all the 50(100%) schools, refresher courses have been organized for the teachers regarding new techniques and strategies.
- Moreover, in all the 50(100%) schools, 5T training has been completed for mathematics, science and English teachers.
- Further, no workshops have been done yet to develop the e-content.
- Also, in all the 50(100%) schools online courses for teachers have been done.
- It was revealed that all the 50(100%) 5T schools have the availability of drinking water facility.
- Similarly, about 46(92%) schools have the facility of hand washing basin with multi-tap facility.
- Likewise, all the 50(100%) schools have the facility of adequate toilets with running water facility.
- It was found that about 10(20%) schools do not have bouquets or mugs inside the toilet.
- About 36(72%) schools do not have the facilities for students for using liquids hand wash.
- Further, all the 50(100%) schools provide sanitary pads to the girl students.
- Moreover, all the 50(100%) schools have the facilities of napkins incinerators.

Educational Implications:

1. The efforts should be taken for the maintenance of the govt. assets i.e. smart classroom, e-library, science laboratory, drinking water facility etc. inside the school.
2. Government needs to focus more on recruitment of teachers and their continuous training.
3. Special computer teachers should be appointed to teach computers to the students.
4. In some of the schools, capacity of e-library as well as computer room is only upto 30 students. But in schools, where more than 50 students are studying in Class IX and Class X, students are facing problem to

do the same class. Therefore, some required measures should be taken to increase the capacity of the students.

5. There should be utilization of sports instruments by the students by the students and the PET teachers should teach all the games and sports to the students.

Conclusion:

The high school transformation programme under the Govt. of Odisha's 5T initiative is very innovative as well as a welcome step in accelerating the growth, development and to achieve the academic excellence in education which targets to encourage the involvement of elected local bodies, SMC/SMDC and alumni education in most countries. It is also an excellent programme for capacity building of both teachers and students. It is an excellent as well as an innovative model for building skills and boosting confidence, giving emphasis on developing creativity, competencies and constructive thinking of teachers as well as learners. With the background to check the 5T high schools transformation programme at secondary level of Cuttack Sadar, Kantapara, Salipur and Nischintakoili block of Cuttack District are made as samples for successful implementation of the programme.

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