

# SEVENTH MEETING OF RESEARCH & EVALUATION COORDINATORS

## SARVA SHIKSHA ABHIYAN



December 3 & 4, 2010

Venue: Swosti Premium, Bhubaneswar, Odisha

*Research, Evaluation and Studies Unit  
Technical Support Group for Sarva Shiksha Abhiyaan*



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# SECTION –I

## INTRODUCTION

### 1.1 Preamble

The 7<sup>th</sup> meeting-cum-workshop of Research and Evaluation Coordinators of various states was held on 3<sup>rd</sup> and 4<sup>th</sup> December, 2010 at Bhubaneswar in Odisha. The meeting was organized by the Research, Evaluation & Studies Unit (RESU) of Ed.CIL's Technical Support Group for SSA on behalf of the Department of Elementary Education & Literacy, Union Ministry at Human Resource Development of Government of India, in collaboration with Orissa Primary Education Programme Authority (OPEPA). Venue of the meeting was *Swosti Premium, Bhubaneswar*. The main objective of the meeting was to review the research studies conducted or completed during 2010-11 and to share information on dissemination and use of the studies in planning and implementation of SSA.

### 1.2 Participants

Thirty-one participants from 19 states attended the meeting. Among the resource persons were Prof. K C Panda, Retired Principal, RIE, Bhubaneswar and four consultants from RESU, Ed.CIL's Technical Support Group for SSA. The list of participants and resource persons is given in Appendix II.

### 1.3 Inaugural Session :

The inaugural session was presided over by Prof. KC Panda. He pointed out that research in elementary education has made significant progress in the country during the last two decades with concerted and conscious efforts made in this direction by various agencies at national and state level as a result of the support provided by DPEP and SSA. He also pointed out that small scale qualitative researches contribute significantly in certain areas and hence these need to be encouraged. Prof. ABL Srivastava while welcoming the participants underlined the importance of this meeting in the context of the implementation of the RTE Act (2010). This meeting is held annually to review the national and state level R & E activities and serves as a platform for exchange of information about research studies completed in the previous year, studies in progress and studies proposed to be conducted in the current year. It may be noted that both national and state level studies under SSA focus on issues important for planning purpose. Prof. Srivastava also pointed out that national level studies are planned independently and are conducted simultaneously in a number of states. Generally, their purpose is to assess the progress made in achieving the goals of SSA as a result of different interventions under SSA. Generally, a common methodology and tools are used for such studies.

### 1.4 Presentation of findings of national level studies:

After the inaugural session, a presentation on national level research studies (both completed and proposed) was made by Prof. Srivastava. He presented the findings of

recently completed national level research studies and also informed the participants of the proposed new studies to be undertaken at the national level in 2011-12.

It was followed by a presentation by Dr. Neeru Bala (TSG, Ed.CIL) on 'Teaching English at the Primary Level', conducted by NCERT. The study was conducted in six states (Jammu and Kashmir, Gujarat, Maharashtra, Nagaland, Odisha and Tamil Nadu) and one Union Territory (Chandigarh). In her presentation she shared the objectives, methodology and findings of the study. She pointed out that the teacher training programmes both pre-service and in-service needed improvement as at present teachers are not paying enough attention to developing all the four skills: speaking, listening, reading and writing.

Mr. O P Arora (TSG, Ed.CIL) made a presentation on the methodology of Child Census. It was supplemented by a presentation on 'Child Tracking' by Mr. Tulasidas from Andhra Pradesh.

On the second and final day of the meeting a presentation was made by Ms. Taramani Naorem (TSG, Ed.CIL) on the methodology of the proposed study on 'Discrimination in the School System'. Eleven states (Bihar, Delhi, Gujarat, Haryana, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Odisha, Rajasthan, Uttarakhand and Uttar Pradesh) have proposed to conduct the study in 2010-11. Since it is a sensitive issue it was suggested that the criteria for selection of investigators would be critical. The dimensions of discrimination may vary from state to state but it will be essentially a qualitative study that probes into the different forms of discriminatory practices in schools and classrooms.

Presentations of national level research studies are given in Chapter 2 of this report

### **1.5 Presentations by states**

State level research studies were presented by 16 states namely: Andhra Pradesh, Assam, Chandigarh, Delhi, Gujarat, Himachal Pradesh, Jharkhand, Kerala, Karnataka, Manipur, Meghalaya, Odisha, Punjab, Tamil Nadu, Uttarakhand, and West Bengal. Madhya Pradesh could not participate but their presentation was sent to RESU after the workshop. State presentations are included in Chapter 3 of this report.

### **1.6 Panel Discussion**

The Panel Discussion on 'Research activities in the context of RTE Act (2010)' started with Prof. Panda giving his inputs on the basis of an overall analysis of the RTE Act especially in the context of prospective research activities. Keeping in mind that research has taken both qualitative and quantitative changes over the years, the problems of research in the states need to be looked into minutely- under various heads such as curriculum, teacher training etc. The RTE act stresses implementation in a serious manner. The basic approach should be to provide inputs to facilitate holistic growth and development of child to be mainstreamed into society. Focus should also be on understanding the child's proficiency in domains of co-curricular areas. Prof. Panda outlined the following areas of thrust in the context of the RTE Act:

1. The emphasis should be on the growth and development of the child in the context of qualitative improvement in such areas as cognitive, attitudinal,

personality and co-curricular activities. The emphasis should be on understanding the child and his/her cognitive development. There is a need for baseline studies covering children of all categories: urban deprived, slum children, migratory group, terrorist affected areas, etc.

2. Researches also needs to focus on CCE (Continuous and Comprehensive Evaluation), which should help in monitoring the progress of the child- especially in terms of diagnosis about learning difficulty; what aspects should be evaluated and how often, how to monitor the progress of the child. Areas for evaluation need to be defined in terms of knowledge and skills. Focus need to be on identification of learning difficulties, underachievers, assessment of communication skills and comprehension. In addition, research should focus on issues related to evaluation by teachers, external evaluation, pupil's learning needs, child centred teaching, and the systemic changes needed to enable teachers to function effectively.
3. The third area of focus should be Curriculum Development and evaluation of curriculum and textbooks. According to the RTE, the curriculum and evaluation procedure should conform with the values enshrined in the constitution; all round development of the child; building up the child's knowledge, potentiality and talent; development of physical and mental abilities to the fullest, etc. How do we establish that the curriculum developed is age appropriate and in line with NCF 2005 and there is assurance of various topics being included in the syllabus and text books in accordance with the approved curriculum. In addition to access, retention and success rate, we need to take note of the reasons of non-enrolment and dropping out. For instance once a child is in school, we need to look into the factors that help in retention of the child in school. Apart from other school or teacher related factors and incentives, since the peer group culture also plays a substantial role in bringing the child to school and his/her retention, this aspect also needs to be researched.

Prof. Panda stressed the importance of qualitative research in the context of RTE. Research has a role to play in diagnosing the problem. In order to translate RTE objectives into action first of all we need to take a rational view of the problem. There is a need to undertake research on school readiness program as there is a hidden curriculum inside the home. Education development begins at home and the kind of environment the children are exposed at home needs to be looked into. Simply providing TLM in the class is not enough; what needs to be checked is the impact, if any, it has on teaching and the learning processes, and the contribution of teacher in modifying TLM. Emphasis should also be on non-scholastic areas which have been neglected till now. Dr. Panda concluded his comments by stressing the need for making research more relevant and focused on understanding area specific problems. It is also important to ensure the quality of data collected by the investigators to make research trustworthy.

Prof Srivastava rounded up the session by stating the issues under long term planning of studies in the context of RTE. Some studies are to be repeated every three years. A few examples of such studies were suggested: Survey of Out of School Children; Status & Effectiveness of Special Training Centres for school dropouts and students lagging behind in studies; Survey to estimate dropout and survival rates; Attendance of students

and teachers; Evaluation of teachers' in service training and teaching practices in class; Study of the role of BRCs and CRCs; Study of implementation of CCE in schools; Study of role of School Management Committee; Learning achievement surveys (to be conducted by NCERT and states); and Evaluation of curriculum in the light of NCF 2005. He also stressed the need for bringing more sophistication into research. It is important that in research, proper sampling and methods of statistical analysis of data are used, tools are prepared carefully and there are no lacunae in the field work for collection of data.

## SECTION –II

### STUDIES CONDUCTED AT NATIONAL LEVEL

#### 1.1 Brief Review of Studies completed and in progress at national level

*PROF. ABL SRIVASTAVA<sup>1</sup>*

Prof. ABL Srivastava in his presentation apprised the participants of research activities undertaken at national level. He provided information on the major studies completed during the last year, reports published last year and to be published shortly, the studies that were in progress, studies that are proposed to be conducted in 2011-12 and long term planning of studies in the context of RTE.

#### I. Studies completed in 2009-10

The following studies were completed in 2009:

- i) All India Survey for Out of School Children (OOSC): The survey was completed by the SRI-IMRB under the guidance of RESU and completed in 2009. Its report was published in 2010. The main findings were:
  1. % of OOSC in the age group 6-13 declined from 6.94 in 2005 to 4.28% in 2009.
  2. Estimated no. of OOSC was 81.5 lakhs in 2009.
  3. % of OOSC in age group 6-10 and 11-13 was 3.69% and 5.23% respectively (boys- 3.40% and girls- 3.40%). Among OOSC, 25.1% were dropouts and 74.9% had never gone to school. Highest % of OOSC (over 7%) was in Orissa, Bihar, Uttar Pradesh, Rajasthan and Arunachal Pradesh.
- ii) Study of dropouts in 21 major states: It was commissioned to Development Research Services (DRS). The dropout rates were found to be quite low in some of the states. It was decided to get the findings validated by conducting another survey in a sub-sample of the earlier sample. The repeat survey is to be conducted in 2010-11. A new agency is going to be selected for that.
- iii) Study of VECs/SMCs/PTAs in 14 states: The study was coordinated by NUEPA and is completed. It was found that VECs have yet to play an active role in school management and they would need more training. The report is yet to be finalized.
- iv) Study of reason of large decline between classes I and II in 4 states (Assam, Bihar, Meghalaya & West Bengal): The study was conducted by RESU with the help of SCERTs in the four states. The main reason for the decline was high retention rate in class I. The decline is only partly due to dropping out of children after class I.
- v) Teaching of English in primary schools in 8 states: The study was coordinated by NCERT and was completed in 2009. The report is yet to be finalized and as such only the draft report is available at present.

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<sup>1</sup> Chief Consultant, RESU, Technical Support Group for SSAs

## **II. Reports published in 2009-10 or to be published shortly**

The reports of the following studies were published in 2009 or are in press:

- i) Teachers Absence in Primary and Upper Primary Schools (in Andhra Pradesh, Madhya Pradesh and Uttar Pradesh)
- ii) Deployment and Professional Competence of Para-Teachers (12 states). The study was conducted by NCAER.
- iii) All India Survey of Out-of-School children of 5 and 6-13 years age in 2009.
- iv) Abstracts of Research studies in Elementary Education (2003-2009)
- v) Study of Reasons of Large Decline in Enrolment between classes I and II (in Assam, Bihar, West Bengal and Meghalaya).
- vi) Study on Students' Time-on Task in Primary and Upper Primary Schools (5 states).
- vii) Effectiveness of Block Resource and Cluster Resource Centres in providing academic support and supervision to Elementary Schools (12 states).
- viii) Attendance of Students and Teachers in Primary and Upper primary Schools (Synthesis Report of the study conducted in 20 states).

## **III. Studies in progress:**

The following studies are in progress:

- i) Impact of Teacher Training on classroom processes (in 15 states) being coordinated by NCERT.
- ii) Study for Estimation of Dropout rates in North Eastern States, commissioned to Development Research Services (DRS).

## **IV. Studies to be undertaken in 2011-12:**

- i) Assessment of available facilities for Primary and Upper primary Education in Tribal Areas (to be coordinated by NUEPA).
- ii) Assessment of facilities available for Primary and Upper Primary education in Muslim pre-dominant areas (to be coordinated by Jamia Millia Islamia).
- iii) Study of alternative Education or special Training Centres at Elementary Level under SSA.
- iv) Study on Dropouts in 21 States (validation study).
- v) Study of Students' attendance and Teachers' absence in all major states.
- vi) Study of discriminatory practices in schools (6 states).
- vii) Pilot project on development of tools for the study of Classroom Processes.

## **V. Long term planning of studies in the context of RTE (likely to be repeated every three years):**

- i) Survey of Out of School Children.
- ii) Status and Effectiveness of Special Training Centres for school dropouts and students lagging behind in studies.
- iii) Survey to estimate dropouts and survival rates.
- iv) Study of Attendance of Students and Teachers.

- v) Study of Teachers' In-service Training and Teaching Practices in the Class.
- vi) Study of the role of BRCs and CRCs.
- vii) Study of the implementation of Continuous and Comprehensive Evaluation (CCE) in Schools.
- viii) Study of the role of School Management Committees.
- ix) Learning Achievement Surveys (NCERT and States).
- x) Evaluation of State Curricula in the light of NCF 2005.

## 1.2 A study on Teaching of English in Government Schools at the Primary Level in India

*DR. NEERU BALA<sup>2</sup>*

Dr. Neeru Bala shared the objectives, methodology and findings of the study. The study was conducted in seven states and one Union Territory. The following slides were presented:

### **I. Objective:**

- To study the status of teaching English at the primary level across the States/UT in India both as a subject and medium of instruction
- To analyse in-depth the curriculum, syllabi and textbooks of English in selected States/UT
- To find out how English is taught in classes in which it is introduced for the first time by observing the classroom processes in the selected States/UT
- To observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level
- To make suggestions for improvement in teaching of English on the basis of the findings of the study

### **II. Methodology:**

- Analysis of curriculum and text books.
- Evaluation of Pre- service and in-service teacher training programme.
- Observation of classroom practice: 154 schools (11-23), 1-4 districts and 2 blocks in each district.
- Discussions with stakeholders' community and officials.

### **III. Pre-service Teacher training programmes:**

Student teachers have to opt for teaching of English during Practice teaching since English is a compulsory subject/ language to be studied in all the eight sampled states. The following are some important observations:

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<sup>2</sup> Senior Consultant, RESU, Technical Support Group for SSA

- Syllabus outdated and not in consonance with NCF 2005.
- Emphasis is on theory rather than practice though 40 % time is allocated to practice teaching.
- Linkage between theory and practice is weak.
- Teacher educators are not in touch with demands of diverse classroom situations at ground level. Methodologies advocated by them are not in consonance with ground realities.
- DIETs lack specific language education facility.
- Trainees expressed the need of demonstration lesson in real classrooms. and suitable methods to teach grammar.
- Teacher education programmes should be reviewed in the light of NCF 2005.
- Training programmes should be interactive with task based approach.
- Practice teaching needs to provide for more experience in a variety of contexts (multi/monograde classroom, large sized classes etc).
- Demonstration and observation of lesson needs to be given more time.
- Teacher educators should be given adequate knowledge of the subject.

#### IV. In-service teachers' training programs in 8 selected States/UT:

Name of State/UT	Name of the In-service training programme	Duration of Training programme	Institutes that conduct In-service training programme	Resource Persons
Chandigarh	Short term courses	10 days	RIE (collaboration with SSA)	Lecturers/Professors in RIE
Gujarat	Short term courses	Normally one week but varies	SCOPE, DCE, DIETs at District level	University Lecturers/Professors Eminent Scholars
Jammu & Kashmir	D.E.Ed	20 days	SSA in collaboration with DIET	Zonal Resource Groups
Maharashtra	Short term courses	7/15 days	SCERT, DIETs	Internal Faculty Members/RPS
Nagaland	Certificate in Primary Teacher Education	6 months	SCERT, Kohima and DIETs at District level	SCERT/DIETs that have English Faculty
Orissa	In-service teachers training programme in English	7 days	DIETs at District level (financed by SCERT)	DIET-Language Faculty Members
Tamil Nadu	Short term courses	15 days	British Council SSA	ELT Experts
Uttar Pradesh	Short term courses	4 months	ELTI	ELTI Faculty Members

## **V. Training Material:**

- In **Orissa**, the modules for the training were prepared by the SCERT three years back. The medium of instruction during the programme is bilingual and most of the time only the resource persons use English.
- In **Chandigarh**, Regional Institute of English has developed teacher's handbooks for *Marigold* series (classes I to V). Source persons use English. For classes I and II, flash-cards, with pictures and words, have also been developed for the effective transaction of the content.
- In **Gujarat**, GCERT has developed a book on teachers training material for training in English for class V, VI, VII. In-service training is imparted in Gujarati medium. Instructions in training materials are also in Gujarati.

## **VI. Classroom Practices in Teaching English:**

Classrooms observed were mostly mono-grade except in J&K & Tamil Nadu

### **1. Display of Charts & Posters**

- Many classrooms had ready-made charts of animals, birds, colours, etc. There seemed to be little effort on the part of the teachers to prepare the material and display it on the walls
- Most of the charts had labels in regional language on them. In Chandigarh and Gujarat, the class teachers had pasted charts made by children on the walls.

### **2. Library facility** was poor in all states except Chandigarh.

### **3. Black board:**

- In Jammu & Kashmir, UP and Nagaland the condition of the blackboard was poor.
- Black boards were at low level in Orissa for children to write on.

### **4. Use of Black board**

- Work on blackboard was not neat, clear or orderly.
- Teacher's hand-writing was not large enough for all students to read (> 70% classes)
- The teacher did not stand on one side while explaining to enable students to see.

- Most of the teachers did not erase the blackboard.
- No use made of colored chalks.
- Simple sketches to explain were not made.

#### **5. Other material**

- CDs, Cassettes, Newspapers were not made use of.

### **VII. Textbooks**

- In Chhattisgarh they have adopted NCERT books.
- In Haryana they have incorporated different themes along with environment etc.
- In Maharashtra all the books are found to be relevant according to the child's age, time, culture and environment.
- In Nagaland textbooks have been developed in association with UNICEF and are in tune with NCF-2005
- In Orissa text book age appropriate, relevant to the locale and culture and are in tune with NCF 2005.
- In U.P. and Gujarat illustrations given in books were suitable.
- In Tamil Nadu texts books are age appropriate and address both learners and teachers. Skills are taught in integrated manner. ABL cards are main teaching aids.

### **VIII. Language of Instruction**

- Regional language is made use of while teaching English as a subject.
- The teacher teaching English is not comfortable using the same language and does not realize the importance of transacting the lesson in simple English.
- In UP, except the English text all the instructions are in Hindi or Khari Boli.
- In Orissa, Tamil Nadu, Gujarat, regional language is used to transact the English lesson.
- In Maharashtra, some schools have 8 mediums of instruction including English.
- Though English is the medium of instruction in Nagaland, yet one can find teachers using Nagamese in giving simple classroom instructions

## IX. Beginning of Lesson

- Teachers generally used direct approach of starting the classes i.e., use of textbooks. In most of the schools (80%) teachers begin classes abruptly – by writing exercises on blackboard, asking children to open the books and read.
- Informal talk by teachers and recapitulation was observed in very few cases.
- No background knowledge is given or follow-up of previous work or any kind of detailed introduction or warm up activities on the topics to be dealt with.
- **Finishing the lesson:** Most (75%) of the teachers ended the class by *assigning homework* based on the lesson taught or it was ended abruptly.
- **Use of textbook:** Teachers used the textbook as their primary instructional tool in all the classrooms and remained textbook bound. They need to be more creative in the use of textbooks to provide oral and written practice
- **Questions asked** were text based and no attempt was made to relate the text to child's world.

## X. Teaching aids used across the 8 States/UT

Sl. No.	States/UT	Teaching Aids
1.	Chandigarh	Activity sheets, flash cards, storytelling props, pictures, charts, cassettes and CDs
2.	Gujarat	Self made charts, Readymade charts, Alphabet charts
3.	Jammu & Kashmir	Charts, maps, models, sheets/flash cards, storytelling props, cassettes/CDs are available
4.	Maharashtra	Flash Cards, Macmillan kits in some schools
5.	Nagaland	Activities Sheets, Charts, Flashcards, Works sheets
6.	Orissa	Activity sheets, Flash cards, Story telling props Charts, Objects marks, Picture cards
7.	Tamil Nadu	ABL cards , Hello English CDs
8.	Uttar Pradesh	Alphabet, Games, books, Drawing on walls

## XI. Development of Skills

- **Development of reading skill** - synonymous with reading aloud by one student or teacher, choral reading, group reading (loud). Teachers themselves perform 'model' reading without understanding the concept of reading for comprehension. 'Reading', as silent reading at classes III, IV or V level was not observed in any school. 'Reading' at times has been misinterpreted as 'speaking' also.

Reading aloud is practiced and taught by teachers (80%); choral reading is being practiced (10%) followed by silent reading and pair reading (5 % each).

Concept of "reading for comprehension" needs to be developed in the pre service and in service training

- **Developing Writing skills** : Drilling of difficult words, questions & answers, dictation, copying text from the book/ blackboard, handwriting tasks, making simple sentences by using simple words from the texts, grammar exercises, letters, applications etc. are activities which teachers exposes its students to for developing writing skills.

In the absence of language input in the form of listening or reading activity, will students be able to write effectively or produce language in written form.

- **Listening and speaking skills** are not adequately addressed in the textbooks of all states except Maharashtra. Teachers teaching English at the primary level don't make any effort to generate activities to develop listening and speaking skills.

Reading books to children for motivation/reading picture with words/story reading to develop reading habits was not seen.

- **Poems:** Poems were being taught line by line or word by word. The emphasis was more on explaining the meaning of words, rather than understanding/enjoying poetry. Teachers paid less attention to pronunciation, intonation and appropriate use of pauses. No attention was given to rhythm, mood of the poem and no effort was made to appreciate finer aspects in poems. In some states like Orissa and Maharashtra teachers used action and gestures while reading poem. Only poems given in textbooks were taught.
- **Teaching Grammar:** Grammar was taught mostly by memorizing rules and through pattern Practice. No attempt was made to contextualize Grammar.
- **Punishment:** No punishment was given to children for not performing.

### 1.3 Methodology of Child Census

*MR. OP ARORA*<sup>3</sup>

Mr. O.P Arora made a presentation on the system for Child Census to be instituted at state level to provide answers to various questions relating to children's participation in school education.

- I.** A. The data base of the system when ready will provide information on the following aspects of school education aggregated at different levels (Block, District and State level):
- i) Availability of educational facilities of different types.
  - ii) Number of children of different ages below 15 years.
  - iii) Number of children belonging to different social categories and religious minority (Muslims).
  - iv) Number of children with different types of disabilities.
  - v) Number of children (6-14years) enrolled in different types of Institutions.
  - vi) Number of children of different ages (6-14 years) who were never enrolled.
  - vii) Number of children of different ages (6-14 years) who will require schooling facility in the next 5 years, year-wise.
  - viii) Reasons for dropping out of children.
  - ix) Any other report based on the data being collected.
- B. To provide the above information we need to do the following two enumerations:
- i) Enumeration of children below 15years in every village/habitation (of rural areas) and every ward/zone (of urban areas) by visiting Households and capturing information by using 'Household Data Capture Format (DCF).
  - ii) Enumeration of all educational facilities (government/private recognized/AIE/EGS/Madarsas/Maktabs etc) available within

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<sup>3</sup> Senior Consultant, RESU, Technical Support Group for SSA

village/habitation of rural areas and of wards/zones of urban areas by school mapping exercise using ‘School Data Capture Form (DCF)’.

**II.** Methodology: The first major task will be of preparing Master Location Files of various administrative or geographical units in each state. We need to provide unique location codes for districts, towns, blocks, villages, etc by using the formats given below:

- i) List of Districts: Codes for districts may be used as per DISE
- ii) List of Blocks within each district: A two digit code 01, 02, 03 ... may be assigned to the blocks after preparing list of blocks in each district (two digit code for blocks will suffice). The list of blocks may be sought from each District Project Office.
- iii) List of Towns within each district: A three digit code 901, 902, 903 ... may be assigned after preparing the list of towns in each district (Please see that codes starts from 901 onwards. The digit ‘9’ indicates that it is a code for town. The list of towns may be sought from each District Project Office).
- iv) List of villages within each Block: A three digit code 001, 002, 003 .... May be assigned after preparing the list of villages in each block (three digits may be assigned after preparing the list of villages in each block (three digits may suffice as each district is likely to have 150 to 200 villages). The list of villages may be sought from the office of BRC/CRC or Census.

The following format will be the same for the above mentioned list:

State: \_\_\_\_\_; State Code: \_\_\_\_\_

S. No.	Name of District/ Block/ Town/ Village	Code (District/Block/Town/Village)

**III.** Collection of Information: The responsibility of data collection from every listed village/town/ward will be that of the office of BRC/URC. The office of BRC/URC should identify the investigators preferably teachers posted in the schools of the village/town/ward. The investigators should prepare a rough map

of village/town/ward and identify the habitations/wards in the village/town with the help of some local person (community member) of the village/town/ward. After identifying the habitations/wards, the investigator should assign a two digit code (01, 02...) to the habitations/wards of the village/ward. Similarly, the investigator should gather information about all types of educational facilities in the village/ward and assign a two digit code 01, 02.... To the schools located in the village/ward. The proposed Data Capture Format (DCF) is attached. These will be filled by the administrators for each village/town.

i) DCF 1: Educational facilities (Rural Areas)

State Name: \_\_\_\_\_; State code: \_\_\_\_\_

District Name: \_\_\_\_\_; District code: \_\_\_\_\_

Name of the Block: \_\_\_\_\_; Code of the Block: \_\_\_\_\_

Name of the Village: \_\_\_\_\_; Code of the Village: \_\_\_\_\_

Total number of Habitations: \_\_\_\_\_

Details of the educational facilities in each Habitation

Name of Habitation	Habitation Code	Estimated Population	Type of Educational Facility*	School Code	Starting Class	Last Class

\*Codes for Type of facility: Government (1) Private recognized school (2) Unrecognized School (3) AIE Centre (4) EGS Centre (5) Madaras/Maktab (6)

ii) DCF 2: Educational Facility (Urban areas)

State Name: \_\_\_\_\_; State code: \_\_\_\_\_

District Name: \_\_\_\_\_; District code: \_\_\_\_\_

Name of the Town: \_\_\_\_\_; Code of the Town: \_\_\_\_\_

Total number of wards: \_\_\_\_\_

Details of the educational facilities in each ward

Name of Ward	Ward Code	Estimated Population	Type of Educational Facility*	School Code	Starting Class	Last Class

\*Codes for Type of facility: Government (1) Private recognized school (2) Unrecognized School (3) AIE Centre (4) EGS Centre (5) Madarsas/Maktab (6)

iii) DCF 3: Child Information (Rural Areas)

State Name: \_\_\_\_\_; State code: \_\_\_\_\_

District Name: \_\_\_\_\_; District code: \_\_\_\_\_

Name of the Block: \_\_\_\_\_; Code of the Block: \_\_\_\_\_

Name of the Village: \_\_\_\_\_; Code of the Village: \_\_\_\_\_

Name of Habitation: \_\_\_\_\_; Code of Habitation: \_\_\_\_\_

Details of the children below the age of 15 years in each household

(HOH- Head of household)

Household Code	Name HOH	Caste HOH	BPL Yes(1) No(2)	Child Code	Age	Sex	Disability Code	Class Studying	School Code	Distance of School from Home	Reason for dropping out
1	2	3	4	5	6	7	8	9	10	11	12

iv) DCF 4: Child Information (Urban Areas)

State Name: \_\_\_\_\_; State code: \_\_\_\_\_

District Name: \_\_\_\_\_; District code: \_\_\_\_\_

Name of the Town: \_\_\_\_\_; Code of the Town: \_\_\_\_\_

Name of the Ward: \_\_\_\_\_; Code of the Ward: \_\_\_\_\_

Details of the children below the age of 15 years in each household  
(HOH- Head of household)

Household Code	Name HOH	Caste HOH	BPL Yes(1) No(2)	Child Code	Age	Sex	Disability Code	Class Studying	School Code	Distance of School from Home	Reason for dropping out
1	2	3	4	5	6	7	8	9	10	11	12

Codes to be used for entering information in DCF 3 and DCF 4

- Column 1: Household code- The code 1 be assigned to first household, a code 2 be assigned to household 2, etc
- Column 3: Caste category of HH- SC 910; ST (2); OBC (3); Muslim (4); Others (5). In the case of Muslim, if the person belongs to SC, OBC or others category, use only Muslim code.
- Column 4: Code-1 if family is Below Poverty Line (BPL); else Code-2.
- Column 5: Within each household child code will be given codes 1,2,3... In case a household does not have any child below 15 years, the code '0' will be entered.
- Column 6: Age in completed years as on 1<sup>st</sup> July or any other chosen date.
- Column 7: Gender of the child- boy (1); girl (2).
- Column 8: Disability code- normal child with no disability (0); child with locomotor disability (1); child with hearing disability (2); child with visual disability (3); child with mental disability (4), etc.

- Column 9: Class studying- never enrolled (0); class I (1); class II (2); class III (3)..... class VIII (8); enrolled earlier but dropped out (91); if dropped out after class I (92); if dropped out after class II (93)... etc.
- Column 10: School studying- school code from school DCF of the village. In case the child was never enrolled or has dropped out- a code of '0' may be given. In case the child is not studying in any of the listed schools of the village but is studying in certain class in some other village/nearby town then a code 99 be entered in column 10 for such a child.
- Column 11: Distance of the school where he is studying from the household.
- Column 12: Codes for reason for dropping out are- helping family to supplement income (1); Sibling care (2).....

**IV.** Monitoring of Data Collection and Entry of Data at BRC: The investigator (teacher) will be responsible for collection of information and delivering the collected data to the office of BRC/URC. The BRC/URC will monitor the receipt of filled-in DCFs from each village/ward and ensure receipt of data and take necessary action so that data is received from all villages/wards. BRC will hand over the data sheets for manual scrutiny and transcription of data to computer media (Data entry) by using a common MS Excel or any other suitable software. The BRC will ensure complete data from all the villages of the block is entered and send the same to the office of DPO. Similar action as above may be undertaken by all BRCs simultaneously, so that entire data of the district reaches office of DPO by an agreed date.

**V.** Monitoring and pooling of entered data at District and State Project Offices: Office of the DPO will keep track of arrival of entered data and take necessary action to ensure that the data is received from all BRCs on CD or online. If the data at BRC is entered by using MS Excel, it may be necessary to convert each Excel file to some data base file (say Visual Fox pro) since there is a limit to the number of records an Excel file can hold. The office of the DPO will arrange conversion of each file from all BRCs and pool the entire data to generate one combined file for the district in the database. The DPO will then send the

complete database file to office of SPD. This will be done by all DPOs simultaneously, so that entire data of the state reaches the office of SPD on an agreed date.

The SPD will monitor the receipt of data from all the DPOs and the State Project Office (SPO) will arrange to pool the database files to generate one combined file for entire state. The state team in the office of SPD, with the help of query modules should clean the data once again for obvious range checks and prepare the summary of the data collected at various levels. The summarized data may be checked against the information already available in the state. This checking will instill confidence in completeness of information. The office of SPD should also work out the structure of various reports in the form of dummy tables. Once the format of reports to be generated is ready, the computer professionals at the office of SPD should develop the software to generate the reports as per the dummy tables already finalized.

- VI.** Some issues before the system can be implemented: While preparing the list of blocks, the office of DPO should authenticate the list of blocks. Similarly, the office of BRC/CRC should authenticate the list of villages. The term habitation in the village and household needs to be clearly defined. The decision about assigning duties to various functionaries and about the remuneration to be paid to enumerators (teachers) and data entry operators should be taken for preparing the budget realistically. It will be necessary to impart training to the enumerators (teachers) for collecting the data on the prescribed DCFs. Once the data analysis is over, the report of the census should be prepared without much time lag.
- VII.** Given below is a rough estimate of the number of days required for different activities of the census:

<b>Different Activities of the Census</b>		
<b>Activity</b>	<b>Details</b>	<b>Estimated time required</b>
1. Preparation of list of blocks and villages	<ul style="list-style-type: none"> <li>Office of each DPO will provide the names of blocks in each district/DISE data</li> <li>Office of each BRC will provide the list of villages in each block for all districts.</li> <li>Entry of these lists to computer media in the office of BRC.</li> </ul>	10 days
2. Training of investigators (teachers) simultaneously in all districts/blocks	A total of about 200 investigators (teachers) will be required to be trained in each block. A batch of 30 investigators be trained in one session.	20 days
3. Collection of data	The investigators will visit each household to capture the information in the child DCF.	30 days
4. Entry of data	This activity will require scrutiny of filled in DCFs and transcription of information from DCF to media in XLS by 2 data entry operators.	30 days
5. Data handling of data at office of SPD	Office of DPO will convert the files to database format and pool the data from all the blocks.	10 days
6. Handling of data at office of SPD	<ul style="list-style-type: none"> <li>Office of SPD will pool the data received from districts, apply scrutiny checks and make the data consistent.</li> <li>The state team will prepare the software and generate various reports as per the dummy tables.</li> </ul>	30 days
Total duration for activities 1 and 4 up to block level taking place simultaneously		90 days
Total duration for activities 5 and 6 at district and state level		40 days
Total Duration (6 months)		130 days (26 weeks)

## 1.4 Discrimination in the School System

*MS. TARAMANI NAOREM<sup>4</sup>*

Ms. Taramani Naorem shared the methodology of a proposed study at the National level on 'Discrimination in the School System'. In the initial stage the study would be conducted in six states, one from each region of the country, namely: Madhya Pradesh in Central India; Uttar Pradesh in the North; Rajasthan in the West; Orissa in the East; Assam in the North-East; and Andhra Pradesh in the South. The study will look at the inclusion/exclusion issues; within the school as a whole, and also within the classroom and within the above explore relationships between teachers, students, parents and the community.

### **I. What is Discrimination:**

- Prejudiced views and behavior towards any particular individual because of her/his caste/gender, occupation or region.
- It can be latent, manifest, open or subtle.
- In education, the school and the classroom is the site for discriminatory practices.
- Children who experience discrimination will often have lower self-esteem, poor self-confidence and fewer opportunities for participation.
- They also internalize the negative attitudes held within their community to define their own limits and capabilities.

### **II. RTE on Children from Disadvantaged group:**

RTE has defined children belonging to disadvantaged group and weaker sections as follows:

Disadvantaged Groups are defined as those that belong to “the SC, ST, socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factor as may be specified by the appropriate Government by notification.”

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<sup>4</sup> Consultant, RESU, Technical Support Group for SSA

### **III. Discrimination in the context of RTE:**

- RTE requires the appropriate government and every local authority to “ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds”.
- RTE outlines critical issues related to quality, equity and the need to ensure that the educational space is discrimination free.
- RTE prohibits physical punishment and mental harassment to the child.

### **IV. Corporal Punishment in Schools:**

- Corporal punishment is a common phenomenon in the daily lives of most marginalized children there is indeed a need to strongly advocate a free and fair educational environment.
- Studies have established the most common forms of punishments as hitting with hands and stick, pulling hair and ears, and telling children to stand for long period in various positions.
- RTE prohibits Corporal Punishment.
- NCPCR (National Commission for Protection of Child Rights) Guidelines also states that all forms of corporal punishment are a fundamental breach of human rights.

### **V. Review of Literature:**

An examination of current trends in educational participation has shown that exclusionary practices within the schools still exist.

- Mid-day meal provides space to bring principles of equality and non discrimination within schools and strengthen peer relations.
- School ceremonies, rituals and functions are another domain where students participate in preparing, serving and eating food.
- Play is inextricably a part of childhood, however its manifestation is to a large extent shaped by where, with whom and who is playing.

## **VI. Some manifestation of Discrimination in the School situation:**

- Non-participation or minimum level participation in extra-curricular and academic activities.
- Drinking water and eating meals separately.
- Exercise books/writing slates not touched by higher caste teachers.
- Punished at the slightest pretext and often humiliated.
- Beaten up by children of the upper caste.
- Teachers make them perform menial tasks like washing school utensils, cleaning school premises.
- Male students receive more of the teacher's attention (acceptance, praise, criticism, and remediation).
- Teachers use abusive language referring to family/caste background.
- Give harder punishment and humiliate them in front of others- give less marks, ridicule their language, their accent etc.

## **VII. Focus of the Study:**

This study seeks to systematically explore both dimensions and focus on the following:

- Caste / gender/ community / parental occupation / poverty related discrimination (they may be reinforcing each other);
- Burden of disability,
- Other forms of discrimination – health / disease related and identity related;

## **VIII. Objectives:**

- To identify practices/behavior in different spheres of school (mid-day meal, drinking water, use of toilets), classroom (teaching and learning, corporal punishment, verbal/physical abuse).
- To identify practices/behavior in different spheres of the school among children;
- To gather parents' views on school environment and discrimination if any, in school.
- To suggest measures to encourage inclusion (positive) and discourage and eliminate exclusion (negative) practices in schools.

**IX. Sample for Qualitative Study:**

- Twenty schools would be taken up in each state from two districts including five Primary and five Upper Primary Schools.
- The focus of study would be Class IV students in Primary Schools and Class VII students in Upper Primary Schools.

**X. Methodology:**

The study will look at the inclusion/ exclusion dimensions of discrimination:

- Within the School as a whole
- Within the Classroom

**XI. Suggested Team of Investigators:**

- Upper Primary Schools: A team of four investigators including at least one female member.
- Primary Schools: A team of three investigators including at least one female member.

**XII. Criteria for Selection of Schools:**

- Two Schools that is close to the main road
- One or Two School located at some distance from the main road
- One or Two School located in a remote village

**XIII. Schedule for Assessment:**

- First Day: Assigned for School and Classroom observation
- Second/Third Day: Reserved for Focus Group Discussions (FGDs) and Teacher Interviews.

#### **XIV. Tools:**

The following tools are being developed to capture gender and social equity:

- Classroom and School Observation for two or three days.
- Structured Activity with children of class IV in primary and class VII in upper primary stage. The activities would be structured on a basic guideline which would be rigorously followed.
- Semi-structured interviews with Head teachers and Class teachers of Class IV and VII.
- Focus Group discussions would be conducted with the following:
  - i. Parent groups- Mixed
  - ii. Parent groups- only dalit bastis or localities where the socially disadvantaged lived
  - iii. Boys/girls who have finished schooling in that school

## SECTION –III

### STATE PRESENTATIONS

#### 1. ANDHRA PRADESH

##### Objectives

- To provide qualitative and quantitative data for SSA plan formulation.
- To assess the processes adopted in implementation of the plan.
- To evaluate the impact of SSA interventions.
- To outline major and small-scale research activities/ case studies/ surveys.
- Capacity building for researchers.
- Developing Research abstracts.
- Dissemination and publication of the studies.

##### State level studies conducted in 2009-10

1. Impact of Home Based Education of CWSN - ANGRAU
2. A study on utilization of various grants by SSA in A.P - CESS
3. Evaluation of computer literacy training utilization – Department of Journalism, O.U
4. A study on student engagement in teaching learning process of Primary Schools- Pedagogy wing
5. A study on utilization of TLE grant sanctioned to new PS and UPS in the State – IIE
6. A study on implementation of MCS programme under NPEGEL in the State - SCERT
7. A study on functioning of KGBVs in the State – Dept. of Sociology, UOH
8. Achievement levels of mainstreamed children from RBCs – IASE, Masab Tank
9. A study on utilization of school libraries in Elementary Schools of A.P – R&E wing
10. 5% DISE 2009 sample check study - NIRD

### **A study on utilization of various grants by SSA in A.P**

#### **Main Findings:**

- The grants were not released on time. They were released at the end of academic year.
- Teachers are not aware of the methods of grant utilization. No training on maintenance of accounts and cash book.
- The teachers, in some schools, together are spending the TLM grant depending on over all requirement.
- Schools are not keeping the copies of UCs and bills after submitting to MEOs/ PO office.
- The TLM grant of Rs.500/- to the teachers of UPS is not sufficient
- There is no continuing of office records. If one MEO is transferred, he is taking all the records of his period.
- About 90% of MRCs are not well maintained.

### **A study on students engagement in teaching learning processes in Primary Schools**

#### **Main Findings:**

- 21.6% of teachers had the lesson plan with regard to the content to be covered, questions to be asked and assignments to given.
- 11.6% of the teachers started their lesson with the review of previous knowledge
- 73.3% of the teachers utilized teaching learning material.
- In 58.3% of schools/teachers are using TL material.
- 36.6% are using black boards.
- 71.6% of teachers provided quick and adequate supervision of lesson.
- Only half of the teachers used examples and illustrations to clarify the difficult and abstract concepts.
- 76.6% of teachers encouraged active participation of students in the TL process.
- 58.3% of teachers gave home work.

### **A study on utilization of classroom libraries in elementary schools of A.P**

#### **Main Findings:**

- 90% of PS & UPS allotted reading library books in their time table
- All schools have been supplied with library books which were made available to the children.
- In 68% of schools, teachers are making children read and inform what they have selected.
- Freedom was provided in selecting books and 60% children were found to be reading story books.
- Incentives have been provided to children in 65% of the schools.
- 8% of the schools did not utilize the books and left them in boxes.
- 66% of schools maintained class wise stock of books.
- 79% of schools organized a library week.

### **Impact of Home Based Education of CWSN**

#### **Main Findings:**

- 32% children Mentally Challenged, 27% Hearing Impaired, 20% Cerebral Palsy, 17% Visually Impaired, 4% Multiple Disabilities were found in 9 districts.
- Out of 258 children 40% were enrolled in 2009, 34% in 2008 and 27% in 2007 were enrolled.
- Compared to MC Children, the pre-requisite skills of 76% of HI were good. 76% could communicate non verbally.
- Parents of children with severe problems (36%) needed intensive training and counseling.
- 50% of parents expressed that HBE programme is very useful and 11% felt useful to some extent.
- All expressed that Home Based Education programme is very much needed for CWSN

**Post Enumeration study of DISE 2009-10  
i.e., 5% DISE 2009 sample check**

**Main Findings:**

- The overall deviation of DISE data from PES, in respect of all comparable items, is 7.49%
- The highest deviation of data is noticed in status of school buildings, drinking water facility, Management of schools, separate toilets for girls, teacher posts sanctioned.
- 226 schools do not have photocopy of scrutinized DISE format though requisite instructions were given.
- In 232 schools, display boards were not available.
- 173 schools were not maintaining the records properly resulting in non capture of data.

**A study on functioning of KGBVs in the State**

**Main Findings:**

- 94% of girls said that they are happy to stay back in KGBV hostels.
- 90% of KGBVs do not have lab equipments.
- 72.5% of KGBVs do not have library facilities.
- Lack of water facility in many KGBVs.
- Only 4% of children have access to purified drinking water.
- One third rented buildings were Kacha buildings.
- Hostel rooms were not sufficient to accommodate 150 children.
- Need to improve the quality of food.
- 85% of KGBVs have Medical Aid facility.

## **A study on implementation Model Cluster Schools (MCS) programme under NPEGEL in the State .**

### **Main Findings:**

- 71% MCS have started Vocational Courses.
- 40% MCS have conducted enrolment drive.
- 80% have drinking water facility.
- 58% MCS have adequate number of teachers.
- The flow rate of admission from ECEs to Class I is a record 70%.
- 70% of MCS are conducting remedial teaching.
- The overall availability of all types of material in the MCSs of all districts was found to be good. Warangal topped the list whereas Adilabad stood last.
- Material utilization, in most of the MCSs, was found to be moderate. High utilization of material was found in Warangal, and poor utilization was found in Adilabad.
- The percentage of girls who scored 'A' grade over the years is fluctuating ,varying from 38% to 50% in class V and from 37% to 47% in class VII.
- The percentage of girls who scored 'C' grade is also fluctuating, varying from 19% to 25% in class V and 23% to 32% in class VII.

## **Evaluation of Computer Literacy Training utilization under Shiksha programme by SSA in A.P**

### **Main Findings:**

- 80.8% of the respondents were confident about using MS Word.
- 70% teachers use power point presentation.
- Over 61% of teachers use computers regularly for teaching related activity.
- 86% of the schools had electricity.
- 50% of the schools have access to internet.
- 37.2% of schools have AMC.
- 47%of trained teachers access computers at internet cafes.
- 25.2% of trained teachers access internet at home.

## **State Level Studies planned in 2010-11**

1. A study on functioning of Mandal Resource Centers and Cluster Resource Centers .
2. Barrier free environment creation and impact on enrollment of CWSN children in schools..
3. Utilization of aids and appliances provided to CWSN by SSA – Indian Counsel for Market Research.
4. Impact of Academic Monitoring Committees in quality education.
5. A study on the support of Madarasas by SSA.
6. A study on sanitation and hygienic situation in PS and UPS .
7. 5% DISE 2010 sample check study (Post Enumeration Survey).
8. Competency level of IE Resource Teachers in handling CWSN in Home Based Education – College of Home Science.
9. Convergence in implementation of SSA in the State.
10. Community participation and mobilization in SSA programme.
11. Leadership behavior of Headmasters in implementation of SSA interventions.
12. Multilingual text books for tribal children.
13. Implementation of Learning Enhancement Programme (LEP) and grading of schools.
14. Discrimination practices and their impact on learning and retention.
15. Nomadic & Semi nomadic tribes in Warangal and Khammam – A study to bring their children to schools and provide them quality education.
16. Financing Elementary Education in A.P under SSA – A study on fund flow pattern and utilization of resources.
17. Evaluative study on ZERO enrollment schools.

## **Activities planned at State Level for 2010-11**

- Conducting of State level studies by Universities/Pvt. Institutions etc.
- DISE quality check study.
- Workshops on abstract development.
- Organizing State level seminars.
- Printing of research manuals.
- Monitoring of implementation of SSA activities in the Districts.

### **Activities planned at District level**

- Constitution of District Research Advisory Committee.
- 3–Day workshop on action research for Teachers & MRPs
- District specific studies by DIET/ CTE/ IASE
- Workshop on development of Research abstracts
- Taking up Child Tracking System
- Monitoring mechanism at various level
- Formation of monitoring teams/appraisal teams at District, Mandal and Cluster levels.
- Capacity building, travel grants and honorarium to the monitoring teams.

### **Research Abstracts and Manuals developed**

- Abstract for 20 State level studies conducted during 2005-06 and 2006-07.
- Abstract for 225 small scale studies of different districts.
- Research & Evaluation manual for RPs (Telugu).
- Action Research Hand Book for Teachers (Telugu & Urdu).

## 2. ASSAM

### **State and District level Studies conducted in 2009-10**

- Assessment of learning achievement level of EGS learners with respect to that of learners in nearby formal schools– a comparative study.
- Impact of CPE programme on capacity building of teachers at Elementary level.
- Comparative analysis of academic achievement of learners of schools having Computer Aided Learning (CAL) facility and schools without CAL facility.
- Participation of Mothers' Group(MG) in School Development activities.
- Five percent of sample checking of District Information System of Education (DISE) data 2009-10.
- Intervention of theme based teaching learning process in Ka-sreni supported schools.
- Impact of ADEPTS indicators on educational performance of teachers.
- Assessment of role played by Integrated Education RTs and Volunteers in providing support to CWSN.
- District level studies and Action Researches.
- Publication of Abstract of Research Studies.

### **Assessment of learning achievement level of EGS learners with respect to that of learners in nearby formal schools – a comparative study**

#### Main Findings:

- Six percent EGS centre learners obtained A+ grade, 29 percent obtained A, 34 percent obtained B and 30 percent has obtained C grade in Jorhat district (As per center information).
- In Sivasagar district 28 percent obtained A grade, 43 percent obtained B grade and 29 percent obtained C grade during the last evaluation (As per center information).
- In Sonitpur district 5 percent obtained A+ grade, 40 percent obtained A grade, 38 percent obtained B grade, and 17 percent obtained C grade in last evaluation (As per center information).
- The highest percentage of the EGS learners (37%) have obtained C grade i.e. marks up to only 40 percent. In LP school too, the highest percentage of the learners (59%) obtained the same grade (in an evaluation conducted by the study team).
- In Sonitpur district 63 percent EGS learners of class II scored 81 and above marks in Mathematics, which is the highest among all the learners under study.
- The mainstreamed learners of both the classes V and VI are not able to obtain 81 percent or above mark in any subject except only 20 percent class V learners of Jorhat district who obtained this mark in Science.
- The mainstreamed learners of both the classes have exhibited poor performance in MIL i.e. in Assamese.

## **Participation of Mothers' Group(MG) in School Development Activities**

### **Main Findings:**

- Some of the MGs are doing exceptionally good jobs. They have formed SHGs and are raising funds. But these funds are not being utilized for school development activities.
- Building capacity of MGs is prerequisite for effective participation in universalizing elementary education. It is seen that the ongoing training and orientation programme is not very effective.
- The attendance level of MGs is not very much satisfactory in all the schools of the sample districts.
- Overall performances of MGs are also not very satisfactory in school development activities.

### **Recommendations:**

- It is necessary to promote positive attitude among MG members towards their responsibilities.
- MGs based on their active participation need to be identified and an effort should be made to facilitate or reward them for their devotion.
- Develop feedback mechanism to know the needs and problems faced by MGs.
- Specially designed training programme giving emphasis on group dynamism and leadership quality should be organized.

## **Intervention of theme based teaching learning process in Ka-sreni supported schools.**

### **Main Findings:**

- Majority of the schools have well arranged classrooms.
- Children's performance was found to be best in the activities for social development and poorest in intellectual development.
- Compared to other activities like songs, rhyme, free play etc., Children did not prefer activities like reading and writing.
- All teachers found the Theme Based Activity Book to be useful for bringing about all-round development of children.

### **Recommendations:**

- Schools should be monitored at regular intervals to see whether materials provided by SSA are properly used.
- Teachers should engage more children in activities.
- Awareness programme should be arranged for the parents.
- More emphasis should be given on the use of materials in teaching learning process.

## **5% sample checking of DISE data 2009-10**

### **Main Findings:**

- The variations regarding enrolment of SC, ST and OBC students is within permissible limits but in case of enrolment of OBC students in UP level, variation is significant.
- Proper and sufficient seating arrangement for the students was observed in 66.67 % of the surveyed schools.
- The enrolment data is found to be highly reliable and valid.
- School Report Cards and DISE DCF are found available in 52.25% and 56.73% schools only.
- About 8.87% HTs of sample schools follow poor or very poor record keeping system.

### **Recommendations:**

- Periodical training for Assistant teachers is to be organized.
- DISE DCF needs to be simple and short.
- Teachers are to be trained in record keeping at the beginning of the year.
- HTs are to be provided with format for year end summary details of children and a copy of it will be collected at the end of the academic year.
- Keeping a xerox copy of DISE DCF by school authority is to be made compulsory.
- It should be made mandatory for all HTs to keep record of repeaters, new admissions and transfer of students along with other necessary information in the standard format.

## **Impact of CPE programme on capacity building of teachers at Elementary level.**

### **Main Findings:**

- By attending the CPE programme, the teachers have learnt different aspects of child psychology especially in child development process and strategies and skills to transact the curriculum.
- Majority of the teachers have been able to implement different aspects of teaching and learning in their daily school activities. Thus some degree of professional development must have taken place amongst the teacher.
- The course duration seems short for many respondents because of the vastness of the curriculum. The course offers too much which needs to be grasped by the teachers from attending limited classes.
- Use of innovative and modern technology is hardly used in delivering the programme.

### **Recommendations:**

- The delivery mode of CPE programme needs to be made more innovative.
- ICT must be used for training teachers in all centers on regular basis.
- The CPE programme should emphasize on training teachers on use of computers and other modern peripherals.
- The CPE programme should have one week exclusively dedicated to a particular subject matter in addition to the routine counseling sessions for subject specific teachers to enhance their knowledge in their concerned subject areas.
- Special workshops should be held dealing with particular themes like student evaluation and assessment techniques, teaching children with special needs.

## **Assessment of role played by IE RTs & Volunteers in providing support to CWSN**

### **Main Findings:**

- The RTs help the teachers in school by discussing problems and behaviours of CWSN.
- There has been improvement in attendance and retention of CWSN because of the efforts of RTs and volunteers.
- Remedial teaching needs more orientation.
- Use of TLM in teaching of CWSN is not very prominent.
- A good number of parents are not satisfied with the quality of Aids and appliances.
- A good number of parents are of the view that there is no awareness programme in the use of Aids and Appliances.
- In some cases the geographical area of the block is not uniformly distributed.

### **Recommendations:**

- RT's visit to schools should be increased.
- More emphasis should be given on remedial teaching.
- GPs under each RT should be uniformly distributed.
- More community mobilisation programme are to be organised.
- More emphasis should be given to parent counselling.
- For effective discharge of functions by volunteers, there must be uniform distribution of volunteers under each RT. Care should be taken to note that CWSN under each volunteer is evenly distributed.

## **Impact of ADEPTS indicators on educational performance of teachers.**

### **Findings:**

- In LP stage, overall use of ADEPTS indicators in class II, III and IV are 76%, 71 % and 73% respectively.
- In UP stage, overall use of ADEPTS indicators in class V, VI and VII are 75% and 79% respectively.
- ADEPTS indicators were reflected most in Mathematics and least in Assamese in class II.
- In class III the highest reflection was found in English and Social Science and lowest reflection was found in Mathematics.
- For class IV ADEPTS, indicators were reflected most in English and Science and lowest in Assamese.
- ADEPTS indicators were reflected most in English, Science and Social Science and lowest in Mathematics in class V.
- In class VI the highest reflection was found in Assamese and lowest reflection was found in English.
- For class VII ADEPTS, indicators were reflected most in English and Science and lowest in Assamese.
- Mean marks scored by students in LP and UP stage is below 60%.

### **Recommendations:**

- SSA, Assam should review the enrolment in schools and make intensive efforts to improve enrolment in schools.
- SSA, Assam should strive hard to improve learning and achievement level among students.
- SSA, Assam should identify indicators which are used less in classroom transaction and take effective measures to rectify the same.
- SSA, Assam should strengthen the monitoring and supervision of use of ADEPTS indicators.

**Comparative analysis of academic achievement of learners of schools having Computer Aided (CAL) facility and schools without CAL facility.**

**Main Findings:**

- CAL has positive impact in changing the school environment. CAL is attracting the students to come to school. Student enrollment is increasing and dropout is decreasing due to CAL.
- Students are very much interested in computers. CAL helps students to understand the topics.
- Use of content based CDs by the trained teachers and Para teacher in classroom transaction is not satisfactory in the three sampled districts.
- Frequent hardware problem, interrupted electricity, improper student computer ratio; prevents teachers from effective utilization of the system.
- Few students do the CAL exercises, play educational games. Their access to CAL system is very limited.
- Achievement level of learners of Smart Schools in comparison to non-CAL schools is not significantly different.
- Use of CAL to teach English is better than that of Science and Math.

**Recommendations:**

- Frequent school visit and monitoring will increase the use of CAL by teachers.
- Encourage teachers by providing awards like 'Best Smart Teacher of the year'.

**Third party evaluation of civil works activities, 2009-10**

- Third party evaluation for all civil works activities (ACR & Major Repair) of all 23 SSA districts of the state was conducted by engaging the following institutes/ parties: Prince of Wales Institute of Engineering & Technology (POWIET), Jorhat ; M/s. Institute of Agriculture Management, Guwahati; M/s. NIRMAN Pvt. Ltd., Guwahati; Girl's Polytechnic, Bamunimaidam, Guwahati; M/s. Project Engineer, Guwahati.
- Final Reports have been submitted by the concerned parties.

## **Research activities to be conducted in 2010-11**

- Conducted a 2-day State Level Workshop on Action Research which was held in a phased manner. The resource persons were national level and state level experts and participants included faculty members of DIETs, DRCs, BTCs and Officials from SMO and DMO.
- One-day District Level Workshop on Action Research was held in all districts. The participants included teachers, RTs, CRCCs, ABRCCs etc.
- Conducted Sample Survey on Out of school Children.
- Two state level studies in the following areas are in progress: Effectiveness of functioning of KGBVs and assessment of academic progress and 5 % sample checking of DISE data-2010-11.
- The following studies have been selected at State level: Impact of teacher attendance on attendance rate and performance level of learners.; Assessment of the achievement level of children in reading and writing; Assessment of status of education at Elementary stage in Tea garden areas; and Role of SMCs in meeting gap of instructional period.
- District level studies and Action researches are being conducted.
- Tender for 3rd Party Evaluation of Additional Class Rooms, Major Repair and New School Building under AWP&B-2010-11 has been floated and the technical part of tender document is opened. Selection of parties and assignment of the task is expected by 1st week of Dec'10.

### 3. CHANDIGARH

#### **Research Studies conducted in 2009-10**

- PES by CRRID (Centre of Rural research development ) completed in 2010.
- Impact of Remedial teaching.
- Teachers & Student Absenteeism by State Institute of Education.
- Time on task study is in the pipeline. It is being undertaken by Govt. College, Sector 36 and the tools have been developed.

#### **Impact study on Remedial Teaching**

- Remedial teaching for selected students to provide additional academic support to 1036 SC children of Classes VI & VII falling in 'E' grade, for 9 months.
- Special Coaching classes for 3867 children mainstreamed from AIE centres in Classes II, III and IV for 6 months. Beneficiaries for Remedial classes for Class VI & VII were identified on the basis of QMT report of 2008-09.
- The impact of Remedial Teaching was captured in the Final Assessment Exam in March, 2010. Its findings are awaited for further course of action.

### **Research Studies to be conducted in 2010-11**

- Study on Dropouts
- Study on Enrolment

These studies are yet to be initiated.

#### 4. DELHI

##### **Research Studies undertaken by SCERT**

- Time on Task Study for Teachers and Student.
- A Comparative Study of the Effectiveness of Teachers in various types of Schools.
- Gender and Social Discrimination in School.

##### **Research Proposals from NGOs**

- The problem of coordination between the different stake holders of various types of Schools.
- The Impact of Teachers Training on Children's Performance Level.
- Learning Achievement Survey.
- Documentation of the finding of Household Child Census.
- Updating Household Child Census in the State.
- Engagement of Research Minded People in REMS.
- Studies to be undertaken by Faculty Members from Jamia Millia Islamia , IASE Department.

## **Action Taken Report**

- Conduct of Household Child Census in 181 M.C Wards of MCD.
- Learning Achievement Survey.
- Status Study of Science Activities at Upper Primary level.

## **Studies Allocated to NGOs**

- Problem of Coordination among the various Stake holders in GNCT of Delhi in providing Elementary Education has been allocated to NGO "SOSVA"
- Impact of In-service Teachers' Training on the performance of teachers to the NGO, "Social and Development Research and Action Group"

## **Studies Allocated to SCERTs**

- Effectiveness of in-service teachers training on the learner's performance at the Elementary Level.
- A study of "Time on Task" for students and teachers.
- Social and Gender discrimination in Schools.

## **Progress of REMs Activities**

- Three studies have been sent to SCERT along with the budget of Rs 5 Lakhs.
- Three NGOs have been asked to start their research projects as per the recommendation of RAC (Likely to be completed by March 2011.)
- Tools for the project no. 3 have been procured from NCERT. All the DURCCs have been asked to provide relevant information and actual learning achievement survey would be conducted in 350 Schools in the month of Jan, 2011.

## 5. GUJARAT

### **Research Studies completed in 2009-10**

- Comparative study of children who are/were enrolled in ECCE centres run by SSAM and Anganwadi run by the Woman and Child Development, Social Welfare Department.
- Impact Assessment of Learning Guarantee Programme.
- Effectiveness of ADEPTS phase-1 implementation.
- 5 % Sample checking of DISE Data.

### **Research Activities under REMs**

- DIET Lecturers Capacity Building Programme
- Training Workshop on Action Research at District Level for Teacher, CRC, BRC.
- Experience Sharing by various Research Institutes with Core Group and Innovative Teachers.
- Meetings for sharing of Reports of Research Activities.
- District's Teacher Training Co-coordinators' Capacity Building Programme.
- Sample Checking of DISE data.
- Comprehensive Assessment Programme (CAP) as part of Gunotsav.

**Impact of Extra Coaching Programme  
implemented by SSA as follow up of Gunotsav**

- Conducted by UNICEF
- Sample: 123000 children, 6900 classes, of 3400 schools of 3250 CRCs , 224 Blocks, 25 Districts
- Both Qualitative and Quantitative analysis were conducted.

**Research Studies being taken up in 2010-11**

- A study on schooling facility in seasonal hostels and support schools opened for migratory children.
- A study on the effectiveness of NPEGEL.
- A study on effectiveness of system of recording of teacher attendance by community and use of biometric technology (A pilot trial of biometric technology was made in Narmada district).
- A study to assess the effectiveness of RBC, back to school centers in mainstreaming the OOSC in formal schools.
- A study on implementation of LEP.

## **Quality Assessment Programme- Gunotsav**

The “GUNOTSAV” aimed at undertaking quality assessment in a drive mode with a wide involvement of elected representatives and senior government functionaries.

Objectives:-

- To sensitize the administration, parents, teacher & the community to the concept of quality in education.
- To encourage teachers for self appraisal and analysis of their own teaching methodology as well as that of the physical infrastructure available to them.
- Appraisal of the quality of education through a standardized format by Senior Government Officers.
- To collect & collate all the above feedback electronically, to enable analysis (which will allow for rating of schools and also help in identifying the problems adversely affecting the quality of education).
- Based on the above analysis to formulate specific interventions.

## 6. HIMACHAL PRADESH

### **State's Achievements**

- RTE Act 2009 implemented in the state from April 2010.
- SMCs constituted in all schools as per the norms laid down in RTE.
- Continuous and Comprehensive Evaluation (CCE) has been introduced from Class I to VIII and Board Examination abolished for Class-V & VIII.
- Child tracking system for all the students enrolled from Class-I to VIII.

### **CAPACITY BUILDING**

- Under the capacity building program of NCERT on 'Program Evaluation' two officials (R&E coordinator & WDI) attended the Canadian Evaluation Society conference at Victoria, Canada and also at the Michigan Evaluation centre, Kalamazoo, Michigan & University of California at Los Angeles, USA.
- 5-day capacity building workshop on Continuous Comprehensive Evaluation (CCE) was organized (in 5-groups) for district TTIs, R&E coordinators, BRCCs and teachers(Primary and Upper Primary).

### **Micro Research Studies at DIET-Level in 2009-10**

- Empowerment of girl child through Karate training program under SSA: DIET Chamba
- Decreasing trend in enrolment in Govt. Primary Schools in Chamba: DIET Chamba
- Impact of CCE on Achievement level of Class V in Maths & Hindi – Edu. Block Kullu & Naggar: DIET Kullu
- Effect of Activity based teaching at Elementary Level: DIET Kullu
- A study on Multi grade teaching: DIET Sirmour
- Effectiveness of teacher training: DIET Sirmour
- An impact study on effect of Remedial teaching on girls at Elementary Level in block Dadahu, Sarahan & Nahan: DIET Sirmour.
- Empowerment of girl child through Karate training program under SSA: DIET Chamba
- Decreasing trend in enrolment in Govt. Primary Schools in Chamba: DIET Chamba
- Impact of CCE on Achievement level of Class V students in Maths & Hindi – Edu. Block Kullu & Naggar: DIET Kullu
- Role of Mid day meal on Attendance: DIET Kullu.
- Effect of Activity based teaching at Elementary Level: DIET Kullu.
- A study on Multi grade teaching: DIET Sirmour
- Effectiveness of teacher training: DIET Sirmour
- An impact study on effect of Remedial teaching on girls at Elementary level in block Dadahu, Sarahan & Nahan: DIET Sirmour.

### **Research Studies at the State Level completed in 2009-10**

- Study on Teacher Absenteeism.
- Continuous Comprehensive Evaluation- an impact study.
- Pre -project survey Aadhar and Aadhar plus.

## 7. JHARKHAND

### **Research Studies assigned for 2009-10**

- Status of enrolment, attendance and retention of Muslim students and their main streaming in regular schools.
- Reason for delay in execution of civil work and utilization of funds thereof.
- Time on task study in Primary Classes.
- Cohort study in Primary Classes.
- A study on fund flow system with special reference to delay in receiving fund at final destination.

### **Research Studies proposed to be completed in 2010-11**

- Extent of use of teacher's training skills in Classroom transaction.
- Study on Student Absenteeism in Elementary Education.
- Study on Corporal Punishment (Physical & Emotional Punishment) in Elementary schools of Jharkhand.
- Use of TLM in the Classroom, including LEP material.
- How Model Cluster Centre can be made useful for girls.
- Optimum utilization of different grants in Schools.
- Challenges in school –in enrolment and retention regarding CWSN.
- A comparative Assessment of Qualitative change among students due to Reading Cell and without Reading Cell.
- Impact of Left Wing Extremist Movement on School System.

## Mid Term Pupil Achievement Study

### Major Findings:

#### Achievement of Grade III

- Both Language and Maths subject were taken to assess their level of Achievement. In language, students secured 70 percent marks whereas the mean achievement at the time of baseline study was 62 percent. So there is an increase of 8% marks in comparison to the baseline study. It was also observed that students have done better in Hindi in comparison to English.
- Students Achievement in Maths was found encouraging in comparison to base line Achievement. In the midterm, students secured near about 72% whereas it was almost 65 percent in the baseline study. So they have shown better performance in comparison to baseline study. Students belonging to Urban areas have performed better than those belonging to Rural areas. Students belonging to SC Community have performed better than those of other communities.

#### Achievement of Grade VII

- Subject like Language, Maths, Science and Social Science were taken to assess their level of Achievement. Mid-Term Mean Achievement analysis in Language revealed an edge over the baseline study. They secured 55% marks whereas it was 41% at the time of baseline study. So there is an improvement in 14%.
- In Science the Mean Achievement of grade VII student is MAS test was 52 whereas it was 44 at the time of BAS assessment.
- In Social Science the students secured 59% whereas in BAS test it was 48%. So there is an increasing trend in the Achievement level.

## Mid Term Pupil Achievement Study

### Conclusions:

- There is need to strengthen the in-service training programme specifically among the Para teachers.
- Frequency, content & timing of trainings need to be strengthened.
- There is need to cut the timings of teachers involvement in Mid-day meal and other Administrative works.
- There is need to impart training programme more effectively among the members of VECs about the supervision, management and monitoring of teaching learning.
- Teacher's absenteeism and students absenteeism should be checked for increasing the Achievement of students.

## **Action Research**

- Workshop regarding Action Research has been conducted in three divisions where the teachers/district level officials have participated and they are conducting Action Research in 13 districts. It is expected that 40-45 Action Research will be submitted this month.
- In rest of the two division; two more workshop on Action Research is scheduled to be completed where teachers/officials of 8 districts will be trained for Action Research.
- District level evaluation studies are being conducted in six districts and they are expected to be completed in a month or two.

## 8. KERALA

### **Research Studies in 2009-10**

- SSA – Kerala has completed 21 studies during the year 2009-10.
- Out of these, two studies were outsourced to RIESI, Bangalore and School of Pedagogy, Mahatma Gandhi University, Kottayam.
- All other state level studies were completed by the State Level research Team consisting of DIET Faculties, SSA functionaries and Research Scholars.
- The findings were utilized for planning the programmes for the year 2010-11 and were incorporated in AWP&B 2010-11.

### **Empowerment Programme on Research Methodology**

- A 5 day Capacity Building programme on Research Methodology was conducted from 2-6 August, 2010 for selected members of the State and District Level Research Teams in Kerala at GRI, Gandhigram, Tamil Nadu under the Academic leadership of the Department of Applied Research, GRI, Gandhigram.
- 42 participants from Kerala attended the Programme.
- It was a Programme in which both theory and practice were logically integrated.
- They developed the Research Proposals and Tools under the guidance of the Faculty Members on the following areas: Teacher Training; Teacher Grant/School Grant; CWSN; TLM and Girls Education.

## Studies in 2009-10

Sl. No.	Title of the Study	Agency
1	Impact study on the Achievement of learners in English in Classes III and VII in Kerala on the implementation of the revised Curriculum Syllabus and Text Books under KCF 2007	RIESI Bangalore and SSA Kerala
2.	Study on the effectiveness of Cluster training programmes in Kerala	School of Pedagogy M.G. University and SSA Kerala
3.	Study of Scholastic Achievement of Pupils of Classes IV and VII	DIET Thiruvananthapuram and SSA Kerala
4.	Study of effectiveness of BRCs in providing Academic Support to Elementary Education in Kerala	DIET Kollam and SSA Kerala
5.	Analytical study on Mathematics, Science and Social Science Text Books in Stds. III, V and VII.	DIET Pathanamthitta and SSA Kerala
6.	Contributions of DIET in providing Academic Support to Elementary Education in Kerala.	DIET Alappuzha and SSA Kerala
7.	Effectiveness of teacher training programmes provided through various Agencies under the General Education Department in improving Classroom Processes and Student Learning.	DIET Kottayam and SSA Kerala
8.	Analytical study of the Achievements of Children from deprived Social Groups in Government and Aided Schools.	DIET Idukki and SSA Kerala
9.	Study on student's Time-on tasks in Primary and Upper Primary Schools in Kerala.	DIET Ernakulam and SSA Kerala

## Studies in 2009-10 (Contd.)

Sl. No.	Title of the Study	Agency
10.	Study of the effectiveness of Remedial Teaching.	DIET Thrissur and SSA Kerala
11.	Study on the promotion of Environmental Knowledge and Attitude among children in Upper Primary classes through "Mannezhuthu" .	DIET Palakkad and SSA Kerala
12.	Study on the efficacy of the programmes launched by SSA under Minority Education.	DIET Malappuram and SSA Kerala
13.	An investigation into the involvement of Local Self Government Institutions in SSA, Kerala.	DIET Vadakara and SSA Kerala
14.	Study of the best practices of schools to improve Attendance and Retention.	DIET Wayanad and SSA Kerala
15.	Study on the effectiveness of the newly introduced Continuous Assessment Strategies in improving the teaching learning process and student learning.	DIET Kannur and SSA Kerala
16.	A study on Environmental Awareness among upper primary school children through "My tree" diary.	DIET Kasaragod and SSA Kerala
17.	The functioning of MGLCs in Palakkad District – a Case study	SSA State Research Team
18.	Study on the effectiveness of Galileo Little Scientist Programme	SSA State research Team
19.	Study on the effectiveness of Ezhuthukoottam Vayanakoottam (Writers' Forum and Readers Forum)	SSA State research Team
20.	Study on the effectiveness of Saksharam (State level meet of Teacher Writers)	SSA State research Team
21.	Study on the effectiveness of Sahithyolsavam(Literary Fest) conducted in convergence with Vidyarangam Kala Sahitya Vedi	SSA State research Team

### **Impact Study on the achievement of learners in English in Classes III and VII in Kerala on the implementation of the revised curriculum, syllabi and textbooks under KCF 2007**

#### **Objectives:**

- To assess the achievement of learners in English in Classes III and VII after the implementation of the Revised Textbooks.
- To provide information on the Revised Curriculum
- To assess the potentials of teachers and trainers
- To generate recommendations for policy making to improve educational quality and to create reliable baseline data for the future.
- To suggest guidelines for effective Teacher Empowerment Programmes
- To identify key areas relating to OSS, teacher training, monitoring, etc.

#### **Major Findings and Conclusions:**

- By and large in all the districts the achievement of learners in Classes III and VII was fairly good.
- Fairly high level of learner achievement among Class III and Class VII learners in about 65 to 70% of student population indicating that the revised curriculum and the materials have enough potential to help the learners acquire English in a most natural way.
- If the micro-processes are followed at the various stages of language transaction such as Interaction, reading, discourse construction, all the language skills will be developed among the learners in an integrated manner-substantiated by the quantitative data that 65% of learners have gained proficiency in various language skills.
- Children can spontaneously generate language responding to social issues as revealed from the analysis of student response sheets.
- Primary learners of English can use language creatively by way of constructing discourses such as Descriptions, Conversations, Narratives and Poems.
- Learners have developed Creative and Critical Thinking skills as revealed through the analysis of Response Sheets, Portfolios and Group products.

### **Impact of Cluster Training on the Teaching-Learning Process in the Schools of Kerala.**

#### **Objectives:**

- To analyze and assess the effectiveness of Cluster Training
- To find out from teachers the level of -Ideas/Concepts acquired through training; Skills developed through training; Attitude towards the training programme.
- To collect the merits and limitations of Cluster Training programme from teachers.
- To elicit the remedies from teachers in order to improve the Cluster Training programme.

#### **Findings:**

- Classroom performances of LP school teachers are more effective than the UP school teachers.
- LP school teachers view more favourably the Cluster Training than the UP teachers.
- The level of performance of teachers in preparing Teaching Manual, SRG minutes and Activity Calendar, was better for PI section than that of the UP section.

## **Research Studies in progress in 2010-11**

- Study on the effectiveness of the interventions for Girls Education under SSA.
- Study on the effectiveness of Home based Education under SSA.
- Study on the issues and problems related to Civil Work Activities under SSA.
- SSA interventions and Quality enhancement - A case study.
- "Each one Launch one" - Research oriented school based Innovative Activities.
- Effectiveness of Computer Assisted Learning.
- Strengthening Readers' Forums in Schools - development and testing of effective strategies.
- Study of the effectiveness of the strategies for Out of School Children.
- Capacity building for strengthening arts and traditional crafts.
- Assessment of State wise Dropout rate at the Elementary Level of Education.
- Study to assist the level of inclusion of Children With Special Needs.
- Impact of teacher training on Classroom Transaction.
- Assessment of access to facilities for Primary & Upper Primary Education provided by SSA in Tribal areas.
- A study of the effectiveness of Early Childhood Education under SSA.
- Tracking the level of Achievement of Children in Classes IV & VII.
- Study on the effectiveness of "Padanaveedu" (Home School Centres).

## 9. KARNATAKA

### Research Activities in 2009-10

#### Cluster Level:

- Facilitating teachers in Action Research.
- Disseminating the Action Research work at Cluster sharing meetings.
- Involved in Publication of Magazines.

#### Block Level:

- Conducting Action Research Workshops.
- Publishing Action Researches in Regional Magazines.
- Linkage with DIET Research works.

#### District Level:

- Convening periodical meetings / workshops of DRACs.
- Organizing Educational Seminars related to quality issues under UEE.
- Documentation / Abstracts on Action Research / Research Studies.
- Field Visits / Monitoring Activities.
- Publications: District level News Letters / Bulletin / Journals etc.
- Multi Centric Studies: Effectiveness of in-service teachers' training.
- Quality Monitoring Formats: Workshops, Data submission, Analysis and follow up activities.
- Organizing and Monitoring TLM and Metric Melas from School level to the District level.

### Studies & Action Researches Conducted by the DIETs in 2009-10:

Year	No. of Research Studies	No. of Action Researches
2003-04	8	369
2004-05	15	5349
2005-06	12	15264
2006-07	95	21317
2007-08	126	11988
2008-09	250	5949
2009-10	107	-

## **Publishing of Monographs**

- A revised teacher-training module on Action Research has been prepared at the State Level in collaboration with the Regional Institute of Education, Mysore, ISEC, Bangalore and other Experts.
- A handbook on Research & Development Activities has been designed in collaboration with ISEC, Bangalore.

## **State Level Research Activities**

Role of SRAC:

- The committee has a vital role in conducting meetings / trainings / workshops / seminars / teleconferences/ research studies etc., related to the REMS intervention.
- This committee also recommends the Research proposals submitted by various Universities, Educational Institutions, Agencies and NGOs, based on the report of the Screening Committee.

## Experimental Projects

- Kalika Yatna Programme, a learning initiative by –Prajayatna.
- District Quality Education Programme (DQEP) in coordination with BGVS and NIAS, Bangalore.
- Kali Kalisu – An Education Teacher Initiative: IFA, Bangalore.
- Printing and Supply of Chinnara Chethana Wall Magazines – Adamaya Chethana.
- Teacher Magazine – BGVS.

### Major studies Initiated at State level during 2009-10

Sl. No.	Title of the Study	Research Institution/ Researcher	Remarks
1.	House Hold Survey: Children Comprehensive Survey	Pragna Research & Consultancy Services,	- Agency has submitted the data & report. - Departmental data to be provided for validation.
2	An Evaluation of the Effectiveness of 'Nali-Kali' Programme	Centre for Multi Disciplinary Development Research (CMDR), Dharwad	- Final report submitted stating that by and large the programme is doing well. - SSA is analyzing the report.
3	Study on Small Schools in Karnataka	Catalyst Management Services	The agency has submitted the final report and disseminated with the administrators.
4	A sample validation study of DISE, DATA 2009	Institute of Social and Economic Change (ISEC), Nagarabhavi, Bangalore	- Agency has completed the study and submitted the report. - Comparing the data with Departmental data.
5.	Children Dropout and Low Performance study	06 DIETs ( Yadgir , Raichur, Koppal, Bellari, Bidar))	Under Progress - Data Consolidation and Analysis - Comparing with Departmental Data.
6.	Study on Students Transition Rate	Identification of an agency is under progress	- Final Report submitted. - SSA is analyzing the Report.
7.	Students & Teachers Attendance study	10 DIETs (Bidar, Raichur, Koppal, Yadgir, Kolar, Gadag, D.Kannada, Shimoga)	- Under Progress - Two rounds of Data collection done - Analysis of Data is going on.

## **Research Studies Initiated during 2010-2011**

- An Evaluation of the Institution of School Development and Monitoring.
- A Study of In-Service Teacher Training Programme in Relation to the Classroom Practices of Teachers.
- An Evaluation of Performance of KGBVs.
- An Evaluation of the National Programme of Education of Girls at Elementary Level (NPEGEL).
- An Evaluation of the Effectiveness of 'Management Development Programme'.
- A Validation Study of Census of Children With Special Needs (CWSN).

## **Capacity Building: 2010-11**

- Preparation of R&E materials by Experts.
- One day workshop on R&E Activities at State level.
- One day workshop on R&E Activities at District level.
- Conducting Research and Monitoring by DIET faculty.
- Formation of Research Resource Group at District and Sub-district level.
- Action Research training at Block Level: For the year 2010-11, 50 LPS and 50 HPS teachers from each Block and totally 20200 teachers will be trained in Action Research.
- Publication of Research Study Abstract and Dissemination at District level.

## 10. MADHYA PRADESH

### **Capacity Building for Quality Improvement in Research**

State organized two training programmes in two phases.

- Research Methodology – Developed 25 SRGs which give training at District level.
- Action Research – Developed 25 SRGs which give training at District level.

### **Focus Area in Research**

Last Year

- PTA, CWSN, Enrolment, Dropouts, Evaluation, KGBV, Dakshata Samvardhan, Girls' Incentives, ABL, BALA, Curriculum.

This Year

- ABL, Teacher Training, Effectiveness of DIETs, Quality of Textbooks, Dakshata Samvardhan, KGBV, CWSN, BALA, Role of PTA, Library, Working Children, Punishment in Schools.

## **Research Studies completed in 2009-10**

### Mid Term Study (outsourcing)

- A study on difficulties in achieving A grade norms by Schools under Dakshata Samvardhan Programme.
- A comparative study on the effect of Life Skills and Professional Skills on girls studying in Kasturba Gandhi Schools and Normal Schools.
- A comparative study of facilities provided in hostels for CWSN by Government and Non-government Organizations under Sarva Shiksha Abhiyan.
- A study of the role of PTA in School Development and providing Quality Education to students.

## **Research studies completed in 2009-10**

### Short Term Study (Outsourcing)

- A study on the effectiveness of BALA on teaching learning in schools.
- A study on the effect of hostel atmosphere on the personality and social development of girls studying in Kasturba Gandhi Schools.
- A comparative study of baseline education and final evaluation in Dakshata Samvardhan Programme.
- A study on the retention of Urban Working Children.

## **Research studies completed in 2009-10**

### Mid Term Study (In-house)

- A study on the difficulties in achieving A grade norms by schools under Dakshata Samvardhan Programme.
- A study of the role of PTA in school development and providing quality education to students.
- An assessment of the time lapse between funds allotted from RSK and their reaching PTA and the non use of funds.
- An analytical study of the Social Science Curriculum at Upper-Primary level.
- A comparative study of the effect on Life-Skills and Professional Skills of Girls studying in Kasturba Gandhi Ballika Vidyalaya and Normal Schools.
- An analytical study of Science Curriculum at Upper Primary Level.
- A comparative study of the facilities provided in hostels for CWSN run by Government and Non-government Organizations under Sarva Shiksha Abhiyan.
- A study of the perception of trained teachers and implementation of Activity Based Learning.

## **Research Studies completed in 2009-10**

### Short Term Study (In-house)

- A study on availability and usage of Room to Read programme in the District of Betul.
- A study of the status of punishment inflicted upon students in schools.
- A study of the effectiveness of BALA on teaching learning in schools.
- A study of the effect of hostel atmosphere on the personality and social development of girls studying in Kasturba Gandhi Ballika Vidyalaya.
- A study of the measures to curb unfair means in examinations at different levels.
- A comparative study of the attendance and achievement of ST children enrolled through Anganwadi Centers and those enrolled directly in schools.
- A study on the availability and use of toilet for girls.
- A comparative study of baseline evaluation and final evaluation in Dakshata Samvardhan Programme.

## **A comparative study of the Achievements of KGBV and Non-KGBV Girls**

Main Research findings & Conclusions:

- Determination and will power for study in any situation was found to be 48-53% in Non-KGBV and 36.52% in KGBV girls.
- 69 percent of KGBV girls liked to go to school regularly while it was 58 percent Non-KGBV girls.
- Home work assigned was completed by 60.14 percent KGBV girls as against 28.45% of Non-KGBV girls.
- KGBV girls were provided with more motivation and peaceful cooperative environment than non KGBV girls.
- KGBV girls were found better in attendance, interest in study, behavior with class masters and teachers, participation and performance in school activities and home assignment than their non KGBV counterparts.
- An average academic achievement of KGVB girls in Hindi, Math's and English was found to be 30.53% which was better than that of their Non-KGVB counterparts (27.81%).

## **A study of the Effectiveness of Jan Shiksha Kendra (JSK)**

Main Research findings & Conclusions:

- No co-ordination was found between the school visits by the CACs and BRCCs.
- CACs of urban areas were found more satisfied with their BRCCs than that of their counterparts in rural areas.
- According to most of the teachers, the role of CACs is effective. They provide assistance in the functioning of schools but academic assistance is not up to the mark.
- Schools are not getting appropriate help in financial matters
- Urban JSKs are more serious about the training programmers
- Participation of JSK is negligible in planning of school activities

Suggestions:

- Head of the CRCCs and CACs should not be engaged in any work other than that of Sarva Shiksha Abhiyan.
- Annual work plan should be prepared by the CRCC in which academic support should be provided to the teachers and the schools as well.
- Multi grade teaching should be encouraged.
- CACs should be from the background of English and Mathematics so that they can provide better academic support.

## **A study of the Parallel Educational Administrative system in education at District and Block Level**

### **Main Research findings & Conclusions**

- Academic administration, monitoring and supervision of schools are done by DPC, DEO and Principal, DIET in different working styles under the parallel educational system.
- Due to different working styles of these officers regarding issuing orders and seeking information, teaching activities are being affected in the Schools.
- Appropriate co-ordination was not found in the Educational Officers at District and Block Levels.
- Students attendance and mid day meal were given equal importance during inspection and monitoring of the Schools by the Officers.

### **Suggestions**

- The post of DPC should be under the subordination of DEO.
- An information cell at district level should be established to collect information from block level.
- Administrative monitoring of schools should be done by BEO, academic monitoring by DPC and BRCC and training programmers should be done by DIET only.

## **A Comparative study of Attendance and Achievement Level of Children belonging to the Scheduled Tribe (ST) enrolled in Schools directly and through Anganwadi Centres**

### **Main Research findings & Conclusions:**

- The average attendance, retention and achievement level of ST children enrolled in the schools through Anganwadi Centres was found comparatively better than that of their counterparts enrolled directly.

### **Suggestions:**

- Number of Anganwadi Centres should be increased.
- Facilities should be increased at Anganwadi Centres.
- Public awareness should be increased to utilize the facilities available at Anganwadi Centres.

## Reasons for delay in Construction Work

### Main Research findings & Conclusions:

- About 60% construction was done through PTA and the rest through Panchayat.
- 38% construction work was completed, 30% remained incomplete where as 32% were ongoing.
- Construction funds in 86% cases were made available on time.
- 60% construction tasks were completed within stipulated time limit.
- Reasons for incomplete work- 53% due to land disputes, 47% due to rise in cost, unavailability of labour, casualties.
- 75% construction work found to be of satisfactory quality.
- Construction work done under the supervision of PTA was found to be of better quality than those supervised by Panchayats.
- 90% of Committee Members preferred Panchayat as construction agency.

### Suggestions:

- Construction Agencies should not be changed frequently but advised to keep school construction on highest priority.
- Overseers may be appointed at village level.
- No. of technically sound legible persons should be increased at Block.
- Level cheques should be verified to ensure timely reimbursement of funds.
- Approach roads and transportation facilities should be developed.

## 11. MANIPUR

### Household Survey 2009

Household Surveys on Educational status of children in the age group of 0 to 14 was conducted by Non Government Organizations.

Sl. No.	Agency	Survey	District	Status
1.	Green Foundation, Kwakeithel, Imphal	Household Survey	4 valley districts	Submitted Draft Report
2.	Oriental Rural Development Organisation, Tamei, Tamenglong	Household Survey	5 Hill districts	Submitted Draft Report

### Development of Software on Child Census:

The process of development of software for child census has been initiated by the NIC(National Informatics Centre), Imphal in collaboration with SSA, State Mission Authority Manipur.

Activity	Hardware	Status
Development of a web based Software on child census.  http://webmani.nic.in/childcensus (URL of website)	1) SQL Server 2000.  2) Visual Studio Net Pro 2003	Software package for designing & development of SSA Project. Development of software for child census.
		The NIC official has introduced and explained the hierarchy of the web base software on child census to the SSA functionaries.

## Data Feeding System in Software and in Hard Copy (VER/WER)

The Exercise of Listing, Sorting, Checking and Re-arranging of Household Survey datasheets is done in accordance with the existing Educational Blocks/ Clusters by the BRPs and CRPs.

Sl.no	Activity
1.	Listing of Block/Cluster wise Villages/Wards/Habitations
2.	Sorting, Checking and Re-arranging of Household 2009 Datasheets (Cluster wise)
3.	Sorting, Checking and Re-arranging of Household 2009 Datasheets (Village/Ward wise) to entry to VER/WER .
4.	<b>Hierarchy of the Software</b> : District>Block>Cluster>Village/Ward> Habitation>Household> Child information .

## Expected outcomes

- Monitoring the Educational status of every Child in terms of Never Enrolled, Out of School and In-school;
- Identifying Village/Ward/Habitation-wise children in the relevant age group for enrolment.
- Assessing Village/Ward/Habitation-wise number of future School-going Children;
- Finding out reasons for every Out-of-School Child in order to design appropriate intervention strategies;
- Tracking progress of every In-school child; and
- Diagnosing several other aspects of Participation and Retention of children in Basic Education.

## 12. MEGHALAYA

### **Research Activities undertaken in 2010-11 at the State Level**

- Study on the impact of IED intervention
- Study on the utilization of TLM/Teachers' grant and its impact on Classroom Transactions.
- Activity related to collection of Spatial Data for GIS Mapping of Habitations and its Data Entry along with the Data of Schooling Facilities.
- Orientation programme on Research Methodology.
- Seminar Reports of Research Studies conducted under SSA.

### **District level Studies**

- Study on the impact of IED interventions in all the 7 district
- Training-cum-workshop for teachers in each District.
- Studies are being conducted by the 7 DIETs and Reports of all Research Studies under progress will be made available after Compilation and Finalization .

### **Research Studies to be conducted in 2011-12**

- Study on the effectiveness of the VER in tracking the Out of School Children.
- Analysis of the Declining trends of Enrolment at the Primary and Upper Primary level.
- Problems in transition to the National Pattern of Elementary Education.
- Study on the functioning of SMCs under RTE.
- Study on the functioning of the BRCs/CRCs both in Academic and Non-academic Activities.

### 13. ODISHA

#### **Research Activities at the State level in 2009-10**

- Assessment of content knowledge of Shiksha Sahayaks and Gana Shikshayaks in Mathematics and Science.
- Effectiveness of training programmes for Members of Community based Institutions.
- Functioning of Unaided Schools.
- Impact assessment of Child Tracking System.
- Impact of Inclusive Education interventions on education of Children with Special Needs (CWSN).
- Impact of NPEGEL on education of girls at Elementary Level
- Identification of problems relating to opening and operationalization of New Primary Schools, New Upper Primary Schools.
- Edusat for enhancing quality of Elementary Education: exploring the potentials and possibilities.
- Evaluation of the in service training of teachers conducted under SSA, Orissa.
- Cohort study for assessment of basic indicators of Internal Efficiency of Schools.
- Evaluation of KGBV.
- Efficacy of Management Structure at SPO.
- Impact assessment of ECCE intervention under SSA.
- Baseline study on LEP.
- 5% sample checking of DISE data

#### **Research Activities at the District level in 2009-10**

- An investigation into the causes of low transition rate from Primary to Upper Primary stage in Patna and Banspal blocks of Keonjhar District.
- A study on causes of low achievement of Class-V children in Mathematics, Keonjhar District.
- A study on involvement of VEC in the quality aspects of Elementary Education, Kenosha District.
- Teachers' Absenteeism and its impact on functioning of Schools in Lakhanpur Block of Jharsuguda District.
- Effectiveness of Student Evaluation Practices followed in Primary Schools of Jharsuguda District.
- Level of Awareness and Participation pattern of VEC members of Dhankauda in Sambalpur District.
- Nature and pattern of use of teaching learning at Elementary Level.
- A study on transfer of TLM grant and its use in the primary schools of Sambalpur District.
- Effectiveness of quality monitoring formats in improving the quality of education in Sambalpur District.
- Functioning of computer aided Upper Primary Schools of Sambalpur District.
- Effectiveness of Monitoring and Academic support system for Quality Elementary Education in Sambalpur District of Orissa.
- Training needs of different categories of in service teachers of Koraput district at Elementary Level.
- A comparative study on the achievement level of KGBV hostel girl students and non-hostel girl students in the Upper Primary Schools of Koraput District.
- A study on the programme for intervention of the CWSN at the Primary Level.
- The problems In Enrollment and Retention of Children at Elementary Level.
- CAE Programme in the Schools of Bhadrak District.
- Impact of monthly sharing meeting On Effective Classroom Transaction.
- Impact of Computer Aided Teaching On Elementary Education , Nabarangpur.

## Research Activities conducted at the State Level in 2010-11

- Teachers and Students Time on Task.
- Baseline Study on MLE.
- Diagnosis of learning difficulties of children in Language ,Mathematics and Science, in the Low Achieving Districts of Orissa.
- Road Map for convergence of SS in the Elementary Cadre.
- Problems of transition to National Pattern of Elementary Education.
- Effectiveness of the Monitoring and Supervision Mechanism in teacher training.
- Performance assessment of the functioning of SRG, DRG and BRGs in the context of SSA.
- Evaluation of new textbooks at the Elementary Level
- Teachers and Students Absenteeism.
- Baseline survey on CAL.
- Analysis of declining trend of enrolment at Primary and Upper Primary level in Orissa.
- Study on functioning of BRCC and CRCC.
- A study on Teacher's Assessment of Project Interventions.
- Assessment of content knowledge of Gana Shiksayak and Shiksha Sahayak on Science and Mathematics

## Research Activities conducted at the District Level in 2010-11

- Cost effectiveness analysis of girls education at the Elementary level offered through KGBV and Upper Primary Schools.
- Infrastructure facilities in schools and its impact in enrolment of students at Elementary level.
- Evaluation of science textbooks introduced in Class-VI.
- Reading skill of Class-V students in first language-Oriya.
- Classroom performance and problems of Gana Shikshakas working in Primary Schools
- Academic Achievement of CWSNs in relation resource support extended to them under SSA.
- Utilisaton pattern of TLM grant in classroom processes and its impact on students participations and learning level.
- Role of the VEC in strengthening the management of schools under SSA programme.
- Effectiveness of NCLP in supporting the cause of Universalisation of Elementary Education.
- A study on writing skill of class-VII students in English language in Boudh district.
- Effectiveness of Srujan Programme in improving retention of learning achievement of children at Elementary level
- Attendance Analysis of students at the Elementary level in relation to their achievement.
- Effectiveness of Mother Teacher Association (MTA) in Promoting Girls Education at the Elementary level.
- Identifying difficulties in Learning Oriya by the students speaking "Chhattisgarhi" in Nuapada District.
- Impact of Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme under Sarva Shikshya Abhiyan on the Education of Girls in Class-VII in Nuapada District.
- Problems of learning of Class-VII students in the Science subject, Nuapada District.
- Functioning of Early Childhood Care and Education (ECCE) under National Programme of Education for Girls at Elementary Level.
- Effectiveness of Computer aided Learning Programme for learners Achievement at Elementary level in Mayurbhanj District.
- Comparison of learning achievement of children with and without exposure to Pre-School Education.
- Study of the attendance of teacher and students in Primary and Upper Primary Schools in Mayurbhanj.
- Effectiveness of Monitoring and Academic support system in the improvement of quality of Elementary Education in Mayurbhanj District.
- Evaluation of Model Cluster School for development of girls education at the Elementary level.

## **Dissemination and Sharing**

- Research abstract Volume-X has been published and distributed. The findings of research studies conducted during 2008-09 &10 are being compiled for printing .
- CD containing all the research studies has been sent to all the districts for the organization of sharing meet for wider dissemination of findings. Workshops were also organized at the state level with all the stakeholders for disseminating of the findings and follow up action.
- Action taken reports from the programme units were collected to assess the impact of the findings of the research studies.

### 13. PUNJAB

#### **Research Studies during the year 2009-10**

- Study on Classroom Transaction
- Study on Evaluation of Parho Punjab Programme
- Study on poor results of students of classes V, VIII, X & XII
- Evaluation study for OoSC covered in AIE centres & children mainstreamed from AIE centres to regular schools
- Study on Innovative activities like Girls Education & SC/ST
- Study on High Drop-Out among SC Students
- Study on impact of Teachers Training on classroom transactions
- Continuous Comprehensive Evaluation

#### **Study on Classroom Transactions for Primary and Upper Primary Schools**

- Initiated during the year 2008-09 through Punjab University Patiala and has been completed during the year 2009-10.
- As per the main findings of the study the speaking ability of teachers, their pronunciation, legibility in writing and methodology still needs a lot of improvement.
- Necessary action is being taken by the state to overcome these shortcomings through teacher training programmers, on site training in classrooms and regular monitoring and supervision of classroom transactions.

## **Continuous Comprehensive Evaluation**

- For Continuous and Comprehensive Evaluation of the learning levels of the students of classes 5th, 6th, 7th and 8th , monthly evaluation by teachers were held in all the Govt. schools.
- The marks obtained by the students are being monitored through a software and feedback is shared with teachers.

## **Research Studies initiated in 2009-10 and continuing in 2010-11**

### **Study on Evaluation of Parho Punjab Programme:**

- Study was Initiated through NIAR, Mussorie during the year 2009-10 and has been completed during July 2010.
- The study reveals that as compared to the baseline tests conducted in July, 2009, there has been an overall improvement of 43.70% in Punjabi, 58.56% in mathematics and 50.89% in English.

## **Study on poor results of students of classes V, VIII, X & XII**

- Study was Initiated through NIAR, Mussorie during the year 2009-10 and has been completed during October 2010.
- The study reveals that some of the reasons for poor results of the students include shortage of teachers, low attendance (less than 75%) of Students due to poverty, illiteracy of parents etc., Outdated teaching methods, lack of parent teacher co-ordination, low awareness level of parents, Non-availability of academic support to students at home etc.

## **Study for OoSC covered in AIE centres & children mainstreamed from AIE centres to regular schools**

- Study was initiated through Punjabi University Patiala in the year 2009-10 and has been completed. Final report is about to be submitted.
- The main objective of this study is to assess the contribution of AIE Centres and RBCs and their contributions towards coverage of Out of School children under education system

### **Study on Innovative activities like Girls Education & SC/ST**

- Study was Initiated through NIAR, Mussourie during the year 2009-10 and is being continued during this year. It would be completed by the end of this year.
- The main objective of this study is to find out whether the activities like vocational education, teaching of Karate & Life skills, Meena films, Exposure visits, and Competitive tests etc. have made any impact on the enhancement of enrollment and performance of Girls especially SC girls.

### **Study on High Drop-Out among SC Students**

- Study was Initiated through NIAR, Mussourie during the year 2009-10 and it is being continued during this year and would be completed by the end of this year.
- The main objective is to find out the reasons for high dropout rate among SC students.

### **Study on impact of Teachers Training on classroom transactions**

- Study was Initiated through NIAR, Mussourie during the year 2009-10 and is being continued during this year. It would be completed by the end of December 2010.
- The findings of this study will help in finding out the gaps in Teacher Training Programmes which will help in devising corrective steps in future.

### **Evaluation Study for ABACUS Programme**

- ABACUS also known as counting frame is a calculating tool used primarily for performing arithmetic processes.
- Study has been Initiated through NIAR, Mussourie during the year 2010-11. It would be completed by the end of this year.
- The findings of this study will help in assessing the effectiveness of the Programme.

## 15. TAMIL NADU

### **Action Research and District Level Studies**

- During 2009-10, 4010 Action Research studies and 30 district level studies were proposed.
- All the studies have been completed.
- Based on the findings, issues have been identified and appropriate strategies developed for 2010-11.
- Dissemination of the Action Research findings was also carried out at CRC level.

### **Research Activities during 2009-2010**

**Evaluation Report on the Effectiveness of Training Programme on Activity Based Learning.**

#### **Objectives:**

- To access the impact of ABL Training given to teachers.
- To study the implementation process of ABL Training
- To examine the physical and financial performance of SSA Scheme in relation to Training.
- To ascertain the present status of the infrastructure facilities available in the sample schools.
- To suggest suitable remedial measures to improve the performance of ABL training under SSA.

#### **Findings:**

- All BRTes were satisfied with the place of training timing and duration of the training programmes.
- All reported that adequate gap between trainings may be given between trainings may be given.
- Nearly 95% of the teachers informed that they have gained clarity and confidence in planning and preparing for the class room interaction.
- About 86% teachers has opined that training has motivated them to do their levels best.
- Most of the teachers expressed that the content of the training is limited .
- In all sample schools protected drinking water is provided to the children.
- All children of the sample schools is effectively utilizing the low level boards.
- The introduction of ABL method has improved the attendance rate of the children (99%).
- The performance of sample students (Except 1 std. ) was found good.

## **Teachers' Absenteeism and Students' Attendance in Primary and Upper Primary schools in Tamil Nadu.**

### **Objectives:**

- To study the absenteeism of the teachers in relation to the meetings and trainings.
- To study the absenteeism of the teachers in relation to legitimate leave such as CL, ML.
- To study the absenteeism of the teachers in relation to the various teaching and non-teaching related activities.
- To study the absenteeism of the students in relation to the various factors.
- To find out the strategies followed by HM to manage the teachers' absenteeism and late-coming.
- To find out the strategies followed by HM to manage the students' absenteeism.
- To observe the attendance position and activities of the teachers during different visits.

### **Findings:**

- On average, a teacher spent 25-35 days as ML, CL, OD or for higher education purpose.
- According to Headmasters about 50% of the teachers' absenteeism is due to health problems of teacher and their family members.
- Around 88% of teachers were present in the school during visit
- 160-163 days have been spent by teachers for teaching.
- 52-57% of days of the teachers' absenteeism is related to meeting and training.

## **Teacher Absenteeism and student attendance in selected District of Tamil Nadu**

### **Findings:**

#### **Reason for teachers being frequently absent.**

- Health reason of the Teacher- 33.33%
- Health Problem of family member- 28.93%
- Festivals / Religious function- 17.39%
- Family Problem- 14.49%
- Others (Personal work)- 6.66%
- Residence faraway from school-5%

#### **Strategies adopted by Heads when Teachers are not Present in School.**

- Some other Teacher is assigned.
- Combined class.
- Community member takes class.
- Students study on their own.
- Class Teacher handle the class.
- Students allowed to play.
- HM takes class.
- Students exposed to A/V aids.

## **Findings Contd.**

### **Students' Absenteeism – Strategies Adopted by Head Teacher**

- Meets & Counsel Parents to send their children- 47%
- Problem Discussed in VEC Meeting- 17%
- Visits to hereby homes of students to bring them back to the school- 29%
- Reinforcing by distributing gifts- 7%

### **Students late coming - Strategies adopted by HM & Teacher**

- Analyzing the cause of Late Coming and discussing with parent - 76.33%
- Making them to take interest in the students physical health- 5.80%
- Giving advice to come to school in time- 17.20%
- Making the students to do small work when they come late- 1.67%

## **A Study on absenteeism among teachers and students in selected districts of Tamil Nadu.**

### **Objective:**

- The percentage of attendance of students across various standards (I – VIII Standard) and to understand the absenteeism pattern of the students.
- The gender-wise variation in attendance among students across various Standards (I – VIII Standard) and to understand the role of social groups in observing absenteeism behavior.
- The Social group-wise variation in attendance of the students across various standards (I – VIII Standard) and to understand the role of social groups in observing absenteeism behavior.
- Gender-wise, age-wise and social group-wise percentage of teachers in relation to the students they teach.
- The reasons for absence among the teachers in relation to their social category.
- Distribution of teachers who have carried out various activities during working days which include teaching.
- Gender-wise and standard-wise distribution of Students absenteeism among various reasons listed.

### **Findings:**

- Boy's enrolment is higher than girls enrolment in classes except in Coimbatore district.
- Girl's enrolment declines and dropout rate increases after 6<sup>th</sup> std.
- Attendance percentage is above 90% in III, IV, & V in all district.
- Attendance percentage in I & II std was little less (85-92%) (personal attention to every child & home visits by teachers will increase the percentage).
- In upper primary classes the percentage attendance was above 90% (in some districts were seasonal unemployment is prevailing, the percentage went down up to 85%.
- Attendance percentage of girls was more than boys in all districts (1;1:12)

## **Time on Task (A study in selected districts)**

### **Objective:**

- To assess how teachers and students spend their time on various teaching learning activities in school.

### **Findings:**

- In majority of the classes the behavior of teachers with students was friendly and informal.
- More than 90% teachers encouraged students to ask questions and seek clarification in each of the three subject classes (Tamil, Math & EVs)
- In most classes, teachers observed to be paying equal attention to boys & girls.
- Use of TLE & TLM in Tamil, Math & EVs was about 20%, 55% & 30% Viz.
- Around 50% teacher's time was spent on paying individual attention to students.

## **A Study on absenteeism among teachers and students in selected districts of Tamil Nadu.**

### **Objective:**

- The percentage of attendance of students across various standards (I – VIII Standard) and to understand the absenteeism pattern of the students.
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- Use of TLE & TLM in Tamil, Math & EVs was about 20%, 55% & 30% Viz.
- Around 50% teacher's time was spent on paying individual attention to students.

## An Evaluation of ABL in Tamil Nadu, 2009

### Objectives:

- How relevant has ABL been in terms of bringing about a fresh climate of change in the primary education scenario of the state.
- To what extent has ABL been able to positively impact on the stakeholders/target communities in bringing about the desired changes.
- How well has ABL achieved the intended results in terms of quality, quality and timeline of children's primary education from classed 1 to 4.

### Findings:

- 91% HMs mentioned that they have received ABL training from SSA.
- 98% of the HMs welcomed the support given to their teachers by BRTEs.
- 75% of them felt that the frequent external trainings organised by SSA to their teachers did affect the classroom processes in the schools and hence looks for better modes of training.
- About 50% of HMs felt that ABL afforded a friendly approach to the active learning of differently abled children.
- 95% of teachers felt that the children's learning skills have vastly improved because of ABL.
- 92% of teachers opined that reading and writing skills have greatly improved among children.
- 85% of them felt that the ABL cards are an interesting source of knowledge to the children.
- 72% of the teachers felt that the frequent training from SSA hindered their classroom work with children.
- 60% of them felt that confusion among classroom activities arouse due to the multi grade multiclass system followed in ABL.
- All parents mentioned that their children loved going to school eagerly and happily.
- 90% parents were glad that their children's reading skills had improved.
- 80% of parents were glad that they did not suffer from any pressure to prepare their children for exams.
- 90% of VEC members said that VEC meetings were regularly conducted and discussed ABL related matters.

# Research Activities during 2010-11

## Action Researches :

- 4120 action researches at the rate of 10 action researches per block have been assigned during 2010-11 under the areas of the research given below: Language education; Science, Math and Social Education; and SSA Intervention.
- Action researches have been carried out during August to October and the research reports will be submitted to the SPO before 31<sup>st</sup> December. dissemination of the Research findings will be done in February 2011 at CRC level.

## Capacity Building :

- Capacity building training to teachers who are engaged in Action Research has been given through cascade mode during June & July 2010.
- A State level training has been given to all district Coordinators on 09.07.2010 at SPO, Chennai. District level training to all teachers has been conducted throughout the State in July 2010.
- An Edusat programme on Action Research arranged on 11.08.2010 Around 3000 Teachers, HMs, Supervisors participated in the video conferencing programme.

## State Level Studies

Sl. No.	Research Topic	District selected for the study
1.	Evaluation of KGBV Schools	Salem, Villupuram, Krishnagiri
2.	Evaluation of NPEGEL Programme	Erode, Dharmapuri, Villupuram
3.	Evaluation of IED Programme	Dindigul, Madurai, Virudhunagar
4.	Critical Analysis on CAL Programme	Perambalure, Thanjavur, Trichy
5.	A study on Village Education Committee	Coimbatore, Dharmapuri, Villupuram
6.	Impact of CAL on Academic Achievement of Students	Tirunelveli, Thoothukudi, Kanniyakumari
7.	Evaluation of IED Programme	Tirunelveli, Thoothukudi, Kanniyakumari
8.	Assessment of ALM	Chennai. Coimbatore, Dindigul, Dharmapuri, Tirunelveli
9.	Evaluation of EDUSAT Programme	Vellore, Sivagangai, Coimbatore, Thanjavur, Kancheepuram

## 16. UTTARAKHAND

### Status of Research & Evaluation Studies 2009-10

Sl. No.	Name of the study	Firm	Year	Status
1.	5% Sample checking of DISE Data	Datamation Research and Analyst Vimal Shree, New Delhi	2009-10	In Progress
2.	Study on the motivational level of teachers at elementary level	Academy of Management Studies 126-C, Sector III, Defence Colony, Dehradun	2009-10	In Progress
3.	Study on Accountability of teachers working at elementary level	Datamation Research and Analyst Vimal Shree, New Delhi	2009-10	In Progress
4.	Study on the achievement level of Class II and IV in upgraded EGS school and other school in Hindi and Mathematics	Indicus NewDelhi	2009-10	In Progress
5.	Study of out of girls in Haridwar and U.S. Nagar and reason of their being out of school.	NIAR, Mussorrie	2009-10	In Progress
6.	Study on the effectiveness academy support given by BRC at elementary level.	SIEMAT, Dehradun	2009-10	In Progress

### Status of Districtwise Action Research Study 2009-10

Sl. No.	Name of District	No. of Action Research Study	Status
1.	Almora	50	Complete
2.	Bageshwar	40	Complete
3.	Chamoli	4	Complete
4.	Champawat	45	Complete
5.	Dehradun	25	Complete
6.	Haridwar	3	Complete
7.	Nainital	34	Complete
8.	Pauri	32	Complete
9.	Pithoragarh	2	Complete
10.	Rudraprayag	2	Complete
11.	Tehri	25	Complete
12.	U.S.Nagar	36	Complete
13.	Uttarkashi	41	Complete

### **Research and Evaluation Studies proposed in 2010-11**

- 5% sample checking of Dise Data 2010-11.
- Different form of Discriminatory practice in school and its impact on enrolment, retention and learning in school.
- Tracking/study on out of school children in 6 to 14 years age group in selected area in Haridwar, US Nagar, Dehradun and Nainital.
- To assess the reason of low achievement level in Hindi, English and Maths at elementary level (based LLA report).
- Study of Govt. operative EGS centre & NGOs operative centre in Maths & Hindi District U,S.Nagar, Nainital.

## 17. WEST BENGAL

### Research Studies conducted in 2009-10

- Implications of Private Tuition in- by SCERT
- Learning Achievement of students at Primary and Upper Primary Levels vis-à-vis attendance of teachers and students – by SCERT

#### Studies conducted by State Research Cell, SPO along with the District Research Cells, PBSSM :

- Sample Study on Status of CWSN children
- School Efficiency : Cohort study 2009 at Upper Primary Level
- Baseline Achievement study at Primary level in EBBs
- Sample Study on AWC Children
- Comparative Study of Learning Achievement among the Computer Aided Learning and Non-Computer Aided Learning Schools

### Implications of Private Tuition in West Bengal

#### Methodology :

- 349 schools including Primary, U.P. & Secondary and H.S. covering 17 districts in W.B.
- Using Random Systematic Sampling and Circular Systematic Sampling procedures
- Study carried out through DIET in fifteen districts and DPOs in two districts
- DCF and software was developed for the study

#### Findings:

- 47.74 % rural teachers and 41.82 % urban teachers disagree that private tutors play a positive role in teaching-learning process
- 52.7% guardians have opined that extend to which students depend upon private tuition is higher at Madhyamik stage
- 61. 61.24% community members believe that students at Madhyamik level depend more on private tuition.
- The tendency of taking private tuition by the students is increasing from primary (71.17%) to higher secondary stage (93.35%)
- 44.9% rural teacher sand 49.68% of urban teachers agree that the content delivered by private tutors are impeding the natural process of the classroom process in school.
- 94% private tutors said that they help the students in completing their home tasks

## Learning Achievement of students at Primary and Upper Primary levels vis-à-vis attendance of teachers and students

### Objectives:

- To find out the reasons for teachers remaining away from schools.
- To ascertain the percentage of students at both primary and upper Primary levels remaining away from schools on a particular day.
- To study whether remaining away from schools by the teachers and students affects the learning achievement of the students.

### Findings:

- The two major strategies adopted in Primary schools when a teacher is absent on a particular day are requesting another teacher to look after the class in addition to his/her own class ( 55%)and assignment of the class to same other teacher (35%) in that order of preference.
- In Upper primary, assignment of the class to some other teacher (75%) and requesting another teacher to look after the class in addition to his/her own class (22%) in that order of preference.
- In Rural Primary schools the percentage of teachers present on the days of visit, varies from 78% (second visit) to 85% (first visit). For Urban Primary schools the percentage of present teachers decreases over the three visits (83%, 82%, and 78%)
- In Upper Primary Schools, the percentage rate of teachers on the days of visit in rural area (74%-77%) is higher than urban area (67%, 69%)
- Attendance of the students were 73% to 77% in Rural and Urban Primary schools and 67% and 71% attendance of the students in Rural and Urban Upper Primary schools .
- Achievement of Class III students from rural areas is comparatively better in Language and Mathematics than that of students from urban areas.
- Urban students of Class VIII have performed better in Language, mathematics, Science, and Social Science than students of same Class from rural areas.

## **Learning Achievement of students at Primary and Upper Primary levels vis-à-vis attendance of teachers and students –a sample study by SCERT**

### **Objectives:**

- To find out the reasons for teachers remaining away from schools.
- To ascertain the percentage of students at both primary and upper Primary levels remaining away from schools on a particular day.
- To study whether remaining away from schools by the teachers and students affects the learning achievement of the students.

### **Findings:**

- The two major strategies that are adopted in Primary schools when a teacher is absent on a particular day are requesting another teacher to look after the class in addition to his/her own class ( 55%) and assignment of the class to some other teacher (35%) in that order of preference.
- In Upper primary, assignment of the class to some other teacher (75%) and requesting another teacher to look after the class in addition to his/her own class (22%) in that order of preference.
- In Rural Primary schools the percentage of teachers present on the days of visit, varies from 78% (second visit) to 85% (first visit). For Urban Primary schools the percentage of present teachers decreases over the three visits (83%, 82%, and 78%)
- In Upper Primary Schools, the percentage rate of teachers on the days of visit in rural area (74%-77%) is higher than urban area (67%, 69%)
- Attendance of the students was 73% to 77% in Rural and Urban Primary schools and 67%-71% attendance of the students in Rural and Urban Upper Primary schools .
- Achievement of Class III students from rural areas is comparatively better in Language and Mathematics than that of students from urban areas
- Urban students of Class VIII have performed better in Language, mathematics, Science, and social science than students of same class from rural areas.

## **Sample Study on Status of CWSN children**

### **Objective:**

- Tracking of CWSN children from Class I to Class IV for enrolment, retention drop out etc.
- Distribution of Caste wise and Class wise present status of enrollment and regularity among CWSN.
- To find out the number of CWSN identified through assessment camp.
- To evaluate the peer acceptance status towards CWSN.
- To evaluate the teacher's training imparted earlier.
- To estimate the visit of special educator to extends resource support.
- To find out the status of implementation of barrier free atmosphere in the school.
- To examine the status of implementation of maintenance scheme .
- Achievement of CWSN children in the scale of previous three years experience.
- To evaluate the actual percentage of CWSN children in the mainstream system.

### **Methodology :**

- Three Primary schools having enrolled CWSN children's per Block per district were selected
- Used DCF for collecting the data from the field level and prepared software for compilation of the report.
- Shiksha Bandhus from CLRCs were the field investigators under supervision of the CPCs

### General Information About CWSN Survey 2009

District	Total No. of Schools covered	Total Children Enrolled	Total No. of CWSN identified	Total No. of Newly Enrolled CWSN children	Total No. of Schools having Trained Teachers on Disability Issues	Total no. of Schools having Ramp with Handrails	Total No. of Schools having VEC/WEC/SD C Members oriented on the Education of the CWSN	Total No. of Schools served Mid-day Meal
BANKURA	66	9605	400	58	6	56	34	65
BARDDHAMAN	93	18413	413	71	62	60	65	92
BIRBHUM	57	9767	236	39	38	51	50	56
DAKSHIN DINAJPUR	24	2701	48	18	3	10	13	22
HAORA	52	9515	269	75	21	27	36	50
JALPAIGURI	26	6561	222	32	2	21	6	26
KOCH BIHAR	42	6509	144	35	5	34	0	40
KOLKATA	138	19724	383	45	38	21	27	6
MURSHIDABAD	78	24443	770	147	78	68	67	77
PURBA MEDINIPUR	75	10757	506	81	37	52	62	71
SOUTH 24 PGS.	85	18151	563	88	27	50	38	73
UTTAR DINAJPUR	27	8586	228	38	17	18	16	26
Grand Total	763	144732	4182	727	334	468	414	604

### School Efficiency : Cohort study 2009 at Upper Primary Level

**Main findings :**

▪ **Enrolment :**

Overall Enrolled – 1077499 , SC Enrolment –27.22% ST Enrolment – 6.02%, Muslim Enrolment – 28.73% , Others –38.04%

▪ **CRF :**

Overall – 55.58% , SC students –25.27%, ST students - 4.58%, Muslim students - 27.24%,  
Others –42.91%

▪ **Repetition :**

Overall –27.39%, SC –30.58%, ST –7.91%, Muslim – 30.49%, Others –31.03%

▪ **Grade wise Repetition rate:**

Class- V : 34.61%, Class- VI : 24.00%, Class- VII : 22.70%, Class- VIII : 18.69%

▪ **Drop out :**

Overall – 17.03%, SC- 30.25%, ST- 8.75%, Muslim – 32.19%, Others- 28.81%

## Research Activities during 2010-11

### State Level :-

- Study on NPEGEL , KGBV & Girls' Education by Vishwa Bharati University
- Study on IED & activities of IED Coordinators and Special Educators by North Bengal University.
- Study on the comparison of performance and attainment of private schools and Govt. Aided Schools at the Primary and Elementary Stage in West Bengal by SCERT
- Study on the efficiency of detention or no-detention of children performing less than the average children at the end of academic year by SCERT
- Impact of Teachers' training in W.B. by SCERT
- Reconstructed Cohort Study by using DISE Data
- Sample checking of DISE data by SCERT or other agency
- Comparative GP wise sample study between DAT result & Baseline study of EBBs in Class III done by State Research Cell along with District Research Cell
- Study on Students' & Teachers' Time-on-Task in Primary and Upper Primary Schools by SCERT

## Studies in progress in 2010-11

### District Level :

1. Reconstructed Cohort study using DISE DATA
2. Role of MTA and VEC in Education
3. Comparative Study between Baseline study of EBBs in Class III and DAT result –GP wise sample study
4. District specific studies approved by the district SSA committee:
  - Education status of SC / ST students in SC/ST dominated blocks (Murshidabad )
  - Transition pattern between Primary and Upper Primary students –sample based (Murshidabad)
  - Assessment on promotion ,migration ,drop out rate of the students from Class I to Class VIII.(North 24 Pgs)
  - Impact of engagement of Para teacher in Upper Primary school (Burdwan)
  - Study on Present scenario of Girls' education- comparison between EBB & Non-EBB blocks
5. Comparative Study between Baseline study of EBBs in Class III and DAT result –GP wise sample study by Shiksha Banbhus / Field Investigators
6. Action Research conducted in the selected 10 schools (Maximum in all 20 districts).

## **State Level Capacity Building Workshop Conducted in 2010-11**

- One day workshop organized on **Reconstructed Cohort Study** with all 20 District Research and MIS Coordinators conducted by RESU, Ed.CIL on 25.05.10 at SPO, PBSSM
- 2 days Residential workshop on **Action Research** conducted by Dr. M.K.Dash, Prog. Officer, DEP-SSA ,IGNOU with the District Research Coordinators along with one Primary teacher from 22<sup>nd</sup> to 23<sup>rd</sup> July,2010 at Seva Kendra Kolkata.
- One day workshop organized on **House Hold survey** with the DPOs and other Officials of SSA at SPO, PBSSM
- 5 days Residential workshop organized on **Students' & Teachers' Time-on-Task in Primary and Upper Primary Schools** conducted by RESU, Ed.CIL with the SCERT and SSA for all DIET faculties from 26<sup>th</sup> October to 30<sup>th</sup> October, 2010 at DIET ,Nadia.

## **Action Research**

- All districts conducted one day workshop on Action Research at district level
- The participants included Primary teachers & CRC Coordinators (Shiksha Bandhus)
- The Resource persons were District Research Coordinators , DIET Principals/ Lecturers & CPCs provide guidance
- Teachers will conduct maximum 10 Action Research in the school level in all district

### **Some identified areas are :**

- Improving problem of Decimal fraction in a group of children in class II
- Improving pronunciation of group of children in class III
- Developing better idea for the process of carrying in addition and subtraction among the students of Class III
- Improving the Reading skills among the students of Class III
- Improving the reading skills of the students of Class II (mainly in the area of Juktakshar).

## **Status of the conducted studies during 2010-11**

- Study on IED & activities of IED Coordinators and Special Educators by North Bengal University – Completed
- Study on the comparison of performance and attainment of private schools and Govt. Aided Schools at the Primary and Elementary Stage in West Bengal by SCERT - Completed
- Study on the efficiency of detention or no-detention of children performing less than the average children at the end of academic year by SCERT – Completed
- Impact of Teachers' training in W.B. by SCERT – Started
- Reconstructed Cohort Study by using DISE Data done by State Research Cell along with the District Research Cell - Started
- Study on Students' & Teachers' Time-on-Task in Primary and Upper Primary Schools by SCERT – starting soon
- District specific studies & Action Research were initiated at the district level.

## **Dissemination and Utilization of Research Findings**

- State level workshop was held in each quarter and reports of the studies conducted either by State Project Office or District Project Office were discussed and disseminated.
- Findings of the studies were shared with the State Policy makers , High level officials and Officers of the different Boards.
- Findings of the studies undertaken by the District Project office are always shared at District level and CLRC (Circle Level Resource Centre) level.

## SECTION IV

### SUMMARY AND OBSERVATIONS

#### 3.1 National level studies

Participants were briefed about the national level studies/surveys which have been completed or are in progress.

##### Studies in progress were:

- i) Impact of In- service Teachers Training under SSA on Classroom Transaction (in 15 states). This study will be coordinated by NCERT.
- ii) Study for Estimation of Dropout Rates in North Eastern States. This study has been commissioned to Development and Research Services (DRS).

3.2 Major findings of some of the National level studies conducted through RESU-TSG, Ed.CIL were also shared with the participants. These included (i) All India survey of out of school children. (ii) Study of drop outs in 21 major states. (iii) Study of VECs/SMCs/PTAs in 14 states coordinated by NUEPA (iv) Study of reasons of large decline in enrolment between classes I and II in 4 states (Assam, Bihar, Meghalaya and West Bengal) and (v) Teaching of English in primary schools in 8 states coordinated by NCERT. The basic purpose of this sharing of information with the states was to let them know about the national level studies that may have some implication for their programmes and SSA activities. Information on Reports published during 2009-10 and those to be published shortly was also shared.

##### Studies proposed to be undertaken in 2010-11 were:

- i) Assessment of available facilities for primary and upper primary education in tribal areas.
- ii) Assessment of available facilities for primary and upper primary education in Muslim pre-dominant areas.
- iii) Study on drop-outs in 21 states for validation of the findings of an earlier study.
- iv) Study of student's attendance and teacher's absence in all major states.
- v) Study of Exclusion and Inclusion of students in the school and classroom in Primary and Upper Primary schools.
- vi) Pilot project for development of tools for the study on classroom processes.

#### 3.3 State level studies

The participants of 16 states represented in the meeting and one other state which sent the relevant information later, shared information about the studies completed in their states during 2009-10, studies in progress, action researches and research activities proposed for the year 2010-11. On some topics, two or more states had undertaken studies during 2009-10. The information about the topics on which studies were conducted in different states is summarized below.

<b>Research studies/surveys completed during 2009-10</b>		
<b>Sl. No.</b>	<b>Topic of Study</b>	<b>States</b>
1.	Teachers' absenteeism and students attendance in primary and upper primary schools	Tamil Nadu, Karnataka, Himachal Pradesh, Chandigarh
2.	Time on Task of teachers and students	Tamil Nadu, Kerala
3.	Classroom Transaction for primary and upper primary schools	Punjab
4.	Learning achievement of students at primary and upper primary levels	West Bengal, Uttarakhand, Kerala, Delhi
5.	Sample study on the status of CWSN	West Bengal
6.	School Efficiency: Cohort study at upper primary level	Odisha, West Bengal
7.	Sample checking of DISE data	Odisha, Uttarakhand, Karnataka, Gujarat, Andhra Pradesh, Assam
8.	Evaluation of KGBV	Odisha, Andhra Pradesh, Madhya Pradesh
9.	Exploring the potentials and possibilities of EDUSAT for enhancing quality of elementary education	Odisha
10.	Impact if IED interventions on education of CWSN	Odisha, Meghalaya, Andhra Pradesh, Assam, Madhya Pradesh
11.	Effectiveness of BRCs in providing academic support to teachers	Kerala, Uttarakhand,
12.	Effectiveness of Galileo Little Scientist programme	Kerala
13.	Household survey of children	Karnataka, Manipur, Delhi
14.	Impact of CCE on achievement level of students	Himachal Pradesh, Punjab
15.	Identifying out of school children using Child tracking system	Odisha, Himachal Pradesh, Manipur

Given below is a summary of the studies/surveys proposed to be undertaken by the states which supplied the relevant information.

<b>Research Activities for 2010-11</b>		
<b>Sl. no.</b>	<b>Topic of Study</b>	<b>States</b>
1.	Discrimination in the school system	Uttarakhand, Andhra Pradesh, Delhi
2.	Assessment of access to facilities for primary and upper primary education provided by SSA in tribal areas.	Kerala
3.	Impact of in-service teachers' training programme on the classroom practices of teachers	Karnataka, Kerala, Delhi, West Bengal, Punjab, Jharkhand

<b>Research Activities for 2010-11</b>		
<b>Sl. no.</b>	<b>Topic of Study</b>	<b>States</b>
4.	Evaluation of performance of KGBVs	Karnataka, Assam, Gujarat, Tamil Nadu, Madhya Pradesh, West Bengal
5.	Effectiveness of the strategies for out of school children	Kerala, Uttarakhand
6.	Assessment of the level of achievement of children in classes IV and VII	Kerala, Assam, Uttarakhand
7.	Effectiveness of the interventions for girls education under SSA	Kerala, Jharkhand, Punjab, West Bengal
8.	Role and functioning of SMCs	Assam, Meghalaya, Gujarat
9.	Implementation of learning enhancement programme (LEP) and grading of schools	Andhra Pradesh, Gujarat, Jharkhand
10.	Sample checking of DISE data	Andhra Pradesh, Uttarakhand, West Bengal
11.	Drop out study	Chandigarh, Punjab
12.	Study of Time on task of teachers and students	Delhi, Chandigarh, West Bengal, Madhya Pradesh, Odisha, Jharkhand
13.	Teacher attendance and students absenteeism	Odisha, Jharkhand, Assam
14.	Evaluation of CAL Programme	Odisha, Tamil Nadu, Kerala
15.	Evaluation of NPEGEL programme	Tamil Nadu, Karnataka, West Bengal
16.	Functioning of BRCs/CRCs and BRCC/CRCC	Meghalaya, Odisha

### **3.4 Panel Discussion**

A panel discussion was organized which was focused on 'Research activities in the context of RTE (2010)'. Specifically the following studies were suggested for being undertaken in the context of RTE:

- i) Survey of out of school children
- ii) Status and effectiveness of Special Training Centres for school dropouts and students lagging behind in studies.
- iii) Survey to estimate dropouts and survival rates.
- iv) Attendance of students and teachers.
- v) Evaluation of teacher's in-service training and training practices in class.
- vi) Study of the role of BRCs and CRCs.
- vii) Study of implementation of CCE in schools.
- viii) Study of the role of School Management Committees.
- ix) Learning Achievement Surveys.
- x) Evaluation of curriculum in the light of NCF 2005.

The following issues and suggestions emerged from the discussions. The state authorities should take note of these issues and suggestions for improvement of their Research and Evaluation activities especially in the context of the RTE.

- With the implementation of the RTE Act, the emphasis of research activities should be on the growth and development of the child in such areas as cognitive, attitudinal, personality and co-curricular activities.
- There is a need for baseline assessment of the system and baseline studies covering children of all categories: urban deprived, slum children, migratory group, and children from civil strived areas.
- Achievement surveys need to be diagnostic and capable of providing suggestions for improvement and overcoming of learning difficulties of children.

### 3.5 Other suggestions

The observations and suggestions made by the participants during the workshop are summarized below:

1. With the advent of the RTE Act, researches need to focus more on the child's access to education in an environment which is free from fear, anxiety and stress; prohibiting corporal punishment; students' detention in the same class and expulsion from schools; the teaching-learning process; and curricular reform. In other words special attention needs to be given to child centred learning and educational facilities to be provided under RTE Act.
2. Research activities, those related to process and impact, need to be immaculately planned and the issue of follow up activities also needs to be given due consideration.
3. There is also a need for addressing the issue of inequity in the education system since all children irrespective of their caste, religion, class, gender and location should get education of comparable quality.
4. The issue of teacher's involvement in non-academic activities also needs to be monitored especially in the context of Rule 27 of the RTE Act.
5. Research Advisory Committee should include members with expertise in research methodology.
6. There should be a system for sharing of methodology, tools and findings of both national level and state level studies.
7. Abstracts of research studies conducted at the state level should be submitted to the RESU Unit as soon as the studies are completed.
8. **A short training programme in Research Methodology should be organized for Research and Evaluation Coordinators and other State level functionaries involved in planning and commissioning of research.**
9. **A programme in research related issues- capacity building, methodology etc; should be organized specifically for the North Eastern States.**

**7<sup>TH</sup> RESEARCH & EVALUATION CO-ORDINATORS MEETING  
HELD ON DECEMBER 3&4, 2010  
VENUE: SWOSTI PREMIUM, BHUBANESWAR**

<b>DAY I : DECEMBER 3, 2010 (FRIDAY)</b>	
10.00 TO 11.00	INAUGURAL SESSION - REGISTRATION - OPENING REMARKS
<b>11.00 TO 11.15</b>	<b>TEA</b>
11.15 – 12.00	PRESENTATION OF NATIONAL LEVEL RESEARCH STUDIES (COMPLETED AND PROPOSED) - PROF. ABL SRIVASTAVA
12.00 – 01.00	PRESENTATION ON STUDY OF TEACHING ENGLISH AT PRIMARY LEVEL - DR. NEERU BALA
<b>1.00 TO 2.00</b>	<b>LUNCH</b>
2.00 TO 3.30	DISCUSSION ON CHILD CENSUS AND CHILD TRACKING -MR. OP ARORA
<b>3.30 TO 3.45</b>	<b>TEA</b>
3.45 TO 5.30	PRESENTATION OF STATE REPORTS
<b>DAY II : DECEMBER 4, 2010 (SATURDAY)</b>	
9.00 TO 10.30	PRESENTATION OF STATE REPORTS
<b>10.30 TO 10.45</b>	<b>TEA</b>
10.45 TO 11.45	PRESENTATION ON METHODOLOGY FOR THE STUDY OF DISCRIMINATION IN THE SCHOOL SYSTEM -MS. TARAMANI NAOREM
11.45 TO 1.00	PRESENTATION OF STATE REPORTS
<b>1.00 TO 2.00</b>	<b>LUNCH</b>
2.00 TO 3.30	PANEL DISCUSSION ON RESEARCH STUDIES IN THE CONTEXT OF RTE
<b>3.30 TO 3.45</b>	<b>TEA</b>
3.45 TO 5.30	PRESENTATION OF STATE REPORT

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## ABBREVIATIONS

<b>ABRCC</b>	ASSISTANT BLOCK RESOURCE CENTRE COORDINATOR
<b>ACR</b>	ADDITIONAL CLASSROOMS
<b>ADEPTS</b>	ADVANCEMENT OF EDUCATIONAL PERFORMANCE THROUGH TEACHERS SUPPORT
<b>AMC</b>	AHMADABAD MUNICIPAL CORPORATION
<b>AWC</b>	ANGANWADI CENTRES
<b>BTCS</b>	BASIC TRAINING CERTIFICATE
<b>CAL</b>	COMPUTER AIDED LEARNING
<b>CEP</b>	CERTIFICATE IN PRIMARY EDUCATION
<b>CLRC</b>	CIRCLE LEVEL RESOURCE CENTRE
<b>CPC</b>	CIRCLE PROJECT COORDINATOR
<b>CPE</b>	CERTIFICATE COURSE FOR PRIMARY TEACHERS
<b>CRCC</b>	CLUSTER RESOURCE CENTRE COORDINATOR
<b>CRF</b>	COMPLETION RATE IN FIVE YEARS
<b>CTE</b>	CAREER TECHNICAL EDUCATION
<b>CWSN</b>	CHILDREN WITH SPECIAL NEEDS
<b>DCF</b>	DATA CAPTURING FORMAT
<b>DIET</b>	DISTRICT INSTITUTE OF EDUCATION AND TRAINING
<b>DISE</b>	DISTRICT INFORMATION SYSTEM OF EDUCATION
<b>DMO</b>	DISTRICT MONITORING OFFICER
<b>DRAC</b>	DISTRICT RESEARCH ADVISORY COMMITTEE
<b>DRC</b>	DISTRICT RESOURCE CENTRE
<b>DURCC</b>	DISTRICT URBAN RESOURCE CENTRE COORDINATOR
<b>EBB</b>	EDUCATIONALLY BACKWARD BLOCKS
<b>ECCE</b>	EARLY CHILDHOOD CARE AND EDUCATION
<b>ECE</b>	EARLY CHILDHOOD EDUCATION
<b>EGS</b>	EDUCATION GUARANTEE SCHEME
<b>HPS</b>	HIGHER PRIMARY SCHOOL
<b>HT</b>	HEAD TEACHERS
<b>IASE</b>	INSTITUTE OF ADVANCED STUDIES IN EDUCATION
<b>ICT</b>	INFORMATION AND COMMUNICATION TECHNOLOGY
<b>IE</b>	INTEGRATED EDUCATION
<b>KGBV</b>	KASTURBA GANDHI BALIKA VIDYALAYA
<b>LEP</b>	LEARNING ENHANCEMENT PROGRAMME
<b>LPS</b>	LOWER PRIMARY SCHOOL
<b>MCS</b>	MODEL CLUSTER SCHOOLS
<b>MEO</b>	MOST EFFICIENT ORGANIZATION
<b>MG</b>	MOTHERS GROUP
<b>MIG</b>	MEDICAID INFRASTRUCTURE GRANT
<b>MRC</b>	MANDAL RESOURCE CENTRE
<b>MRP</b>	MANDAL RESOURCE PERSON
<b>PES</b>	POST ENUMERATION SURVEY
<b>PO</b>	PROJECT OFFICER
<b>PS</b>	PRIMARY SCHOOL
<b>RBC</b>	RESIDENTIAL BRIDGE COURSES
<b>RP</b>	RESOURCE PERSONS
<b>RT</b>	RESOURCE TEACHER
<b>SMC</b>	SCHOOL MANAGEMENT COMMITTEE
<b>TLM</b>	TEACHING LEARNING MATERIAL
<b>UEE</b>	UNIVERSALIZATION OF ELEMENTARY EDUCATION
<b>UPS</b>	UPPER PRIMARY SCHOOL
<b>VEC</b>	VILLAGE EDUCATION COMMITTEE
<b>VER</b>	VILLAGE EDUCATION REGISTER