

**ABSTRACTS OF RESEARCH STUDIES  
IN  
ELEMENTARY EDUCATION  
(2003-2009)**

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## FOREWORD

Under Sarva Shiksha Abhiyan there has been considerable emphasis on Research and Evaluation at both National and State levels. Ever since SSA was launched in 2001, a number of studies have been conducted every year, both at National level and State level. At National level, the studies were mostly commissioned or conducted by the EdCIL's Technical Support Group for SSA as well as NCERT and NUEPA, whereas at State level the State Project Office has been mainly responsible for commissioning of research studies.

In order to share the information about the objectives, methodology and findings of these studies with all those who are concerned with developments in the field of elementary education, it was decided to bring out a volume of Abstracts of various National and State level research studies completed in the recent years. Two similar volumes of Research Abstracts were published earlier in 2000 and 2002; those were mainly concerned with primary education under District Primary Education Programme. In this volume, the studies completed between 2003 and 2009 for the entire elementary stage of education in all the States are covered.

While concerted efforts were made by the Research, Evaluation and Studies Unit of EdCIL's Technical Support Group to collect, compile and edit the abstracts received from all the State Project Offices and other agencies, it is possible that some studies have been left out. Also, some abstracts may not have all the details. Nevertheless it is hoped that this volume will prove useful to educational planners, administrators and researchers interested in elementary education, particularly since it is being brought out at a time when the strategies for the implementation of the Right of Children to Free and Compulsory Education Act, 2009 are taking shape.

I am grateful to Prof. ABL Srivastava, Chief Consultant, Dr. Neeru Bala, Sr. Consultant and other staff of the RES Unit for their painstaking preparation of this volume. I am also grateful to all the State Project Directors and their staff as well as all the other institutions that supplied the abstracts for inclusion in this volume.

(Anshu Vaish)

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## ABBREVIATIONS

ABSA	Assistant Basic Shiksha Adhikari
AIE	Alternative and Innovative Education
AITF	All India Primary Teachers' Federation
ALS	Alternative Schooling
AMC	Ahmedabad Municipal Corporation
AP	Andhra Pradesh
APF	Azim Premji Foundation
AR	Administrative Regions
AS	Assam
ASRG	Academic Support Resource Group
AWW	Anganwari Worker
BAS	Baseline Assessment Survey
BEO	Block Education Officer
BH	Bihar
BPL	Below poverty line
BRC	Block resource centre
BRCC	Block resource centre coordinator
BRCFs	Block resource cluster facilitators
BRF	Block resource functionaries
BRTEs	Block resource teacher educators
BSA	Basic Shiksha Adhikari
CAE	Computer Aided Education
CAL	Computer Aided Learning
CALP	Computer Assisted Learning Programme
CBA	Competency Based Assessment
CDR	Cohort Repetition Rate
CE	Continuous Evaluation
CEB	Census Enumeration Block
CFE	Child Friendly Equipment
CH	Chhattisgarh
CLIP	Children Language Improvement Programme
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CRCF	Cluster Resource Centre's facilitators
CRF	Completion rate in five years
CRS	Completion rate for six years
CWSN	Children With Special Needs

DCF	Data Capturing Format
DEO	District Education Officer
DIET	District Institute of Education and Training
DL	Delhi
DPC	District Project Coordinators
DPEP	District Primary Education Programme
DPO	District Project Office
DQM	District Quality Manager
DRG	District Resource Group
DRP	District Resource Person
DRU	District Resource Unit
DUC	District Urban Coordinators
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ED	EdCIL (India) Ltd
EGS	Education Guarantee Scheme
EVS	Environmental Studies
EVs	Education Volunteers
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
GJ	Gujarat
HAR	Haryana
HAS	High Achievement School
HI	Hearing Impaired
HP	Himachal Pradesh
HPS	Higher primary school
HTR	Hard to Reach
ICDS	Integrated Child Development Scheme
IED	Inclusive Education of Disadvantaged
IRI	Interactive Radio Instruction
IT	Instructional Technology
JH	Jharkhand
JSK	Jan Shiksha Kendra
KGBV	Kasturba Gandhi Balika Vidyalaya
KL	Kerala
KT	Karnataka
LAS	Low Achieving Schools
LG	Learning Guarantee
LGP	Learning Guarantee Programme

LPS	Lower Primary School
LSG	Local Self Government
MAS	Mid- Term Assessments Survey
MBOSE	Meghalaya Board of School Education
MC	Mentally Challenged
MCS	Model Cluster Schools
MDM	Mid- Day Meal
MGLCs	Multi Grade Learners' Centre
MH	Maharashtra
ML	Meghalaya
MLE	Multi-lingual Education
MLL	Minimum Levels of Learning
MP	Madhya Pradesh
MRPs	Mandal Resource Person
MT	Master Trainers
MEO	Mandal Education Officer
MZ	Mizoram
NCERT (NC)	National Council of Educational Research and Training
NER	Net Enrollment Ratio
NGO	Non- Government Organisation
NPEGEL	National Programme for Education of girls at elementary level
NPRC	Nyaya Panchayat Resource Centre
NRBCs	Non Residential Bridge Courses
NREGA	National Rural Employment Guarantee Act
OB	Operation Black- board
OICs	Officers in-charge
OR	Orissa
OSC/OOSC	Out of School Children
PB	Punjab
PCs	Peoples Committees
PEO	Panchayat Education Officer
PES	Post Enumeration Survey
PR	Pratham
PRA	Panchayati Raj Associations
PRI	Panchayati Raj Institutions
PTA	Parent- Teacher Association
PTC	Primary Teacher Certificate
PTG	Primitive Tribal Group

QIP	Quality Improvement Programme
RAJ	Rajasthan
RAS	Rapid Achievement Survey
RBC	Residential Bridge Courses
RESU	Research, Evaluation and Studies Unit
RGSJP	Rajiv Gandhi Swarn Jayanti Pathshala
RTs	Resource Teachers
SC	Schedule Caste
SDG	School Development Grant
SDMC	School Development Management Committee
SG	School Grant
SHG	Self Help Group
SIERT	State Institute for Educational Research and Training
SIG	School Improvement Grant
SLM	Self Learning Material
SM	Shiksha Mitra
SMC	School Management Committee
SRS	Simple Random Sampling
SSKS	Shishu Shiksha Kendras
ST	Scheduled Tribe
SWOT	Strength, Weaknesses, Opportunities & Threats
TA	Travel Allowance
TAS	Terminal Assessment Survey
TCM	True Cohort Method
TLE	Teaching Learning Equipment
TLM	Teaching – Learning Material
TN	Tamil Nadu
TP	Tripura
TSG	Technical Support Group
UEE	Universalisation of Elementary Education
UKD	Uttarakhand
UP	Uttar Pradesh
VEC	Village Education Committee
VI	Visually Impaired
VSS	Vidyalaya Shiksha Samitis
WB	West Bengal

# **OVERVIEW**



## An Overview

### Introduction

This volume of the Research Abstracts comprises 323 abstracts of research studies and surveys conducted in different states of the country as well as at the national level in the field of elementary education. The research studies are mostly in the context of Sarva Shiksha Abhiyan. The abstracts are divided in two sections, A and B. Section A includes abstracts of studies conducted at national level, each of which typically covered a number of states while Section B includes state- specific studies each covering 2 or more districts within the state. In most of the states, there are district level studies too. In this volume only their titles are given in Section B1.

The researches covered diverse areas. These have been categorized broadly into ten areas

1. Planning & Management (P&M)
2. Enrolment & Retention (E&R)
3. Education of disadvantaged groups (ED)
4. Community participation (CP)
5. Teacher related issues (TR)
6. Pedagogy: curriculum textbook & other materials (PDG.)
7. Pupil assessment (PA)
8. Early Childhood Care and Education (EC)
9. Alternative schooling (ALS)
10. Others

Often a study relates to more than one area. It was decided to categorise such studies, under the area that was more relevant.

The task of collecting the abstracts and editing them had become quite arduous and time consuming due to late submission of research abstracts by the state agencies, deficiencies found in some of the abstracts and inclusion of details in findings that were not relevant to the objectives of the study. Efforts were made to get the deficiencies removed through correspondence with the concerned agencies or taking care of the same in editing. Most of the abstracts received from states have been included in this volume, though some of them are still not up to the mark.

Table 1 brings to you a snapshot of the diverse area of researches covered in this volume.

**Table 1 Area wise number of researches conducted in states/ organisations.**

Sl. No	State/ Institution	1	2	3	4	5	6	7	8	9	10	Total
		P& M	E &R	ED	CP	TR	PDG	PA	EC	ALS	Others	
1)	A.P	4	-	1	-	2	1	2	-	4	-	14
2)	Assam	4	1	3	2	3	2	1	3	4	-	23
3)	Bihar	2	1	-	2	1	-	1	1	2	-	10
4)	Chhattisgarh	1	-	1	-	3	1	-	-	-	-	6
5)	Delhi	-	-	-	-	-	2	-	-	-	-	2
6)	Gujarat	14	5	7	1	7	10	1	2	1	-	48
7)	Haryana	2	-	1	1	1	1	1	-	-	-	7
8)	Himachal Pradesh	-	3	-	-	1	-	-	-	-	-	4
9)	Jharkhand	2	1	3	-	1	1	2	1	-	2	13
10)	Karnataka	7	-	4	2	2	5	1	-	-	1	22
11)	Kerala	1	-	-	-	1	-	-	-	-	-	2
12)	Maharashtra	-	1	-	-	-	-	-	-	-	1	2
13)	Madhya Pradesh	2	1	2	-	4	5	1	1	-	2	18
14)	Mizoram	-	-	-	-	1	-	-	1	-	-	2
15)	Meghalaya	8	-	-	-	-	-	-	-	-	-	8
16)	Orissa	6	-	5	1	-	2	-	-	-	-	14
17)	Punjab	-	-	-	-	1	1	-	-	-	-	2
18)	Rajasthan	4	-	1	1	2	2	3	1	1	-	15
19)	Tamil Nadu	4	-	3	-	1	2	2	-	-	-	12
20)	Tripura	-	1	-	-	-	-	-	-	-	1	2
21)	Uttar Pradesh	3	2	5	-	2	5	2	-	1	-	20
22)	Uttarakhand	5	1	2	2	1	2	3	1	-	1	18
23)	West Bengal	-	3	-	-	2	-	1	-	2	-	8
24)	Ed. CIL	2	2	3	-	4	1	1	-	-	1	14
25)	NCERT	4	-	9	1	2	6	5	3	1	-	31
26)	NGOs	1	-	-	-	2	1	2	-	-	-	6
	<b>Total</b>	<b>76</b>	<b>22</b>	<b>50</b>	<b>13</b>	<b>44</b>	<b>50</b>	<b>29</b>	<b>14</b>	<b>16</b>	<b>9</b>	<b>323</b>

**P&M:** Planning & Management; **E&R:** Enrolment & Retention; **ED:** Education of disadvantaged groups; **CP:** Community Participation; **TR:** Teacher related issues; **PDG:** Pedagogy(curriculum, textbook & other materials); **PA:** Pupil assessment ; **EC:** Early Childhood Care and Education; **ALS :**Alternative schooling

The analysis of abstracts received indicates that highest number of researches are being done in the area of Planning and Management followed by Education of Disadvantaged

Groups. Also quite a few studies have been conducted in areas related to teachers and pedagogical issues.

A glance through the list of researches conducted at district level (337) indicates that most of the researches addressed problems faced at district level. Maximum numbers of researches of this type have been reported by Gujarat (106).

## 1. Planning & Management

The focus of studies under this category is to provide information about the status of various aspects of SSA requiring further support or new interventions. Studies or surveys for out-of-school children in the targeted age group are in this category.

Sample survey of households was conducted in all the states and UTs of India in 2005 and again in 2009 at national level to estimate the number and percentage of out of school children in 6 to below 14 age group. Results indicate that the percentage of out of school children decreased from 6.94% in 2005 to 4.28% in 2009. The estimated number of out of school children was 134.6 lakhs in 2005; it reduced to 81.5 lakhs in 2009. Among out of school children, nearly 72% were those who had never gone to any school; the rest were school dropouts in 2009.

The percentage of out of school children was more in rural areas (4.5%) compared to urban areas (3.2%). There were more out of school girls (4.7%) than boys (3.9%). Among social categories, the highest percentage of out of school children was of Muslim children (7.7%) and the next highest was of SC children (6.0%). The percentage of children with Special Needs who were out of school was 34.8%. (SRI-IMRB & RESU, 2009)

Post Enumeration Surveys (5% sample checking of DISE data) have been conducted in majority of the states every year to check the reliability of DISE data. The problems cited were incomplete coverage of schools in DISE data (Andhra Pradesh). Highest deviation between DISE data and Post Enumeration sample checking was observed in respect of categorization of school by type of management, status of school building, availability of furniture in schools and display notice board in **Andhra Pradesh** (Kumar & Rajanikanth, 2007). In **Karnataka**, deviations were high in the case of number of teachers, enrolment, repeaters, attendance & text books. It was suggested that extensive training needs to be given to large number of teachers in filling up the DISE data capturing forms. (Karanth & Debi, 2008). Similar study in **Bihar** pointed to lack of satisfaction with the training as it focused less on content; also participants queries were not answered satisfactorily. (Sinha & Sinha, 2006). Five percent sample checking of DISE data in **Uttarakhand** (Joshi *et al*, 2008) pointed out those discrepancies with regard to data relating to 'repeaters' was on account of lack of conceptual clarity. School authorities clubbed three categories i.e. failures, long absences and repeaters into one. Data discrepancies were also identified with regard to results of annual examination, number of teachers in position and basic amenities, in nearly one third of the cases.

In **Gujarat** a study pointed out that head teachers were finding it difficult to manage their work within allotted school hours pointing to the need to improve their time management skills (Acharya, 2007).

A study on different interventions under SSA in **Rajasthan** pointed out that dropout of students, teacher absenteeism in rural and interior areas, inadequate use of available facilities, schooling of children of migratory groups, disparity between male and female literacy in rural areas and education of SC and ST groups were some of the areas of concern. There is needed to make child tracking system more effective. It suggested strengthening of MIS system and state resource centres. It also suggested that institutional strengthening of BRCs & CRCs, rationalization of their work load, bringing about clarity of roles and responsibilities of the functionaries at various levels through proper training, sensitization and monitoring should be the priority areas. (Chakraborty & Khanna, 2008)

Another study in **Rajasthan** on the 'Role and effectiveness of District Education Officers in enrichment of elementary education' pointed out the need to streamline the process of recruitment of the DEO and suggested that DEOs' posting at any district should be for at least two years, their offices need to be fully equipped with physical, human and technological resources. They should get necessary training before placement and regular in- service orientation to keep them updated with developments and innovations in the realm of pedagogy. Both supportive and end-result indicators of quality education should be integrated with modules for DEO's training along with development of their management skills. (Rathore, R.S.*et al*, 2009)

A study on 'Organization culture at SSA State Project set-up' in **Tamil Nadu** suggested regular monitoring and review of the work of the Block Resource Teacher Educators (BRTes), more autonomy to BRTes in decisions making at work, more time to be given for academic duties; advance planning of work, and restricting of working hours to school hours. It also suggested an increase in allowances such as TA, DA etc. and a mechanism for prompt redressal of grievances. Infrastructural facilities and other resources to facilitate work should be improved / provided. Focus of training should also be on developing computer skills, personality development, time management and administration skills in addition to work-related training. (Revathy, 2008)

In **Tamil Nadu**, a study on 'Assessment and realignment of existing SSA management system' (Sakkthivel, 2008) suggested that to improve work performance proper guidance and support from superiors was needed and also ample time needs to be given to complete the work. Flexible monitoring system, suitable and timely training, easy access to superiors, role description and proper defining of responsibilities are needed.

A study on school grading in **Uttar Pradesh** indicated that it was perceived as an appropriate tool for self-assessment and self- improvement by school fraternity and was found to be quite successful in improving quality of education in schools by functionaries at block level and DIET mentors. (SIEMAT, 2008)

School Grading System in **Uttarakhand** was perceived to be useful by schools and functionaries. However, the procedure needs to be simplified. (Datamation Research Analyst, 2008) .

Rapid assessment of the functioning of Govt. primary schools, Education Guarantee centres and Alternative Education centres in **Uttarakhand** pointed out that major areas of concern were inadequate infrastructure, lack of basic facilities, inadequate teachers' training and meagre salary of teachers in Alternative Education and EGS centres (Nagi *et al*,2004).

Given below are the codes of some of the abstracts falling under this category.

<b>Planning &amp; Management</b>	
Impact Studies	NC/01, AP/13, KI/01, MP/10, TN/04, TN/05, UP/19, UKD/04, HAR/08, UP/11, NC/12, RAJ/11, RAJ/14, GJ/48, JH/08, GJ/07, GJ/38, KT/20, AP/03, GJ/11, GJ/42, UKD/14,
Out of school children-Status studies	ED/07 ED/14,PR/01, TN/07, UP/06, UKD/15, RAJ/04, GJ/05, RAJ/01
Evaluation of support structures	JH/07, NC/17, UKD/08, AS/08, AS/22, AS/23, BR/04, MP/12, ML/04, ML/01, ML/02, ML/07, GJ/01, GJ/06
Factors affecting learning	GJ/20, GJ/31, KT/11, NC/06, GJ/12, GJ/34, GJ/19, TN/09, KT/01, ML/03, ML/05, ML/06, ML/08, OR/02, OR/04, OR/05, OR/09
Data Validation	KT/10, KT/21, UKD/07, AP/05, AS/02, BR/07, GJ/29, OR/14, KT/09, DL/01

## 2. Enrolment & Retention

Enrolment and Retention of the children in schools are important for assessment of any educational system. The studies coming under this category are mainly status studies, but some studies have also focused on impact of different intervention on enrolment and retention.



A study to assess reasons of large decline in enrolment between class I and class II (2008) was conducted in 4 states. The decline in enrolment during 2006 was about 15% in Assam, 32% in Bihar, 25% in Meghalaya and 37% in West Bengal. Study showed that the decline was not so much due to dropping out of children as due to large repetition rate

in class I. Many under- age children do not get promoted to class II and so they repeat class. Some of them take admission in class I as new students next year and so they appear to have dropped out from class I, while they actually remain in school. (RESU, TSG-EdCIL, 2009)

In **Maharashtra** a similar study indicated that from the base year 1998-1999 to 2003-2004, enrolment of children in classes I and II declined by nine per cent. This was more pronounced in the DPEP districts. In the case of non-DPEP districts the decline was only three percent from the base year. In most of the districts dropout was higher in case of children belonging to the Scheduled Caste and Scheduled Tribe categories. The level of never-enrolled and dropout was also higher for children belonging to households having poor economic status. Among the dropout children in the age group 6-14 years, a large proportion of them were working; seasonal migration was another factor. (Garinella & Sayeed *et al*, 2004)

In **Andhra Pradesh**, a cohort dropout study (Savithri, 2005) tracked cohort from 1999-2000 to 2003-04 in five districts of the state. The study reported dropout rate as 60%. Percentage of dropouts increased from class I to class V (11.7% to 39.9%). Completion rate for primary cycle was 36.8%. Repetition rate was highest in class V (39.9%) followed by class I (25.8%). Repetition rate was highest for SC (42.7%) followed by General category (39.9%) and ST (30.9%). Completion rate was lowest (29.9%) for ST children.

In **Madhya Pradesh**, a state level study assessed enrolment, attendance and achievement of students of class I to class VIII and reported enrolment (GER) of students as 100 to 105%; average attendance rate as 69% at primary level and 73% at upper primary level. The achievement level of students varied in a wide range for example at class III, IV, V level between 29% to 78% in Hindi, Maths & EVS. Most of the children's scores fell between 45% and 76%. (Rajiv Gandhi Shiksha Kendra, 2003).

Another study in **Madhya Pradesh** on intervention strategies for out of school children reported that education of parents especially of the mother is an indicator of sustainability of education of the children. (Sudhir, 2003)

Sinha & Mukherjee (2007) reported that in **Jharkhand** the reasons of low transition from class V to class VI included child's own attitude and inadequacy in functioning of VECs and project functionaries. Also government's policy and norms were to some extent responsible for low transition of students.

Information on the codes of some of the abstracts falling under this category is given below.

Enrolment & Retention		
Status studies		ED/13, ED/03, HP/04, AS/04, TP/02, WB/06, WB/07, BR/06, JH/10, MP/08, HP/01, HP/02, UKD/11, WB/03, AP/11, MH/01, UP/07, UP/16
Causes /Impact of interventions		GJ/21, GJ/22, AS/21, AS/01, GJ/37, GJ/40, GJ/41, NC/20

## 2. Education of Disadvantaged groups

### a) Girls Education

Girls Education especially those belonging to deprived social groups is of primary concern in Sarva Shiksha Abhiyan. Efforts are being made to focus on gender concerns in various activities of SSA.



Two national evaluation of *Kasturba Gandhi Balika Vidyalaya scheme* were undertaken in **12 states** in the years 2007 & 2008. Findings indicated that girls in most of the KGBVs seemed to have settled down well, were happy and confident. By and large the retention of girls was fairly good in most of the KGBVs. Curriculum in many KGBVs was quite enriched. Quality of education in KGBVs was same as in regular government schools. Most of the vocational courses and classes were gender stereotyped e.g. tailoring, embroidery, pickle making, etc. Greater variety and professional planning was needed for vocational courses. Additional tuition and individualised support by warden and teachers to the girls was needed in many cases. Hygiene, sanitation and physical environment emerged as serious issues in some of the KGBVs. However special attention has been paid to security and safety of the students in KGBVs.

Training was either not given to teachers or was inadequate. Wardens and teachers need training on management, hygiene, health & nutrition and techniques for accelerated learning.

Majority of girls studying in KGBVs were from deprived sections of the society (ST, SC, OBC, Muslims and poor families). Parents want KGBVs to be extended to class X. Some states like Andhra Pradesh have already extended the programme to class X.

Evaluation of *National Programme for Education of Girls at Elementary level* (NPEGEL) in **12 states** (2008) brought to light the fact that provision for vocational training, remedial teaching and making cycles available to girls were some of the common inputs. There is need for proper use of buildings constructed under NPEGEL. It also pointed out the need for specific curriculum for vocational courses; part-time instructors employed for these courses themselves needed professional training.

Computers were made available in 2-3 states but there was no teacher to teach use of computers. A wide range of materials was available in the Model Cluster Schools such as library books, TLM and sewing machines. Girls participated in a variety of activities (painting, papermache, karate etc.) but competencies developed were insufficient. Full use of equipment and materials was not made.

In **Gujarat**, the effect of gender sensitization training was found to be instrumental in changing teachers' attitude bringing about change in seating arrangement, promoting co-curricular and other activities amongst boys and girls in partnership.. These programmes have been instrumental in decreasing number of un-enrolled girls, dropout girls, over-aged illiterate girls, uneducated working girls, low achiever girls along with increase in attendance rate of girls. Female role models were very useful for training to help and motivate the girls for education. (Patel, 2006)

In **Haryana** a study on the impact of providing cycles to girls' education in upper primary schools indicated an increase (10.4%) in enrolment of girls who were eligible for cycles. Overall increase in enrolment of girls was 4.4%.(Sharma & Yadav, 2008)

From **Madhya Pradesh**, Gupta *et al* (2006& 2007) reported that an activity of community mobilisation under NPEGEL has increased families' awareness towards girls' education. Enrolment of girls both at primary and upper primary levels has increased and number of dropouts has decreased. More girls came into mainstream of education after attending bridge courses. Free text books, uniforms and mid-day meal along with motivation from teachers played a positive role on education of the girl students. Social custom and household responsibility were the major barriers in schooling of girls.

Impact study on functioning of NPEGEL programme in **Jharkhand** pointed out that benefits of NPEGEL scheme were not reaching the prime target groups. Flow of funds was irregular and rural areas had dearth of good trainers. (Kumari & Kumar, 2009)

A study on contribution of Kasturba Gandhi Awasiya Vidyalaya to SC/ST girls education in **Jharkhand** concluded that KGBVs have motivated the people in rural areas to send their daughter/s to schools. Study suggested the need for increasing the number of teachers and appointing only trained teachers. (Mandal, 2007).

An evaluative study of *Meena Manches* in **Uttar Pradesh** found that most of the adolescent girls in upper primary schools considered *Meena manches* responsible for enhancing their educational and social life status. (Pandey, 2008)

A study on the impact and effectiveness of innovative programmes in girls' education in **Uttarakhand** suggested that to make the implementation of innovative programmes uniform across the state, guidelines need to be developed about type, category, contents, duration and frequency of courses at state level in consultation with technical experts. Folk art & craft, folk song and folk -dance could also be included under the programme. There should be a monitoring system to check the progress and to assess the improvement in key indicators of education. Members of Village Education Committee should be involved in the monitoring process. Regular & timely availability of teachers

or trainers should be ensured while implementing any innovative programme. The girls should be given some certificates which they can use later, in order to provide them motivation. Provision of some initial raw material to girls for the training should be made. (*ORG Centre for Social Research, 2006*)

Singh & Shrivastava (2002) assessed the impact of *Sahyogini* project on girls education in two districts of **Madhya Pradesh** and reported that regular and frequent visits of *Sahyogini* resulted in better understanding between stakeholders and improved community participation.

As per a study by Duraisamy (2006) in **Tamil Nadu** mother's education mattered more than father's education in enrollment of girl child.

Assessment of effectiveness of *Mahila Samakhya* Project in district Rajgarh and Mandasour of **Madhya Pradesh** reported that the programme was more effective in Rajgarh district. All girls were enrolled and their attendance has increased. Awareness about the girl's education has increased among community members. (Shrivastava, 2002)

A comparative study of academic achievement of girls in KGBVs and girls in other government schools in **Uttar Pradesh** indicated higher achievement level of girls of KGBV in Language, Mathematics and Social Science. Another study on KGBVs reported that parents and community members were, by and large, satisfied with the functioning of KGBVs. Girls liked studying in KGBVs. There was a demand for extending KGBV to class X (Mehrotra, 2006).

## b) **Inclusive Education**

The thrust of SSA is on providing integrated and inclusive education to all children with special needs (CWSN) in general schools. It also supports their education through various other strategies including home based education wherever necessary.



NCERT assessed the programme and practices for education of CWSN in 10 states and concluded that there is a need for capacity building at all levels and managing attitudinal barriers for facilitating inclusive education.(Julka, 2005) In another study (2005) she reviewed the instructional adaptations used by teachers in inclusive classrooms and found that teachers preferred use of lecture method for teaching. Lack of knowledge and empowerment and difficulty in adaptation in Indian classrooms were the main reasons for making no adaptation.

Training programmes, both in- service and pre- service were looked at by her in 10 states. Study pointed to the need for revising the existing teacher education courses, building the capacity of trainers in DIETs and other teacher training institutions and collaboration with institutions and individuals working in this area.

NCERT in a study conducted in five states reported positive participation of PTA in promoting inclusive education (Verma, 2004). Another study reported improvement in attendance of CWSN, their progress and participation in curricular and co- curricular activities because of integrated education. (Verma, 2002)

One study in **Assam** pointed out the need for organising training programme for parents and teachers on proper use of aids and appliances and also making provision for repair of aids and appliances by trained personnel. (Baruah *et al*, 2009) Another study from **Assam** reported increase in the identification of CWSN (57.6%). (Das, 2007)

Evaluation of Inclusive Education under DPEP – III in **Jharkhand** found that majority of children with special needs liked coming to school, though some had difficulty in understanding the teacher. Most of them had non- disabled children as their friends. Teachers taught them by using TLM through activities, books and games. (Chadha, 2005)

Residential bridge courses were found to be useful in **Uttar Pradesh** for integration of CWSN in nearby government schools by making them more independent and also by improving their reading and writing skills (Rastogi & Batra,2008) .

**Karnataka** reported that while parents of children with special needs and NGOs working in this area considered the practice of Inclusive education in schools as good , teachers found it difficult to cope with it on account of their workload and lack of skill in handling such children (Banerjee & Mehandale, 2006). Programmes for developing sensitivity and awareness in the community need to be organized. Training programmes need to be improved upon and should be more interactive (Betsur *et al*, 2006).

Level of aspiration of visually impaired children was compared with normal children in three districts of **Madhya Pradesh**. Visually impaired (VI) children had higher aspiration level; they participated enthusiastically in educational and co- curricular activities. (Singh, 2004)

A study in **Tamil Nadu** focusing on the social integration of children with mild and moderate disabilities in mainstream classrooms found psycho-physical developmental stages to be related significantly to peer group affiliation and academic performance. (Seetharam, 2005)

### c) Tribals

A study in **Orissa** reported that Multi-lingual education is beneficial for tribal community. Community involvement in multilingual programme was encouraging. (IMS, 2007) Another study stressed the need to organize special parental awareness programme and to undertake teaching learning process in tribal language in class I and class II level. (Acharya, 2007)

In **Andhra Pradesh** a study on alternative schools set up in tribal areas reported irregular disbursement of remuneration to instructors. These centres facilitated children studying in them in acquiring abilities in reading, writing and sports. (Rao, 2007)

One study in **Uttarakhand** focused on impact of various SSA interventions on the achievement level of SC/ST students and pointed out that tools for evaluation of the children were focused on measuring the content knowledge of the children. Children’s participation in *Bal Choupals* and *exposure visits* proved beneficial to them in their overall development. The concern voiced was about monitoring and evaluation of the activities under vocational training, getting suitable instructors for English coaching at low honorarium and parents lack of awareness. (Dev *et al.* 2008)

In **Uttar Pradesh** an assessment of interventions made specifically for SC/ST children in SSA found that SC/ST children were provided equal opportunity. Major incentives given to children in primary and upper primary schools included scholarships, mid-day meal, uniforms and cycles. There was need for improving diagnostic assessment and remedial teaching as well as mobilizing community to motivate parents to utilize the available opportunity for education of their children. (Srivastava *et al.*, 2008)

Information about the codes of some of the abstracts falling under this category is given below.

<b>Education of Disadvantaged Groups</b>	
Inclusive Education	NC/07, NC/08, NC/09, NC/19, NC/21, NC/27, NC/26, NC/28, AS/03, AS/07, AS/09, GJ/04, JH/02, KT/02, KT/03, KT/22, MP/13, TN/06, TN/12, UP/12
Girls Education	ED/04, ED/05, ED/06, GJ//14, GJ/17, GJ/18, GJ/24, GJ/35, GJ/39, HAR/02, JH/03, JH/06, HAR/03, MP/05, OR/11, OR/12, RAJ/10, TN/01, UP/04, UP/09, UP/15, UKD/12
Disadvantaged groups (SC/ST)	NC/06, NC/24, Ch/02, OR/01, OR/06, OR/13, UP/20, UKD/02

### **3. Community participation**

A major thrust under SSA is to mobilize the community to promote education, to help in development of educational facilities and to oversee the functioning of schools in village/ward. Community institutions /groups such as Village Education Committees/ School Management and Development Committees / Parent Teacher Associations etc. have been set up at village/ school level in most of the states.



Role of PTAs in school improvement was assessed in **Madhya Pradesh**. According to this study, interventions by PTA improved children's enrolment, attendance, regularity and achievement along with regularity and attendance of teachers. However, they do not play an active role in mid- day meal, students' health check-up and some other aspects. (Saxena *et al*, 2007)

In **Tamil Nadu**, a study on the role and functions of Village Education Committee pointed out that proficiency in English, better infrastructure and sufficient staffing were the attractions du to which VEC members sent their children to other schools. (Natarajan & Sasikala, 2003)

A study on community motivation & mobilization strategies in **Rajasthan** suggested the use of competent master trainers and more meaningful inputs in the training programmes to orient community members about their roles and responsibilities. (Mahajan *et al*, 2008)

In **Assam** most of the people's committees that were formed were inactive. School management committees were found to be more vibrant than other committees. (Hussain & Hozarika, 2008) Another study reported low involvement of Panchayati Raj Institutions in school support system. (Kanwar & Sarmah, 2009)

An assessment of community mobilization interventions under DPEP in **Bihar** pointed out the need for representation of their members in cluster level meetings to solve their problems. Some minimum quorum for the Village Shiksha Samiti meetings should be provided in the Act (Kackar & Sharma, 2006).

A study on *Mahila Samakhya* in **Bihar** pointed out the need for training for economic upliftment and to empower women. Efforts should be made to facilitate marketing of the products made by them. (Ghose, 2006)

Study on the role of Village Education Committee (VEC) in **Haryana** pointed out the need for more training about their role and responsibilities. (Sharma, 2004)

A study on capacity of VEC and SMC to manage SSA programs with special reference to ECCE, MDM and financial management in **Uttarakhand** suggested the need for intensive and wide publicity about the role of VEC/SMC through multi-media; selection

of suitable members who can devote time and have interest in educational development; better and focused training programmes; and better coordination among VEC, SMC and *Mahila Samooh*. It stressed the need of two way linkage between the VECs and the district authorities in respect of need assessment and the strategies. Capacity building in the area of micro-planning for developing educational plan of the village and supervision of the construction activities need attention. (*J.P.S Associates, 2006*)

Evaluation of the role of Village Education Committee in school management in districts under DPEP in **Uttarakhand** informed that VEC was functional in all villages and nearly three fourth (72%) of them organized meetings every month and members were aware of their roles and responsibilities. It pointed out that VECs need further strengthening in the area of micro-planning, school mapping and Household surveys. Specific roles and responsibilities of Village Education Committees & School Management Committees should be defined. (Vinayak, 2004)

The information about codes of some of the abstracts falling under this category are shown below.

<b>Community participation</b>
AS/17, BR/03, GJ/28, AS/11, OR/08, HAR/05, RAJ/08, UKD/17, KT/14, UKD/05, NC/27, BR/01, HAR/04, BR/05

#### 4. Teacher related aspects

The studies under this category deal with various issues related to teachers. Teachers have the prime responsibility of educating the students in the existing schooling system. Their qualification, behaviour and values and the facilities extended to them by the system to function effectively have an enormous influence on teaching-learning process in schools.

##### a) Attendance of teachers and students



A study conducted in **Tamil Nadu** reported that in **students' view**, a kind teacher, interesting text books and parent's help are important requisites for performing well at school (Gangatharan, 2004).

Study of attendance of students and teachers in primary and upper primary schools was undertaken in **20 major states** by RESU, TSG-Ed.CIL in 2006-07. Attendance data is based on actual head count of children and teachers present in school during 3 unannounced visits to schools made at intervals of 2 to 3 weeks. According to this study,

the overall average attendance rate of students was 68.5% at primary stage and 75.7% at upper primary stage. It was about 3 percentage points lower in rural schools compared to urban schools (68.0% in rural and 71.2% in urban schools at primary stage). Similar was the trend at upper primary stage (73.7% in rural schools and 79.7% in urban schools). The average attendance rate was a little lower for SC and Muslim students at primary stage (68.7% and 66.4% respectively) compared with that of all students. At upper primary stage there was not much difference between attendance rates of different social groups; these were between 76% and 79%.

Main reasons for children absenting from school were (a) lack of adequate facilities in school (b) teacher shortage and over-crowded classrooms (c) children being required for household work or sibling care at home (d) children required to help parents in agriculture or other occupational work or being involved in some income generating activity and (e) parents' indifference or lack of interest in child's education. Most parents felt that lack of facilities in school and child's unwillingness to go to school were main reasons for child's frequent absence from school.

The average attendance of teachers was 81.7% in primary schools and 80.5% in upper primary schools. It was substantially greater than what the World Bank study (2004) had reported (75%).

An in-depth study of Teachers' Absence in primary & upper primary schools was undertaken during 2006-07 in **Andhra Pradesh, Madhya Pradesh & Uttar Pradesh** by RESU, TSG-Ed.CIL. Percentage of teachers not present in schools was 24% in Andhra Pradesh, 15.4% in Madhya Pradesh and 11.0% in Uttar Pradesh. These included 14.9%, 10.6% and 5.4% teachers respectively in these states who were on leave. The percentage of teachers who were absent without intimation was only in the range of 2.3% to 2.6% of total teachers. (RESU, TSG-Ed.CIL, 2008)

As per attendance registers of 2005-06, teachers could not teach for 10% to 20% of working days in Andhra Pradesh (19.6%), Madhya Pradesh (12.3%) and Uttar Pradesh (10.1%), either because of taking leave due to personal reasons or being busy in meetings and training workshops. Loss of teaching days due to training varied from 5 days in a year in AP to 12 days in a year in Madhya Pradesh. The school related variables that contributed to teachers' absence in all three states were lack of facilities in school and long time taken to commute between home and school if home is far off. (RESU, TSG-Ed.CIL, 2008)

A few states conducted studies on Teachers' and Students' attendance under Sarva Shiksha Abhiyan on their own during 2007-2009 at the instance of MHRD, New Delhi. Tools and guidelines for the study were provided by RESU. While most states conducted this study, the states that submitted abstracts were: Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Punjab, Uttar Pradesh and West Bengal. Following is the brief summary of the findings of these studies.

Overall attendance of the teachers was found to be 78% at primary stage and 81.5% at upper primary stage in **Andhra Pradesh**. Major reasons for teachers' absence were health problems of self (52%) or family members (41%). (Nagaraju, 2008)

On an average absence rate of teachers at primary stage was 85% and 81% for upper primary stage in **Assam**. Attendance rate of teachers in rural area was lower (81%) than that of teachers in urban area (86%). (Karmakar *et al*, 2008)

In **Bihar** teachers' attendance rate was observed to be 78.8% at elementary level. Major reasons of absence were availing authorized leave (29.6%), being on deputation (25.6%), assignment of non-academic duties (18.9%), participation in training/ meetings etc.(16.2%). Very few teachers were absent without intimation (9.6%). Students' absence rate at elementary level was reported to be as low as 35.7%. Major reasons for students' absence were their being engaged in domestic work or agricultural work, sickness, participation in social & religious functions. Poor infrastructural facilities at school and lack of interest in education also contributed to students' low attendance (Singh, 2009)

The percentage of teaching days lost was 16.64% in case of primary schools and 15.85% in case of upper primary schools in **Himachal Pradesh**. Not a single teacher was found absent without any intimation to the school authorities. The attendance rate of male teachers in primary and upper primary schools was 78 % and 75% respectively. Attendance rate of female teachers in primary and upper primary schools was higher, 83% and 81% respectively. (SIEMAT, 2009) .

Absence rate of teachers was 21.6% in **Jharkhand**. Overall the percentage of teaching days lost due to teachers remaining absent from school was 13.6%. Conduction of teachers' in-service training during working days was one of the reasons for it. Health problem/s of self and family members were the main reasons for teachers' frequent absence. Distance from residence to school also emerged as a reason for teachers' absence. Head teachers/ Assistant teachers spent more than six to seven hours per week on administrative work. (Sharma & Phull, 2009)

Attendance rate of teachers was 78% in government schools and 87% in aided schools in **Karnataka**. More teachers from government schools were away from school on account of official duties (7%) compared to aided schools (5%). The reasons for absence were leave on personal grounds 15.5 days (6.6%); in-service training- 15.5 days (6.6%); meeting- 4.4 days (1.9%); examination related work- 4.4 days (1.9%), Census work-3 days (1.3%) and other departmental work- 6 days (3%). (CMS, 2008)

Attendance rate of teachers was 90.5% in **Madhya Pradesh**. Nearly 6% teachers were on leave, 1.6% were assigned other government duties and 2.1% were away to attend to non-academic duties. Of the teachers who were present, majority (78%) were engaged in teaching activities while the rest were busy in teaching related activities (9.4%), administrative activities (4.1%) supervision work (6.5%) and or some other non-teaching activity (1.9%). Quite a few (35-40%) teachers were engaged in multi-grade or multi-level teaching. Personal health and family related problems were the main reasons for teachers' absence. Majority of the teachers lived within a distance of 8 Km. from school (90-95%). (Khare *et al*, 2007)

In **Mizoram**, 87.5% male teachers were present. Among them, 44.7% were found teaching. The attendance rate of the female teachers were 86.8% whereas 56.3% of them were found teaching. Relatively more teachers at the primary stage were engaged in teaching activity compared to the teachers at the upper primary stage. Over all, the average number of teaching days lost was 11.3 out of average number of 189.3 working days. On an average teachers spent 5.04 days in different training and meetings and 1.88 days on non-teaching duties out of school. Their average medical leave was of 2.63 days and casual leave was of 1.74 days. On an average teachers spent 3.6 hours during a week on administrative work at primary stage and 2.74 hours at upper primary stage. A positive relationship was observed between teachers' presence and students' attendance (correlation coefficient= 0.41). At primary stage the correlation coefficient between teachers' presence and student attendance was very high (0.99) (Oxi-Zen Research group, 2008)

On an average 81.7% teachers were present on the day of visit in **Punjab**. Out of these majority (66.4%) were found to busy taking classes. In the year 2006-07, the percentage of teaching days lost was 16.9%. Reasons for absence included training, casual leave, medical leave and non-teaching duties out of school. The overall attendance of students was 91.4% at primary stage and 84.3 at upper primary stage on the day of school visit. Not much variation was observed in the attendance rate of students belonging to different social groups at primary stage and upper primary stage. (Singh, 2009)

In **Uttar Pradesh** the overall attendance rate of teachers was 74% in rural primary schools and 70% in urban primary schools. It was 71% in rural and 69% in urban upper primary schools. On an average teachers spent three fourth of their working days on teaching, the rest of the days were spent on different activities connected with school work both within school and outside school. Average number of teaching days lost in primary schools (38 days) was less compared to upper primary schools (42 days).

Students' attendance rate in primary schools was 64% and in upper primary schools, 67.0%. There was difference between the attendance rate as per head count and as per the attendance register, the latter being higher. (Ahmed, 2008)

Teachers' attendance rate was 87.1% on first day and 90.1% on the second day in **West Bengal**. Mostly teachers were absent on account of personal work and had submitted the leave application to the head teachers' well in advance. Most of these teachers were away on account of teacher training or other official work entrusted by the school inspector. (Salam & Mandal, 2008).

Another study in **West Bengal** reported that attendance rate of primary school teachers in rural area ranged from 78% to 85% and in urban area it ranged from 78% to 83%. Attendance rate of upper primary school teachers in rural area ranged from 74%-77% and in urban area it ranged from 67% to 72%. The reasons for teachers being absent or late in coming to school were mainly family problem, health problem and involvement in festivals /religious functions. In rural primary schools, the attendance rate of the students ranged between 73% and 77% and for upper primary students it ranged between 67% and 71%. (SCERT, 2009) .

In general, it was reported that in the absence of teachers from school, head-teachers generally assigned the class to some other teacher or asked another teacher to look after the class in addition to his/her own class.

Suggestions given to improve the attendance included introducing a system of monitoring teachers' performance and attendance; increasing community awareness and participation in school's monitoring activities and minimizing assignment of non-teaching activities to teachers.

Study on deployment and professional competence of para-teachers in primary and upper primary schools in **12 states** conducted during 2007-08 by NCAER indicated that para-teachers were appointed to overcome shortage of teachers. They had 11 months to 5 years tenure; their prescribed qualifications were lower than those of regular teachers and their remuneration, which varied greatly across states, was substantially less than that of regular teachers. Majority of para-teachers were women and most of them (75%) were appointed in rural schools. Nearly 45% para-teachers were untrained but had good academic qualification as more than half of them had at least Bachelors' degree. Their performance was rated to be as good as that of regular teachers; they were mostly satisfied with their jobs but dissatisfied with their remuneration; they all wanted better salary and same status as of regular teachers.( NCAER, 2008)

#### **b) Teachers' in-service education and academic support**



Study of effectiveness of BRCs & CRCs in providing academic support and supervision to elementary schools in 14 states during 2007-08 by RESU, TSG-Ed.CIL (2009) with the help of such agencies as IIMs, NCDS, NIAR, SPRI & XLRI. The study showed that the work load of most BRC and CRC Coordinators (58%-100%) was heavy and diverse. They spent substantial portion of their time on non-academic tasks and most of them were dissatisfied with the imbalance between administrative and academic work. Their emoluments were low. Lack of infrastructure at BRC and CRC was a matter of concern. Capacity building of Block and Cluster level functionaries is required. Linkage with VECs was inadequate. (RESU, TSG-Ed.CIL,2009)

A study on effectiveness of in – service education of teachers in **Bihar and Tamil Nadu** reported that in both states, in-service training programmes were designed by state level agency/ DIET. As a consequence, local specific needs of teachers were not addressed

appropriately. Training was imparted during working days. The BRCs were ill staffed. (All India Primary Teachers' Federation, 2009)

A study in **Rajasthan** indicated that roles of BRCCs and CRCCs were multi-dimensional. Their workload was heavy, resource support provided to them was inadequate and there was need for their capacity building. Head-teachers and SDMCs were working in coordination for management and development of schools. Contribution of Teacher Centre meetings for development of professional competence among teachers at the primary stage was perceived to be highly positive. Variation between rural and urban areas, however, was evident in teachers' perception of development of their professional competency. (Jayaramana, 2004)

Teacher Centres functioning was perceived as less effective by teachers posted in tribal areas in **Andhra Pradesh** (Rao, 2005). Teachers in rural areas valued more the role played by 'teacher centres'.

A follow up study of training of teachers in Multi-grade teaching in **Gujarat** reported that the strategy of 'making use of group system' in multi-grade teaching to increase students' participation and use of more teaching learning material to increase students' interest was favoured by teachers. The study also suggested that teachers should participate in preparation of training modules. (Malav, 2006)

A study on impact of teacher training in **Gujarat** on activity based participatory teaching learning process in classroom transaction identified some common changes that had occurred, such as use of self-made charts, pictures, models and students' participation in activities like puzzle solving, group work had increased in Mathematics, Environment Science and language classes. After implementation of SSA. However these were perceived to be time consuming by majority (70%) of teachers (Patel & Patel, 2006).

Another study on impact of teachers' trainings on students' attendance and achievement level in **Gujarat** reported increase in percentage of students passing in various classes by 1.5% to 7.5 % in two years (2003-04 to 2005-06). Mean percent of marks increased by 1% to 10.7 % in various subjects in various classes in 2004-05 as compared to 2003-04. Suggestions for improving teachers training included content training for teaching new subjects, syllabus and topics; use of newer teaching methods; teaching of hard spots in Mathematics, Science & English; improvement in teaching quality & use of TLM; improving motivation among teachers and teaching in local/ tribal dialects. (Mehta, 2006)

Teachers in **Gujarat** benefited from the knowledge of hard spots in subjects and use of TLM. Majority of teachers used poems, stories, dance, games and TLM to teach students. Majority of schools organized Bridge courses, Metric Mela & *Balmela*. VEC/MTA/PTA assistance and participation in activities conducted for school improvement was also significant. (Shah, 2003)

Teacher training programmes organised under DPEP in **Rajasthan** had enabled the teachers to use different methods of teaching adequately and in proper contexts. Training

had also helped teachers in bringing about significant improvement in enrolment and retention rate of primary school children. (Karia, 2003)

In **Chhattisgarh** training needs of the primary school teachers with reference to effective classroom activities were studied. The study revealed that training needs of teachers belonging to rural areas were higher. (Shukla,2003)

In-service teacher training programmes in **West Bengal** have successfully sensitized teachers about the need for learning modern pedagogical development. Many of the teachers were skeptical about applicability of some of the methods in classroom situations. The ILIP schools on average performed better in achievement tests in all the selected schools (average score=50.3% for ILIP schools & 42.4% for non-ILIP schools) Strong connection was observed between the success in monitoring a programme and collection and maintenance of good quality data. (Chakrabarty & Bagchi, *et al*, 2005)

A study of teachers' training in **Kerala** reported quality of training given as average. Out of the nine areas of the training programmes only four areas, namely, subject knowledge; planning computer and evaluation were rated as good. Highest dissatisfaction was with the training on Action research followed by co-scholastic activities and learning materials. Trainers felt that lack of interest among teachers, lack of accountability and poor environment were major causes for the poor performance of teachers. (Kumar, 2005)

A study in **Karnataka** reported a significant positive relationship between attendance of children at primary stage and home variables. Attendance rate of teachers was 78% in government schools and 87% in private aided schools in Karnataka. Absence rate of teachers (21.6%) included teaching days lost on account of teachers' training (13.6%). Teachers' attendance was associated positively with students' attendance but there was no significant relationship between teachers' absence and students' achievement. (Kulsum, 2008)

Assessment of teacher training programme in **Madhya Pradesh** indicated that teachers found training material useful. However, transactional methodology needs to be improved, as there was no perceptible change in teachers teaching methods after training (Charturvedi & Sharma, 2007).

The impact of in-service training on primary school teachers in **Uttarakhand** pointed out that teachers want training to be activity based, lectures to be given in easy language, frequent use to be made of charts and models, and some gap to be given before introducing next module. Need of further training in teaching English, Sanskrit and Mathematics was also voiced. The critical areas pointed out were use of decimals and brackets in *Mathematics*; grammar and method of transaction in *Sanskrit* and tenses and phonetics in *English* language. English module needs to be simplified. The study also suggested that provision of distance learning, dispatch of modules in advance and clarification of doubts through correspondence would help teachers. (Nagi, 2004)

A study in **Assam** pointed out the need for providing training to teachers and strengthening the existing mechanism of providing academic support to the teachers

particularly for improving efficacy of Science and mathematics teaching at elementary stage. (Dhireswar & Choudhary 2008)

Another study in **Uttar Pradesh** stressed the need for decentralization of training to para-teachers and making need based modifications in training module. (Goel, 2004)

In **Chhattisgarh** teachers, specially those from rural areas needed support in class-management, making proper use of black-board, teaching aids and improving class-room practices. Teaching of mathematics and environmental studies was particularly a matter of concern. (Shukla,2003)

Study of the non-teaching tasks done by primary school teachers in govt. schools of **Chhattisgarh** (Mahasamund and Raipur districts) suggested that data collection for the surveys conducted to identify target beneficiaries of certain schemes such as those Below Poverty Line (BPL), should be entrusted to educated people / youth of the village or staff of the concerned department in the village as it strains the relationship of teachers with the community. (Verulkar, 2003)

The information about codes of abstracts falling under this category is given below

<b>Teacher related aspects</b>	
Teachers' supervision and support	NC/12, GJ/33, RAJ/02, TN/11, MP/04, HAR/06, KT/15
Teachers' training	ED/12, AITF/01,RAJ/13, NC/22, CH/01, CH/05, MP/07, GJ/26, GJ/10, GJ/13, GJ/43, UKD/10, KI/02, MP/01, WB/01, GJ/15, GJ/30
Teachers and students' availability /attendance	ED/02, ED/08, ED/09, AITF/02, UP/02, AP/06, AS/16, BR/10, HP/03, JH/12, KT/04, MP/06, MZ/02, PB/02, UP/01, WB/05, WB/08, CH/06, AP/09

## 5. Pedagogy: Curriculum, textbooks & other TLM

The studies under this category pertain to pedagogical issue including use of resource material etc.

### a) Studies on state specific quality related interventions

NCERT conducted case study of *Quality Improvement Programme* in **Andhra Pradesh** and concluded that the programme showed promise for successful replication and adaptation by other states within their local specific contexts and compulsions, This programme was taken forward by Children Language Improvement Programme (CLIP) in the state. (Sinha, 2005)

*Learning Guarantee Programme* in **Karnataka** was assessed by NCERT, which concluded that the programme has been successful in introducing consciousness amongst state functionaries about the quality of education. SDMCs have started participating positively in school activities. External evaluation played a key factor in the whole

scheme of this programme and also apprised schools and district functionaries about the learning achievement levels of the children. In short, the programme has facilitated greater interaction between various stakeholders. (Sharma, 2006)

In **Andhra Pradesh** teachers' opinion inputs and activities under 'Children language Improvement Programme (CLIP)' were instrumental in increasing co-operation amongst teachers and made teachers accountable for children's learning. Library period, in-service teachers training programmes and modules, grants for schools were found useful by teachers. Community participation was a key factor in successful implementation of programme. (Reddy & Rao, 2006)

NCERT conducted the case study of *Children Language Improvement Programme* in **Andhra Pradesh** and concluded that the programme has promoted utilization of school libraries and reading habits among children and has also improved pupils' achievement. Community participation was evident in school activities and support to school infrastructure. Weaknesses related to systemic efficiency were non positioning of Vidya volunteers at places, confusion in implementation of syllabus, undertaking special activities for weak children and monitoring by Mandal Resource persons and community representatives. (Sangai, 2007)

Another case study by NCERT in **Madhya Pradesh** stated that '*Operation Quality*' was appreciated on account of activities conducted under it. However transactional methodology adopted for training needed improvement in its approach. Study concluded that the programme has its merits. It can be adopted according to the context by other states. It also suggested enrolling all untrained teachers in training courses and on the job training for two years through distance education mode along with provision of study material and monitoring support by educational institutions. (Sangai, 2008)

An in-depth study of classroom processes and their bearing upon learners' retention and their achievement in **Rajasthan** indicated that classroom instruction was mainly teacher controlled and text book based. Girls in the class were generally passive learners. It suggested development of TLM to facilitate group learning and self learning among students. Teacher training programmes should meet the needs of target groups; they should focus more on practices that promote teaching learning in multi-grade setting and also should include recapitulation and summarizing skills. A handbook for teachers on the technique of asking questions in class would help classroom transactions. (Kishore & Kulhari, 2008)

An assessment of implementation of Advancement of Educational Performance through Teacher Support (ADEPTS) undertaken in **Gujarat** indicated that the programme increased use of TLM and cooperation amongst teachers. Teachers in ADEPTS schools allow students to use TLM for learning rather than use it for demonstration to explain any concept to students. Study underlined the need to understand the objectives behind the activities recommended in ADEPTS. (SARED, 2009)

Impact assessment of '*Learning Guarantee Programme* in **Gujarat** pointed out the need to modify its approach to improve education quality through competency based teaching learning process using competency based assessment. (Mehta,2009)

Another study in **West Bengal** on *Learning Guarantee Programme* pointed out that teacher training programmes have sensitized teachers about the need for learning modern pedagogical methods but they have not been effective in orienting the teachers for decreasing inter- group disparities with particular reference to achievement in learning. (Chakrabarty *et al*, 2005)

Evaluation of "*Vindham Nerchu Kundham*" radio lesson broadcast for children in **Andhra Pradesh** indicated that the programmes in general were found interesting. Students favoured 'songs format'. Teachers favoured 'discussion format' followed up by 'songs format' in consonance with the teaching objective. Managerial practices in programme implementation need to improve. (Stevenson & Balaswamy, 2006)

In **Uttarakhand** effectiveness of multilevel, multi-grade teaching-learning, Kunjapuri model developed in the state was studied. The study concluded that the model requires more time and effort from teachers while there was lack of guidance, support and reinforcement to them. Capacity building of DIETs, BRCs & CRCs in this respect needs consideration. Community participation also needs to be promoted. (Datamation, 2006)

A study on instructional and nurturant effect of Activity Based Learning (ABL) in **Tamil Nadu** reported a perceptible paradigm shift from teacher centred to learner centered teaching method in the classroom. Children were active in all ABL classrooms. Improvement was observed in their reading, writing narrating and other cognitive domains including numerical skills. Seating arrangement, increased children access to teachers; learning in groups increased children's curiosity and socialization, improved self esteem, and their involvement in learning process. It also helped in subsequent learning, personal hygienic, cleanliness and order in the classrooms and overall mental health. (Prema, 2009)

#### **b) Text books and TLM**

Appraisal of primary level text books on Environmental studies in **Madhya Pradesh** pointed out that by and large teachers were satisfied with the text books. However in educationists' view, the content in textbooks was inadequate. Exercises given need to be improved upon & content load is on the high side. (Jain, 2005)

In **Andhra Pradesh** a study on impact of class I language textbooks developed in 8 tribal dialects reported that, in general, these primers increased students' interest, attendance, punctuality, retention and competence in learning though there was variation in their acceptance by teachers. (Chandramouli *et al*, 2005)

A study on distribution of free textbooks in **Jharkhand** indicated that this has contributed positively towards enhancing the school enrollment, retention and quality of education. The study suggested that the supply of books should be timely and as per requisition. (Sarkar, 2008)

Self prepared TLMs were found to be interesting in **Gujarat**. Focus of training needs to shift to effective use of TLM rather than their preparation. (Bharwad & Shukla (2006)

A study in **Gujarat** on utilization of teacher-grant reported full use of teacher grant. Training for preparation of TLMs was rated as effective (3.2 on a 4 point scale). Contribution of TLM for enhancing quality of education was rated as significant (3.4 on a 4 point scale). (Sahu, 2006)

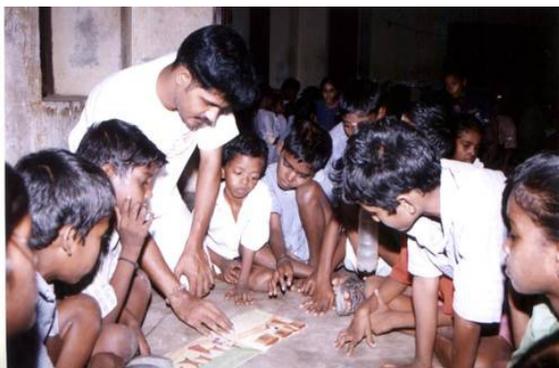
In **Rajasthan** achievement level of students increased due to their participation in TLM preparation as it enhanced their thinking about the subject matter, promoted cooperative tendency of working among them and also increased enrolment and retention to some extent. In view of regular requirement of TLM, the present ratio between permanent and temporary TLM (25:75) will have to be changed gradually. Problem of preserving the teaching aids permanently was faced by teachers and head-teachers. (Ahmad, 2003)

In **Haryana**, a study on utilization of Teacher grant reported that in teachers' view use of TLM in teaching increased motivation and interest among students, improved their understanding of the content and enhanced their curiosity. (Yadav, 2004)

In **Uttar Pradesh** utilisation of TLM grants varied from 76% to 100% across the sampled districts in the years 2005-06 and 2006-07. Diversion of TLM grants to other heads and delays in disbursement of grants to schools were also observed. Majority of teachers utilized grants in procuring TLMs. Mostly teachers bought TLMs from the market and also developed some themselves. TLMs were mostly picture charts related to different subjects. some prepared equipment related to Geography & Biology. Teachers were being encouraged to make class specific TLMs using raw materials bought with TLM grant. According to the teachers (71%), use of TLMs has made teaching learning more effective. Two third of the teachers said that overall, quality of education has improved to a great extent because of the use of TLMs. However, majority of teachers irrespective of the classes they taught, were not found using TLMs while teaching when the schools were visited for this study. (Pandey & Tripathi, *et al* 2008)

A study on utilization of school development grant, TLM grant and repair maintenance grant in **Bihar** indicated that in majority of the cases grants were fully utilized. Focus, however, needs to be on planned utilization of school development grant (Singh, & Pandey, 2007).

### C) Classroom practices & Remedial teaching



Study of students' **Time on Task** in primary and upper primary schools conducted in 5 states: **Assam, Haryana, Karnataka, Maharashtra and Orissa** indicated that during school hours, teachers spent 87.9% of their time on curricular activities and the rest on administrative and other activities. On the average, 29% of the teachers' time in classroom was spent on student centric activities such as interacting with students, project work etc, about 55% on teacher centric activities such as lecturing & reading from book, about 12% on supportive instructional activities such as giving home work, general instructions etc whereas they remained off-task for about 4 percent of class time. Coming to students' time – on- task, on the average, out of total time in classroom, students spent 25% time on active learning, 48.9 % time on passive learning , 15.4 % time on learning activities of mechanical type such as rote learning, 5 % time on class management and 7.8 % time on being off-task (being idle, disturbing others etc) (RESU, TSG-Ed.CIL, 2008)

A study in 36 DPEP districts of **Uttar Pradesh** reported that frequency of students questioning during classroom teaching transaction was on the rise and students' participation especially of girls and children from SC category had improved visibly. Teaching learning transaction is becoming more activity based. (Pandey, 2005)

Classroom practices in most of the rural schools in **Andhra Pradesh** were reported to be average. Major determinants of attainment of scholastic competencies were classroom teaching practices, school infrastructure, teachers' efficiency & attitude, father's occupation and income. (Uma *et al*, 2006)

In **Orissa**, assessment of impact of *Uday* – I & II training on upper primary school teachers reported that most of the classes were teacher centric. Questions asked by teachers needed improvement. There was stress on reinforcement to students and remedial activities. Analysis of tests results was not done properly in upper primary schools. Teachers' had inadequate knowledge & understanding of child, classroom management and preparation of lesson plan. Peer tutoring, consolidation and generalization by learners was rare. (Sahoo , 2008).

An assessment of remedial programmes for children with learning difficulties in **Tamil Nadu** suggested periodical counselling programmes for teachers and parents and also

orientation programmes on learning disability for the teachers through print and electronic media. (Santhanam, 2005)

A study on effectiveness of remedial teaching on learners' achievement in **Madhya Pradesh** indicated that though remedial teaching has been useful in increasing students' achievement, there was a need to train the teachers taking remedial classes. (Joshi, 2007)

#### d) Computer aided learning (CAL)

An assessment of Head-start programme in **Madhya Pradesh** indicated that there was need for improvement in administrative and management system of the Head start centres (Shrivastava, 2007)

Assessment of *computer aided learning* in **Assam** indicated that this had been successful in increasing the interest of students and teachers in education. It has made teachers' task easier as it helps in explaining a concept through visualization and practice and has also resulted in increasing students' attendance, retention and achievement and enhancing their self-confidence and creativity. (Das, 2008)

A study on impact of Computer aided learning on achievement level of students in **Uttarakhand** reported that the average achievement of students in computer aided Learning Programme (CALP) schools was higher than that of non-CALP schools but the difference was not significant. (Joshi *et al*, 2007)

Information about the codes of some of the abstracts falling under this category is given below.

<b>Pedagogy: Curriculum Textbook &amp; Other Materials</b>	
a) State specific programmes for improving learning	NC/13, UKD/01, KT/12, NC/14, UP/05, NC/15, NC/16, GJ/09, KT/13, KT/17, KT/06, KT/18, MP/11, GJ/45
b) Text Books and TLM	MP/02, UP/14, AS/20, GJ/03, GJ/25, GJ/32, GJ/36, GJ/46, AS/18, CH/04, JH/10, OR/10, AP/12, HR/07, DL/02
c) Classroom practices & Remedial teaching	ED/10, PR/02, PB/01, RAJ/07, UP/08, MP/03, MP/18, TN/03, UP/03, UP/10, MP/14, UKD/02, AS/10, AS/19, GJ/23, AP/14, TN/08, RAJ/09
d) Computer aided learning	GJ/47, KT/16, OR/03, UKD/06, OR/07, MP/11, DL/01

## 6. Pupils' Achievement



Students' scholastic achievement is an important indicator of the effectiveness of the system. The studies under this category are mainly status studies showing the achievement level in terms of average scores in tests. Some of the studies have also explored the effect of certain interventions on students' achievement scores.

Department of Measurement & Evaluation in NCERT developed a school based Evaluation scheme for their *Demonstration schools* and evaluated it after trying it out for a year. It was found that lack of competency based textbooks and well defined competencies in co-curricular area, and lack of exemplar material for development of social personal qualities and insufficient activities for developing skills in health education, art education and work experience were the main drawbacks. Teachers needed training for developing diagnostic tests and remedial exercises. Teachers' workload increased after the initiation of the scheme but reduced to an acceptable level once they understood the intricacies of the scheme. (Rajput *et al*, 2003)

Department of Measurement & Evaluation (DEME), NCERT conducted two rounds of Achievement surveys for class V in the years 2002 and 2006 and for class III, VII/VIII children in the years 2004 and 2008. In the states where class VII was the last class of upper primary stage, class VII tests were administered; in other states, class VIII tests were used.

At class V level, the increase in mean achievement scores between Round I (2002) and Round II (2006) was marginal in the case of all the subject. The mean achievement score being 56.9% in 2002 and 60.3% in 2006 in language, 46.5% in 2002 & 48.5% in 2006 in Mathematics and 50.30% in 2002 & 52.2% in 2006 in EVS .

Results indicated a small increase in achievement scores of students at class III level in language (63.5% in 2004 & 66.6% in 2008) and Mathematics (59% in 2004 & 60.8% in 2008) over the span of four years (2004-2008).

For class VII, a small decrease was found in mean achievement score in language (54.2% in 2004 and 52% in 2008), increase in scores was observed in Mathematics (30.5% in 2004 & 38.8% in 2008.) and Social Science (34.0% in 2004 & 41% in 2008) and Science (37.8% in 2004 & 39.9% in 2008).

In the case of class VIII there was a small increase in achievement in Mathematics (39.2% in 2004 & 41.5% in 2008) and language (53.9% in 2004 & 56.1% in 2008) between 2004 and 2008. The mean achievement scores in Science and Social Science (41.3% in 2004 & 41.8.% in 2008 & 46.2% in 2004 & 46.9% in 2008) remained nearly the same.

Variation in achievement scores of students in all the concerned classes was marginal across various social groups in all the subjects.

**Andhra Pradesh** reported significant reduction in gaps in achievement level of students from different social groups and areas. (Rao, 2005)

Terminal Assessment Survey in DPEP Phase II district in **Bihar** indicated that achievement of students of grade II had increased over Baseline Assessment Survey by

33% in language and 31% in mathematics. For grade V, there was 15% increase in language and 12% increase in mathematics. (Singh & Pandey, 2006)

Study on achievement level of class II and class V students in DPEP districts of **Uttarakhand** showed that the mean achievement of **class II** students in language and mathematics was 75.6% and 76.9% respectively. The difference between achievement of boys and girls was marginal. The mean achievement of general category students in language as well as in mathematics was found to be significantly higher than that of students belonging to SC/ST category.

The overall mean achievement of **class V** students in language and mathematics was 54.8% and 46.1% respectively. The mean achievement of general category students in language was found to be significantly higher than that of students belonging to SC/ST category. However, there was no significant difference between mean achievement of SC/ST and general category students in mathematics. (ORG Centre for Social Research, 2006)

Information about the codes of abstracts falling under this category is given below.

<b>Pupil Achievement</b>	
Status studies on achievement	ED/11, NC/02, NC/03, NC/04, NC/05, BR/08, GJ/16, AP/08, HAR/01, JH/01, JH/05, KT/07, RAJ/05, RAJ/12, RAJ/15, UKD/13, UKD/18, UP/18, TN/02, TN/10, UP/17, PR/03, PR/04
Causes/Impact of interventions	MP/09, UKD/06, WB/08, KT/08, UKD/02
Evaluation system	NC/10, AS/12,

## 7. Early Childhood Care and Education



Early Childhood Care and Education (ECCE) is a critical and essential input in providing school readiness skills to children of 3 to 5 years of age. SSA emphasizes the importance of strengthening convergence with the Integrated Child Development to promise pre- school education as it directly benefits children later in primary education. The studies under this category mainly pertain to ECCE's role in improving their performance later on.

An NCERT study on processes and effectiveness of linkages between ECCE and primary education undertaken in four states concluded that ECCE led to an increase in enrolment and retention of children in primary schools. Locating Anganwadis in primary schools was found effective. (Upadhyaya, 2003)

Evaluation of Early Childhood Education in **Bihar** indicated that the facilities were somewhat adequate at the centres. However, seating space for children in *Balvarg* (BV)

was not sufficient in the primary/ middle schools. *Mata Samitis* were not fully aware of the pre- schooling programme. Joint planning with the teachers was not evident. Improvement in cognitive skills of children was one of the significant gains. (Singh,2006)

Evaluation of ECCE programme under SSA in **Gujarat** found ECCE centres being perceived as playing a positive role in their children's growth by parents. (Agravat *et al*, 2006)

A study on children with pre- school experience in **Gujarat** pointed out that majority of the functionaries in ECCE centres and Anganwadis felt the need for training in teaching, dealing with parents, facilitating development of girl child and knowledge of healthy food and nutrition. (Kumar, 2009)

In **Jharkhand** inadequate basic facilities in ECCE centres were observed. The study suggested inclusion of nutrition component in the programme and better coordination with ICDS. (Prakash, 2005)

Studies targeting ECCE centres in **Rajasthan** highlighted lack of basic facilities in these centres and suggested better coordination with ICDS to promote pre-primary education. Physical proximity between primary schools and Anganwadi centres affected enrolment of children in primary schools. (Chakraborty, & Khanna, 2008 and Jaiswal, 2008))

In **Madhya Pradesh** attendance and achievement level of children with ECCE experience was better than children admitted directly in class I. (Trivedi, 2007)

Evaluation of the ECCE programme in DPEP districts of **Uttarakhand** showed that more than 98% of ECCE centers were operating in primary schools. Parents felt that shifting of ECCE centers to schools is beneficial for their children's learning. Study suggested that head teachers, ICDS supervisors and NPRC should be provided necessary orientation to provide academic support to ECCE workers. (Vinayak, 2004)

Information about the codes of abstracts falling under this category as given below.

<b>Early Childhood Care and Education</b>
NC /25, NC/30, NC/31, AS/05, AS/21, BR/09, GJ/02, GJ/44, GJ/08, JH/04, MP/16, MZ/01, RAJ/06, UKD/16

## 9. Alternative schooling



Alternative & Innovative Education (AIE) centres were established as part of the strategy to provide education facility in small un-served habitations, mainstreaming of children through bridge courses of different durations and education for special groups like child labour, street children, adolescent girls, girls belonging to

certain backward communities, children of migrating families, etc.

A study in **Andhra Pradesh** reported that most of the RBCs were located in rural areas. Enrolment in RBCs ranged from 54 to 222 and number of teachers ranged from 4 to 8. Retention rate was high (91%) and most of the children were mainstreamed. (Devi & Kumari, 2007)

Banu & Nagamani (2007) studied the Residential Bridge Courses (RBCs) set up for physically challenged children in **Andhra Pradesh** and reported that the number of mainstreamed children were very few. The facilities provided in RBCs were adequate and teaching quality was good.

Another study in **Andhra Pradesh** covering both residential bridge courses and non residential bridge courses reported that majority of the centres had adopted child centred activity based practices and made use of appropriate TLMs. Children children participated actively in teaching learning process. Maintenance of records was satisfactory. In the case of some RBCs the space was insufficient. Increase in budget was suggested by NGOs. (Savithri, 2005) In another study she compared achievement level of children studying in formal schools with those studying in RBCs and found that children from formal schools scored higher in language and children from RBCs scored higher in Maths. (Savithri, 2005)

A study on Alternative schooling in **Bihar** pointed out the need for books to be developed specifically to meet the needs of children in Alternative schools and also stressed the need for training of *Mata Samiti* office bearers.(Kackar & Sharma,2006)

A study on monitoring of EGS and AIE centres in **Bihar**, pointed out inadequate basic facilities, prevalence of chalk and talk method in teaching and need for improvement in monitoring. Centers were opened mostly after discussion in village meetings and with community support. (Pandey,2007)

A study on Alternative Schooling under SSA, and its impact on universalisation of elementary education in **Rajasthan** reported that community played a big role in setting up and sustaining AIE centres. Finances and other management issues were controlled by SDMCs of near by government schools. Physical facilities were inadequate, but hours were flexible to suit the needs of students. Teaching learning processes were diagnostic, but use of TLM was not common. Time period for bridge courses was less. Mainstreaming of children to schools was difficult due to distance, rigid schools hours, migration, engagement in household work and earning activities. Study suggested that training of functionaries should be more need specific. Wages of teachers/volunteers need to be rationalized. There is need for clarity in roles and responsibilities of functionaries at various levels. Concerted efforts are needed to bring the hardest to reach children to these centres. A system for monitoring school performance and performance of teachers /education volunteers should be developed. (Chakraborty and Khanna, 2008)

The need for providing better facilities for Non- residential Bridge Courses (N- RBCs) was highlighted in a study in **Uttar Pradesh**. Capacity building of instructors and greater

participation of community in the functioning of NRBCs was also stressed. (Saluja, 2008).

Information about the codes of some of the abstracts falling under this category is given below.

<b>Alternative schooling</b>
RAJ/03, AS/14, AS/15, WB/04, NC/23, AS/06, AS/13, BR/02, GJ/27, WB/02, NC/17, NC/11

## 10. Others

A few studies that could not be placed under any of the broad heads presented above, were categorized under 'others'.

A national evaluation of civil works under Sarva Shiksha Abhiyan programme (2007) was carried out. It reported that Third party evaluation of civil work was carried out in most of the states. New school buildings were constructed mostly at the site of old school buildings, construction was according to prescribed specifications, they had good ventilation and lighting and were earthquake resistant in 5 out of 11 states. Compound walls were provided in all schools only in Gujarat and in urban schools of other states. Financial records were properly maintained. Funds provided for annual maintenance of school building were inadequate. No special provision was made for safety and security of girls.

A study in **Madhya Pradesh** pointed out the lack of public awareness about the quality of construction and stressed the need for ensuring quality of material used. (Upadhyaya & Joshi, 2007).

An evaluative study of infrastructural grants under DPEP (1994 to June, 2003) in **Maharashtra** pointed out that decision about utilization of School Grant was affected by given guidelines and interactions with VEC. Training on utilization and record keeping was generally given in monthly block level meetings. All books and registers were maintained in most of the schools. However, head-teachers faced problem in accounts and record keeping. Various grants were getting mixed up in the records. Study suggested collective use of various grants, yearly or one time, given to schools, particularly collective use of School grant and Repairs and Maintenance grant. (Kulkarni & Sadolikar, 2004)

A study on utilization of School Improvement Grant in primary and upper primary schools in **Haryana** suggested that the grant should take into consideration the level of school (primary, middle, secondary), strength of the students in school and condition of school building. Orientation to the teachers and community about increasing partnership in managing school affairs is needed. (Sharma, 2004)

A study on students' attendance in relation to Mid day meal scheme in primary schools in **Uttarakhand**, reported an increase in enrolment of girls, in some schools (38%) and

increase in students' attendance in more than three fourths of the sampled schools. Parents perceived this scheme as beneficial for children and for themselves. Community participation in implementation of MDM scheme was low (32%). (Day *et al*, 2008)

A study of convergence of other Govt. schemes & programmes with primary education programme and its effect on quality of education especially in context of MDM and ICDS in **Uttarakhand**, suggested that immediate attention needs to be paid to provision of water and sanitation facilities to all ECCE centres and primary schools. Cooked meals programme has to be strengthened with additional financial support for increase in honorarium for the *Bhojan Mata*, supply of fuel and condiments and making variation in recipes. Supplies need to be regularised by streamlining the supply system. Pre-schools not attached to primary schools must be relocated with local community participation; mini-Anganwadi Centres (AWCs) need to be planned with quarterly interaction between the primary schools and mini-AWC. It also recommended that the blocks where convergence exists should share their experience with others on what works and how. (Nath, 2006)

An impact study of implementation of *Yoga-Vipasana* Education in schools in **Jharkhand** suggested that implementation of *Yoga* education could be an important activity in a multi-grade environment. However, implementation of '*Vipasana*' should be grade wise as it is basically a small peer group activity. (Singh, 2008)

Information about the codes of abstracts falling under this category.

<b>Others:</b> ED/01, JH/11, JH/13, KT/05, MH/02, MP/15, MP/17, TP/01, UKD/03, UKD/09
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# **Section- A**

**Abstracts of research studies  
conducted in  
two or more states  
&  
National level case studies**



## Technical Support Group (TSG)-SSA

Civil Works Unit, TSG-SSA (2007) **National Evaluation of civil works under Sarva Shiksha Abhiyan programme** *Civil Works Unit, Technical Support Group-SSA, EdCIL New Delhi.*

**Objectives:** (i) To review the planning process of Civil Works- target setting, priority and phasing, planning of pre-construction activities, funds flow systems, supervision and monitoring strategy etc (ii) To look at issue related to site selection and school location, especially in cases where school are located in areas prone to natural hazard. Also to look at land ownership issues, especially in tribal areas, and highlight cases involving resettlement, if any.(iii)To assess the quality of construction in item of quality of material & ownership, leakage, cracks etc. (iv) To assess cost effectiveness and efforts towards the same in construction including use of appropriate/ local materials and technologies(v)To evaluate design- functionality in terms of response to pedagogical issues child-friendliness, lighting and ventilation barrier free features etc; to asses if the physical infrastructure constructed is contributing to the overall teaching learning environment in the school(vi)To highlight good practices with respect to energy efficiency, health and hygiene etc.(vii)To conduct a safety audit of the created asset in items of its location, design and material used for construction(viii) To look into the specific role of the community in management and implementation of civil works(viii)To check utilization of the constructed facilities and plans for maintenance of created assets.

**Scope & geographical coverage:** Study was conducted in 11 states, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Jammu & Kashmir, Maharashtra, Madhya Pradesh, Tamil Nadu, Uttar Pradesh and West Bengal.

**Method:** Four to 10 districts were selected in each state depending on the topography of the district and construction material being used for civil works. Sites to be visited under each category of civil works being undertaken, included primary and upper primary school buildings / additional class rooms/ cluster resource centres (CRCs) and block resource centres (BRCs).

The districts selected in different states are as following: Andhra Pradesh (Vizianagaram, Karimnagar, Rangareddy, Nellore, Mahabubnagar), Assam (Jorhat, karbi Anglong, Cacher, Dhubri, Kamrup, Lakhimpur), Bihar (Gaya, Munger, Muzaffarpur, Nalanda, Patna), Chattisgarh (Rajpur, Rajgarh , Baster, Sarguja), Gujarat (Banaskantha, Junagarh, Porbandar, Surat, Vadodara), Jammu & Kashmir (Jammu, Udhampur, Srinagar, Budgam, Leh), Madhya Pradesh (Gwalior. Katni, Bhopal, Jabalpur, Indore, Badwani ),Maharashtra( Bid, Nasik, Ratnagiri, Solapur, Gondia, Nagpur),Tamil Nadu(Chennai, Coimbatore , Madurai, Nilgiri, Thiruvaurur ) West Bengal (Darjeeling, Birbhum, Howrah, Bankura), Uttar Pradesh (Agra, Allahabad, Ballia , Bareilly, Faizabad, Gaziabad, Gorakhpur, Jhansi, Kanpur, Saharanpur).

With in a district sample sites were chosen randomly to cover both rural and urban areas, remote and well connected areas, completed and in progress buildings etc. Its evaluation covered about 3% to 5% of the civil work conducted in state (3% in big states and 5% in smaller states) with maximum number of sites to be visited limited to 75.

For sampling purpose sites were distributed in the four categories of buildings: (i) civil works, both completed and in progress; undertaken in each category of building in the selected districts were listed, the percentage of works undertaken for each category with respect to the total works undertaken in the selected districts was calculated. Based on this, the number of sites under each category of building was calculated in the same ratio as its percentage to the total works. The divisions of the sites proposed to be visited under each district was further calculated based on the percentage of works undertaken in that district with respect to the total works under that category. Data was collected through specially developed tools for the study

**Main findings:** Study brought to light common practices undertaken in all states as well as the practices adopted by a single or few states. It was observed that generally in all states, VECs plan to provide additional facility for school premises in consultation with State Project Direct some sort of training has been imparted to the VECs on the various aspects of construction, record keeping etc. New building have been placed in the compound of the old school building in most of the schools. VECs took interest in the SSA works and were actively involved with the development activities, All the material procurement related to the building construction was being undertaken from the local market at the lowest available price with the combined efforts of the VEC and the head teachers of the school ; the building construction work was being carried out as per the specifications prescribed in the building estimates; Construction activities in schools were implemented through the village Education Committes; purchase record/vouchers or stock registered maintained at site by the head teacher; site in – charge had powers to stop or amend the poor construction, if undertaken at site by the VECs; Electricity connections were there in the school building in all urban schools and some rural school in all States. VECs were involved in the yearly maintenance of the buildings in the school complex.

In all states, building maintenance funds were not adequate for annual maintenance of the school complex. No special provisions were undertaken to ensure the safety and security of the girl students. Teachers initiate the training of the students in developing a sense of belonging to the school and made them aware of the need to keep their school and surrounding clean.

In Gujarat, Bihar, Maharashtra and Uttar Pradesh, the SPD office has prepared various options of building for the VECs to select the best possible option for their site as per the site conditions and land availability etc; some building models or pictures of constructed buildings show were available to be shown to the VECs for their better understanding. In Gujarat, Maharashtra, Assam, Bihar, Andhra Pradesh and Tamil Nadu the building construction supervision was carried out by the authorized representatives. In Gujarat, Chhattisgarh, Madhya Pradesh, Maharashtra, parts of Andhra Pradesh and Bihar some

form of Third Party independent evaluation was being undertaken for the building construction and material in the state; some form of laboratory testing was also being carried out by the monitoring agencies in the State. Measurement book (MB) and other financial records were properly maintained, audited and kept in all states. In Gujarat, Jammu and Kashmir, Andhra Pradesh and Assam some form of cost effectiveness process was being implemented by the states to use locally available material for the construction activities. The new constructed buildings were ventilated and lighted through natural structural parameters observed during the field visits in all states. There was provision of compound walls in the school building in Gujarat and in urban schools of all states. Proper earthquake prevention techniques were being provided in the school building in Gujarat, Bihar, Uttar Pradesh, Assam and Chhattisgarh.

In Tamil Nadu and Gujarat the school took initiatives to develop and maintain provisions for Children with Special Need. In Gujarat, deviations in the basic planning and the construction activity were reported to the SPD for the sites where construction activity takes place; deferred maintenance was carried out through contributions in kind and cash in villages and *Water harvesting technique* was also present in the school premises. Some form of fire fighting provisions in the school buildings was available in Maharashtra. {ED/01}

Dubey, A ; Kaur, R.; Sharma O. P. *et al* (2008) **Study on deployment and professional competence of Para-teachers in primary and upper primary schools** *National Council of Applied Economic Research, New Delhi.*

**Objectives :** (i) To study the present status of Para-teachers in different states in respect of their recruitment, deployment, qualifications, emoluments, service conditions, training, etc. and to compare the same with those of regular teachers (ii) To evaluate the induction and refresher training programmes of Para-teachers in respect of design, course materials and organisation of training (iii) To ascertain the perceptions of head teachers, BRC / CRC coordinators and the community / parents about the performance of Para-teachers vis-a-vis regular teachers (iv) To assess job satisfaction and aspirations of Para-teachers and to find out problems faced by them in their functioning as teachers and to identify their training needs (v) To assess the role of PRIs / VECs in selection, appointment and monitoring the performance of Para-teachers vis-a-vis regular teachers (vi) To suggest measures for improvement in recruitment and deployment procedures and for enhancement of professional competence and functional efficacy of Para-teachers

**Scope & geographical coverage:** The study covered teachers engaged on contractual basis in primary and upper primary schools in twelve states, namely, Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and Uttarakhand.

**Method:** NCAER conducted the survey on teachers engaged on contractual basis in primary and upper primary schools in twelve states mentioned above. In all, 72 districts from the 12 states were covered under the study. Two community development blocks which had highest number of Para-teachers within the district were selected for this

study. Schools within the selected community block were drawn giving due weightage to schools located in rural and urban areas. Selection of the main respondents (Para-teachers) was done using a stratified sampling design. From each selected district, 30 Para-teachers within the district were selected for the study.

Data was collected through questionnaires, interviews as well as focused group discussion from Para-teachers (2160), state level officials in the Education Department in these states, head teachers of the schools, BRC/CRC coordinators and VEC/PTA/PRI.

**Main findings:** A review of policy of the 12 selected states indicated considerable variation in respect of recruitment of teachers on contract. There were variations in nomenclature, minimum prescribed qualifications of the teachers appointed on contract as well as tenures of service -11 months to 60 months; the tenure being extendable on satisfactory performance. Prescribed qualifications were lower than that for regular teacher cadre with the exception of Gujarat and Maharashtra. Most of the states had prescribed intermediate with or without training as the minimum academic qualification, however about one-fourth of the para- teachers in all the states were post graduates and more than one-third of the teachers were graduates.

The policy in the states about recruitment of Para-teachers is still evolving as NCAER observed a number of changes during the course of this study; in some states, recruitment of Para-teachers has been stopped while in some other states teachers were first recruited on contract basis and then regularized. The role of PRI institutions appeared to be marginal in recruitment of Para-teachers.

In almost all the states Para-teachers were deployed in both rural and urban areas depending upon requirement. Majority (about 75 %) of Para-teachers were working in rural areas. About 25 % worked in schools where there was only one Para-teacher. More than half (54%) of Para-teachers were females. The survey showed that pupil-teacher ratio was maintained at 36:1. However some states namely Bihar, Jharkhand and Uttar Pradesh had much higher PTR.

The remuneration or honorarium paid to Para-teachers varied across states. The highest remuneration was paid in Uttarakhand. In Chhattisgarh, Jammu & Kashmir and Madhya Pradesh there were grades of Para-teachers. In Bihar, Jharkhand and Maharashtra emoluments varied for trained and untrained Para-teachers. In some states the Para-teachers were paid very low remuneration.

Nearly 45 percent of Para-teachers working in different states were untrained. This percentage was highest among the states in northern India. Most of the states organized induction and in-service training for Para-teachers. The duration of such training varied from 7 days to 60 days across states. The training programmes were organised by BRC/CRC/DIET/SCERT. In all the states, induction training was the same for both trained and untrained teachers. A large number of head teachers believed that both induction and in-service training helps the Para-teachers to increase their teaching competence. During 2006-2007, about 82 per cent of Para-teachers received in-service

training. Only four out twelve states encouraged or provided avenues for such training through distance learning mode.

More than 85 per cent of head teachers rated the Para-teachers either 'good' or 'very good' in their performance with very little variation across states. Head teachers also reported that Para-teachers were more disciplined, had greater affinity and were better in using certain teaching skills ; regular teachers were rated higher in interacting with students and their parents, diagnosing students learning difficulties and use of mathematics and science kits due to their experience and status. Both Para-teachers and regular teachers were equally weak in teaching science through exploratory activities.

The observations of coordinators of BRC and CRC in most of the states were similar to those of the head teachers about the performance of Para-teachers. On the average, Para-teachers were marginally better off than regular teachers on a five point scale though the difference was not statistically significant.

A large number of Para-teachers rated themselves 'very good' in praising students, using black board and giving appropriate examples in the class. They rated themselves 'average' in case of diagnosing students' learning difficulties, interacting with children, use of science kits, teaching English and undertaking regular monitoring.

Largely, Para-teachers were satisfied with their job but many expressed dissatisfaction with the honorarium they got. Demand for better salary and equality of status with regular teachers was almost universal. The 'desire to serve the community' and 'high social status' of the teaching profession in society was considered as important motivational factors in joining this service. Other reasons were appeal for teaching, expectation of continuity in the service, absence of alternative job opportunities, financial need and desire to be financially independent. Most teachers in the tribal belt of Chhattisgarh and Jharkhand reported that the post of Para-teacher did not meet their aspirations.

Most of the head teachers felt that Para-teachers were respected by their colleagues and society. Most of the Para-teachers sought guidance and help from the head teacher, colleagues, BRC and CRC. Most VECs visited schools regularly and participated actively in the school matters. Some of the VECs reported difficulty in judging the performance of Para-teachers as most of the members of VEC were illiterate.

Over all, Para-teachers were rated as good as regular teachers; worked mostly in rural areas and majority of Para-teachers were women. They worked on much lower remuneration which may be good for the fiscal health of the states but not in the interest of the Para-teachers. {ED/02}

**DRS & RESU-TSG (2009) Assessment of state-wise dropout rates at the elementary level of education in 20 major states and Delhi** Development & Research Services Pvt. Ltd, New Delhi & *Research, Evaluation and Studies Unit (RESU), Technical Support Group (TSG) –SSA, EdCIL, New Delhi.*

**Objectives:** The major objectives of the Survey were (i) to provide estimates of grade-wise repetition and dropout rates for boys, girls and total students as well as for different social groups at primary and upper primary levels of education for all the 21 major states of the country for the year 2006-07 and 2007-08; (ii) to provide estimates of cohort dropout rate, completion rate, and internal efficiency for boys, girls and total students as in objective (i) above;

**Scope & geographical coverage:** Study was conducted in 21 states (Andhra Pradesh, Assam, Bihar, Chhattisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand, West Bengal)

**Method:** Schools were selected using stratified sampling method with proportional allocation. The first stage stratification was metro cities and remaining area of the state that included non-metro urban areas and rural area. Schools in all metro cities in a state were pooled for sampling. Non-metro towns and rural areas were stratified into social cultural regions and districts were the sampling unit within each region. Schools belonging to urban area of each sampled district were ultimate sampling units. Blocks in the rural area of the sampled district formed the sampling units and within each selected blocks, a sample of school was selected.

A sample of 330 to 426 schools was selected in each state. The Seventh All India School Education Survey with date of reference as 30<sup>th</sup> September, 2002 and DISE database 2005 (for schools opened after 2002) were used as sampling frame. Proportionate allocation to each stratum was made to arrive at the sample. Circular systemic sampling procedure was used for selection of districts and blocks within districts. Schools were also selected by using circular systemic sampling after arranging the schools within each block in increasing order of total enrolment in the school. The total sample of schools in the 21 states consisted of 8016 schools of which 6503 were rural and 1513 urban; 4967 were primary and 3049 were upper primary or secondary schools having upper primary classes.

Grade wise data on number of students enrolled anytime during the academic session, repeaters and promotees of the same school for two years (2006-07 and 2007-08) was collected. In addition enrolment data as on 30 September, 2008 was also collected. The promotees and repeaters of the base year were followed up next year to find out whether they were in school or not. School records of 2006-07 and 2007-08 were used to identify school leavers. The children who had left school during 2007-08 were tracked to find out whether they had dropped or had taken admission in another school.

Besides collecting data on enrolment, school leavers and repeaters in each grade and lateral entrants in grade 2 onward from school records, visit to homes of 47,095 school leavers were undertaken to find out from parents whether their wards discontinued their studies or not. In addition, 5,386 homes of students were also visited who were absent for more than 15 days (long absence) on the day of visit to school.

The proportion of dropouts amongst school leavers during 2007-08, found by visiting homes of school leavers was used to estimate the number of dropouts for the academic session 2006-07, assuming that the proportion of dropouts among school leavers in 2006-07 would be the same as in 2007-08. The lateral entry cases in grades 2, 3 etc. were excluded from the total enrolment. After computing grade wise promotion, repetition and dropout rates, the **Reconstructed Cohort Method** was used to estimate Cohort Dropout Rates and other related indicators.

**Main findings:** At All India level the overall (annual) dropout rate for total students at primary level in 2006-07 was 2.78%. This declined in 2007-08 to 1.42%. At upper primary level it was 2.47% in 2006-07 and 1.50 % in 2007-08.

The overall repetition rate for total students at primary level in 2006-07 was 5.74% and it declined to 5.30% in 2007-08. The overall (grades 6 to 8) repetition rate in 2006-07 was 4.43%; it marginally increased to 4.73% in 2007-08. The estimated percentage of grade 1 students who discontinue studies before completing grade 5 is 13.8%. This rate declined to 7.2% in 2007-08.

Twenty to 25% parents of dropouts had withdrawn their wards from school because they were needed for domestic work or because of poverty/economic compulsion or child's lack of interest in studies.

The internal efficiency of the education system depends on grade wise repetition and dropout rates it is 100% when there is no repetition and dropping on in any class. The coefficient of internal efficiency at primary level in 2006-07 at All India level was 86.4%. It marginally increased to 89.80% in 2007-08. The coefficient of internal efficiency for upper primary level was 90.4%. in 2006-07 it marginally increased to 91.9% in 2007-08. {ED/03}

Gender Unit, TSG-SSA (2007) **National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme** *Gender Unit, Technical Support Group-SSA, EdCIL, New Delhi*

**Objectives:** To assess whether the objectives of the KGBV scheme are being met in operationalised KGBVs (ii) To ascertain the availability and quality of infrastructure in these schools (iii) To find out enrolment (category wise), and retention of girls and status of the quality of learning by them along with efforts made towards the same (iv) To assess the number and quality of teachers and availability of teaching learning materials in KGBVs (v) To identify parents', teachers and community perceptions of regarding functioning of KGBVs (vi) To find out whether effective processes for mobilization of dropout girls in the educationally back ward block (EBB) was undertaken by state/district SSA/KGBV programmes to maximize awareness of KGBVs (vii) To find out the role and effectiveness of NGOs and other non-profit organizations in running KGBVs.

**Scope & geographical coverage:** The study was undertaken in 12 states : Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu & Uttar Pradesh.

**Method:** Evaluation of KGBV scheme in 12 states was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussions with stakeholders and study of related documents. After the field visits to states, the entire team discussed the findings to developed national synthesis report based on the state reports.

**Main findings:** The scheme has received high priority and political attention in most of the states visited. It is well received by the community The fact that the KGBV is “completely free” is a major attraction. All the state governments have paid special attention to the security and safety of the students. In most KGBVs the local community seems to be playing an active positive role. In almost all the KGBVs the real guardians were the cooks, helpers and in some the warden / part-time teachers

Through the scheme access to schooling facilities among the most disadvantaged groups has been made possible. In Rajasthan, 8 KGBVs were located in minority dominated blocks and only 5% of the girls were from this community. On the other hand in the minority dominated block of Virangham (Gujarat) all enrolled in the KGBV were muslims. The teachers and all those involved in the management of the KGBVs showed high levels of commitment.

In all the states, the new buildings were coming up at the time of evaluation, most KGBVs were in temporary places (rented or otherwise). In eight of the 12 states visited all the KGBVs sanctioned were functioning. In remaining states i.e Bihar (18), Jharkhand (19), Orissa (7) and Uttar Pradesh (27) KGBVs were yet to be set up. Both the central and State governments need to ensure early establishment of the KGBVs.

Most of the states had high proportion of older girls who had dropped out. In states like Arunachal Pradesh, Bihar, Gujarat, Rajasthan and Uttar Pradesh, never enrolled girls were also admitted in the KGBVs, with proportion varying from 69 % in Gujarat to 11% in Rajasthan. Across the states, girls in most of the KGBVs seemed to have settled down well, were happy and confident By and large the retention of girls was fairly good in most of the KGBVs visited.

Curriculum in many KGBVs was quite enriched. The teachers were not familiar with techniques for accelerated learning. Many of the part-time teachers were young with lot of potential. Parents want KGBVs to be extended to class X. Some states like Andhra Pradesh have already extended the programme to class X.

**Suggestions:** Greater effort is required to reach out to girls from minority communities and other extremely disadvantaged social groups. Hygiene, sanitation and physical environment of the KGBV needs attention. There is need to be a policy/guidelines for the

recruitment and training of KGBV teachers and some kind of forward planning to motivate them. {ED/04}

Gender Unit, TSG, SSA (2008) **National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme** *Gender Unit, Technical Support Group-SSA, EdCIL, New Delhi.*

**Objectives :** (i) To assess whether the objectives of the KGBV scheme are being met in operationalised KGBVs (ii) To ascertain the availability and quality of infrastructure in these schools (iii) To find out enrolment (category wise), and retention of girls and status of the quality of learning by them along with efforts made towards the same (iv) To assess the number and quality of teachers and availability of teaching learning materials in KGBVs (v) To identify parents', teachers and community perceptions of regarding functioning of KGBVs (vi) To find out whether effective processes for mobilization of dropout girls in the EBB was undertaken by state/district SSA/KGBV programmes to maximize awareness of KGBVs (vii) To find out the role and effectiveness of NGOs and other non-profit organizations in running KGBVs.

**Scope & geographical coverage:** The study was undertaken in 12 states: Assam, Chhattisgarh, Haryana, Jammu & Kashmir, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal.

**Method:** Evaluation was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussions with stakeholders and study of related documents. After the field visits the entire team met to discuss the findings and developed national synthesis report based on the state reports

**Main findings:** In the 12 states covered 67.7% of the approved KGBVs were operational. The reasons for the short full range from difficult terrain, high cost of building (J & K) to delay in selection of NGOs. Majority of girls studying in KGBVs were ST (44%), SC (21%), OBC (19%), Muslims (8%) and from poor families (9%). In Meghalaya, management of KGBV was given to a missionary institution where only catholic girls were being enrolled, which is a violation of the guidelines. In Punjab and West Bengal, these Vidyalayas were being used as hostel facility for girls enrolled in regular schools. A large proportion of girls studying in the KGBVs were already enrolled in school or had just completed class V.

Most of the states especially Mizoram, Haryana, Maharashtra, Uttarakhand & Jammu & Kashmir, had not imparted training to KGBV teachers/ wardens. Training given to teachers was inadequate, teachers were not familiar with techniques for accelerated learning. There was a need to impart training to sensitize functionaries in all the states on gender issues. In depth interaction with the teachers revealed that wardens and teachers need training to efficiently manage /administer the school, plan for health & nutrition and in the importance of hygiene.

Presence of female coordinator at state/district level ensures sensitivity to range of physical/medical needs of adolescent girls. Hygiene, sanitation and physical environment emerged as a serious issue in some of the KGBVs in Chhattisgarh, Maharashtra.

Six of the twelve state covered were running KGBVs in rented premises. The quality of infrastructure was poor in 4 of the 6 states. The states following model III have essentially used KGBV scheme as a hostel with supplementary tuition being imparted through tutors in KGBVs. The states adopting model I and II (with the exception of Meghalaya) hired qualified teachers. In Meghalaya KGBVs were being run like Non formal education centre.

There was no significant difference between the quality of education imparted in regular government schools and KGBVs. The assessment process is also similar to formal schools. language is a serious issue in tribal areas where students face learning difficulties as the books are in state language. Most of the vocational courses and classes were gender stereotypical-like tailoring, embroidery, pickle making, etc.; these too were not professionally planned.

Parents of the girls and teachers stated that additional tuition and individualised support by warden and teachers along with the fact that girls were able to devote time to studies made a big difference.

**Suggestions:** All the states should adhere to the scheme and enhance intake to 50 or 100 per KGBV. They need to reach out further to the deeper layer of out of school girls through village mapping and existing group of girls/mothers.

There is a need to ensure that teachers are paid a decent wage (adhering to the provision in the scheme) and teacher training needs greater attention and in should include appropriate pedagogy. An intensive orientation workshop is required for all the wardens & BRC/ CRC staff associated with KGBV.

A careful documentation of life skills education and preparation of booklets with games and activities, audio tapes of songs could be valuable. Equally – integrating reproductive health education, sensitivity/awareness of the environment, legal rights, citizenship education (Bal Panchayats) and awareness about social issues could be a valuable addition to the KGBV curriculum.

Vocational courses need to be planned professionally. There is a need to work out methods and material for to use to accelerate learning.

All KGBV should maintain record (including child-wise profiles and compiled information) on enrolled, attending and drop out girls. Information on dropouts needs to be collated at the state level. {ED/05}

Gender Unit, TSG-SSA (2008) **Evaluation of National Programme for Education of girls at elementary level (NPEGEL)** *Gender Unit, Technical Support Group-SSA, Ed.CIL, New Delhi.*

**Objectives:** (i) To assess whether the objectives of the NPEGEL scheme are being met in educationally backward blocks where the scheme has been operationalised (ii) To assess the availability and quality of infrastructure in these schools including progress made in providing facilities through NPEGEL funds and to check how this is dovetailed with normal SSA funding to augment school infrastructure. (iii) To identify activities being organized in the additional room made available to the Model Cluster School (MCS) and the benefits perceived by girls/parents/community (iv) To ascertain the material inputs provided to the MCS under NPEGEL, their use and the extent to which schools/ girls have benefited from these inputs, their present condition, and their usefulness (v) To understand the effectiveness of interventions targeted at ‘out of school’ girls and ‘in school’ girls (vi) To identify progress made with regard to gender training of teachers in the clusters, ascertain its linkages with the general in-service training under SSA every year and the value addition by this gender training (vii) To find out benefits to the girls of facilities like ECE centres, libraries, bridge courses, remedial classes, vocational/ life skills education programmes wherever they are being implemented and its linkages with other girl child oriented inputs under other SSA components (viii) To find out the extent of community involvement in planning, implementation and monitoring use of NPEGEL funds (ix) To assess the effectiveness of role of different management systems e.g. Mahila Samakhya/ NGOs/SSA in running NPEGEL and inter-linkages (x) To ascertain effectiveness of district and State systems designed for monitoring progress of NPEGEL and for capacity building of NPEGEL implementation in the field/districts.

**Scope & geographical coverage:** The study was undertaken in 12 states: Assam, Chhattisgarh, Haryana, Jammu & Kashmir, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal.

**Method:** Evaluation was conducted by six teams of 2 members each. Each team visited 2 states. Data was collected through observation, discussions with stakeholders and study of related documents. After the field visits the entire team met to discuss the findings and develop national synthesis report based on the state reports

**Main findings:** The basic purpose of this scheme does not seem to have been met in the states. But evidence of planning with a detailed annual calendar of activities was visible in Chhattisgarh, where it was being developed at block level for activities around the cluster schools.

Buildings have come up in 9 out of 12 states visited, however girls toilet was not visible in 4 of them. In some states the infrastructure development is of good quality – the Model Cluster School room and toilets well constructed with the requisite equipment being in place. While the infrastructure may be there the usage for the purpose is often not proper

While a range of materials was available in the Model Cluster School – their usage varied. Sewing machines were the most common equipment available. There was no specific curriculum for vocational courses. Girls learnt little bit of variety of activities (painting, papermache, karate etc.) but competencies developed were insufficient. Part time instructors employed for vocational courses or hobbies themselves need professional training. Computers were available in 2-3 states but there were no teachers..In some MCS ,sports materials were kept in Almirah but were not used by girls. The library books and TLM have been provided in the majority of states, but usage was not satisfactory. The use of library and supplementary reading material in classroom transactions had not commenced.

Under the NPEGEL scheme sports events, symposiums, debates and cultural programmes were carried out at zone, district, block, and even cluster levels in 3-4 states. These competitions instilled a sense of achievement and confidence in the girls,

Provision of cycles has been quite popular and (like in Tripura and Chhattisgarh) it is targeted towards girls who live more than 2 to 3 km away, in non hill regions, is also being perceived as an intervention to improve attendance. Cycling to school really improves the self confidence levels of girls.

Vocational trainings inputs, despite being gender stereotypical, somewhat helped in improving retention of girls; parents, teachers, communities and girls themselves were very happy with them.

In a couple of states like J&K and Chhattisgarh remedial teaching and student evaluation for learning outcomes was carried out at block & cluster levels to raise the learning capacity of girls. Remedial teaching and private tuitions were fairly common as parents and girls were eager to do well in examinations once they are in school.

In none of the states had the SSA state offices established any formal linkages with open schools, perhaps because of a lack of vision. This is a major lacuna in the scheme which needs to be addressed by all states so that the efforts of the scheme are not in vain.  
{ED/06}

RESU & Social & Rural Research Institute – IMRB International (2005) **National sample survey of households for estimation of out-of-school children** *Social and Rural Research Institute (SRI-IMRB) & Research, Evaluation & Studies Unit (RESU) , Technical Support Group (TSG)- EdCIL, New Delhi.*

**Objectives:** (i) To estimate state-wise child population and to provide estimates of number and percentage of children who are out of school by sex, social class, religion, age (single year age as well as age groups 5, 6-10, 11-13 and 6-13) separately for rural and urban areas and for children (of different categories) with special needs. (ii) To provide estimates of number and percentage of children attending different types of school (iii) To provide estimates of number and percentage of school going children enrolled in different grades (iv) To provide estimates of number and percentage of (a)

dropouts (b) those who never went to school among the out-of-school children belonging to different categories (v) To find out the reasons of not attending school or dropping out from school in the case of out-of-school children.

**Scope & geographical coverage:** This was a National level survey which covered all states and UTs.

**Method:** The sample survey of households was conducted in all the states and union territories of India during July – October 2005. Data was collected from a sample of 87,874 households drawn from randomly selected 3178 villages and 1823 urban blocks through a format developed specially for this purpose. Data was analysed using simple descriptive statistics and estimation procedures.

**Main findings:** It was estimated that there were 194,028,643 children in the age group 6-13 years. Out of these, the estimated number of out-of-school children in the country was 13,459,734 that is 6.94% of the total children in this age group.

The estimated number of children in the age-group 6-13 was 145,542,890 in rural areas and 48,485,753 in urban areas. The survey clearly brought out the urban-rural dichotomy to the fore as the estimated number of children who were out-of-school was 11,353,597 in rural areas (7.80%) and 2,106,137 in urban areas (4.34%).

The percentage of out-of-school children was relatively higher among those in the age group 11-13 years (8.56%) compared to those in the age group 6-10 years (6.10%). Percentage of out-of-school boys and girls in the age group 6-10 years was 5.51% and 6.87% respectively. For the age group 11-13 years, the percentage of out-of-school children was relatively higher among girls (10.03%) than boys (6.46%).

Among the different social groups, the estimated percentage of out-of-school children was 9.97% for Muslims, 9.54% for STs, 8.17% for SCs, 6.9% for OBC and 3.73% for others.

The survey revealed that estimated 15,28,097 children in the age group 6-13 (i.e. 0.8% of the total number of children in the age group 6-13) were physically or mentally challenged. Of these, 38.9% suffered from orthopaedic disability, whereas the percentage of children suffering from mental, visual, speech and multiple disabilities varied between 11.6% to 14.6%. Hearing disability was found only in 8.97% of the total physically or mentally challenged children.

Out of the total physically or mentally challenged children, 5,82,737 (38.1%) were out-of-school. Analysis by different types of disability showed that 60.6% children with multiple disabilities were out-of-school followed by those with mental disability (47%) and speech disability (41.6%). Among those with visual disability 28.7% were out-of-school.

At the national level, among the children who were out-of-school, 68.26% were those who never went to school and 31.7% were these who had dropped out from school after one or more years of schooling.

Among the dropouts, the highest percentage was of those who dropouts after completing class V and class II (20.5% each). Next was the percentage of those who dropouts after class III (17.5%). Among those who were reported to be attending school in the age group 6-13, an overwhelming number 73.07% were in government schools, 25.59% in private recognised schools, 0.66% in private unrecognised schools and 0.68% in AIE centres, Madarsas, etc. More than 10% of the urban children in the age group 6-13 year were living in slum areas and 3.74% of these children were out of school.

Estimates provided by the survey were expected to be quite reliable at the level of the country and for major states, as the sample was fairly large and representative of all the regions. In the case of smaller states and UTs some caution needs to be exercised while interpreting results due to smallness of samples. {ED/07}

**RESU,TSG-SSA (2008) Teachers' absence in primary & upper primary schools of Andhra Pradesh, Madhya Pradesh & Uttar Pradesh** *Research, Evaluation and Studies Unit (RESU), Technical Support Group (TSG) –SSA, EdCIL, New Delhi.*

**Objectives:** (i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to the norms (iii) To find out the difference between absence rate of male and female teachers, regular teachers and Para teachers, primary and upper primary stage teachers, and teachers belonging to different social groups in primary and upper primary schools (iv) To find out the reasons of absence of teachers from school .

**Scope & geographical coverage:** This survey was undertaken in recognised schools in Andhra Pradesh, Madhya Pradesh & Uttar Pradesh by state level agencies which included an university, a market research agency & a social science research institute.

**Method:** The study was conducted during 2006-07 in the states of Andhra Pradesh, Madhya Pradesh and Uttar Pradesh. A sample of 400 primary and upper primary schools was selected from each of the three states for this purpose. In the case of Andhra Pradesh and Uttar Pradesh, the data was collected from the sampled 400 schools, whereas data could be collected only from 390 schools in Madhya Pradesh. The number of teachers covered were 2166, 1136 and 1385 respectively in the three states, A.P., M.P. & U.P., The data on teacher attendance taken from school records pertains to the period prior to beginning of data collection.

**Main findings:** Teachers not present in schools were 24% in Andhra Pradesh, 15.4% in Madhya Pradesh and 11.0% in Uttar Pradesh. These included 14.9%, 10.6% and 5.4% teachers respectively who were on leave. The percentage of teachers who were absent without intimation was only in the range of 2.3% to 2.6% of total teachers.

Absence rate of teachers was almost the same for male and female teachers, teachers in rural and urban schools and teachers belonging to different social groups (SC, ST etc). However, absence rate of para- teachers was lower than that of regular teachers by 17.9% points in Andhra Pradesh, 2.2% points in Madhya Pradesh and 9.6% points in Uttar Pradesh.

According to attendance registers of 2005-06, teachers could not teach for a total of 33 days out of 168 working days (19.6%) in Andhra Pradesh, 28 days out of 229 (12.3%) in Madhya Pradesh and 22 days out of 214 (10.1%) working days in Uttar Pradesh. Some of the non-teaching days were spent outside school for school or non-school duty (administrative work). It also included their absence for personal reasons, which accounted for 10.4% working days in Andhra Pradesh, 5.9% of working days in Madhya Pradesh and only 3.9% of working days in Uttar Pradesh. Andhra Pradesh was more liberal in allowing permissible casual leave as compared to the other two states. Training took away teachers from schools for 12 days on the average in Madhya Pradesh, 7 days in Uttar Pradesh and 5 days in Andhra Pradesh.

Head teachers, BEOs, CRC coordinators and VEC chairpersons mentioned 'family problems' and 'health of teacher' as the two main reasons for teachers taking leave. 'residence being far away' and 'transport not being available' were also the reasons mentioned by quite a few, particularly in Andhra Pradesh. In Uttar Pradesh 'political/social activity' too was given as a reason for teachers being absent sometimes.

Exploration of relationship of teachers' absence rate with 7 school level and 11 teacher level predictor variables was part of the study. The school related variables that contribute towards teachers absence in all three states were 'Facilities' and 'time taken to travel'. In the case of Andhra Pradesh, the predictors having substantial linkage with teachers absence rate were (1) type of management (government or private aided), commuting time between residence and school and type of teacher (regular or Para-teacher). None of the other predictor variables contributed significantly to teachers' absence rate. In the case of Uttar Pradesh, the variables that contributed significantly were commuting time between school and residence and type of teacher (regular or Para-teacher).

A few schools and student variables plus teachers' absence rate were used in regression analysis to assess their contribution to language and mathematics achievement scores in class V and class VII/ VIII. The analysis indicated that teacher' absence rate is not significantly related with students' achievement in either subject in class V in each of the three states. Students' language achievement scores in class VII/ VIII also did not show any significant relationship with teachers' absence rate. However, mathematics achievement scores in class VII/ VIII had statistically significant relationship with teachers' absence rate but that too is not substantial. {ED/08}

RESU, TSG-SSA (2008) **Attendance of students in primary and upper primary schools –a study conducted in 20 major states** *Research, Evaluation and Studies Unit (RESU), Technical Support Group (TSG)-SSA, EdCIL, New Delhi.*

**Objectives:** (i) To assess the students' attendance on the basis of actual counting of students who are present (ii) To find out the difference between attendance rate of boys and girls and of students belonging to different social groups and rural/urban areas at primary and upper primary schools (iii) To find out the reasons of students' missing classes and remaining absent from school as perceived by teachers, parents and community (iv) To assess how students' attendance is related to quality as indicated by repetition and dropout rates and achievement in annual examination result (v) To identify school and home related factors largely responsible for child's absence from school (vi) To suggest measures for improving attendance rate of students where it is low.

**Scope & geographical coverage:** Study covered primary and upper primary schools in 20 states. Different agencies (12) which included universities, monitoring institutes, NGOs and agencies involved in educational research were commissioned to undertake the study at State's level in different states.

**Method:** The study was conducted in 20 major states of the country to assess the students' attendance rate and teachers' absence rate by visiting schools on three different occasions and actually counting the students and teachers who were present. A representative sample of 300 to 400 schools in each state was selected for this study. The total sample was of 6715 schools drawn from 286 districts of 20 states. Out of these, 4989 schools were primary and 1726 upper primary schools. In all, 5549 schools were from rural area and 1166 from urban area.

**Main findings:** It was found that overall average attendance rate of students was 68.5% at primary and 75.7% at upper primary level. For teachers, the average attendance rate was 81.7% in primary and 80.5% in upper primary schools.

The attendance rate of girls was a little higher than that of boys. The average attendance rate of boys and girls at primary level in the first hour was 69% and 70.6% and at upper primary level, 75.2% and 78.7% respectively. The average attendance rate in first hour was a little lower for SC and Muslim students at primary level (68.7% and 66.4% respectively) compared with that of all students but at upper primary level there was not much difference between attendance rates of different social groups; these were between 76% and 79%.

The lowest attendance rate was in class I (65.6%); it increased gradually after that by 2 to 3 percentage points from one class to the next; however, there was no such increase from class IV to V. The overall average attendance was a little lower in rural schools than urban schools (68.0% and 71.2% respectively at primary level), but in some states, the opposite was the case. Similar was the trend at upper primary level (73.7% in rural schools and 79.7% in urban schools).

The main reasons for children absenting from schools given by head teachers, teachers and VEC members were (a) lack of adequate facilities in school, (b) teacher shortage and over-crowded classrooms, (c) children being required for household work or sibling care at home (d) children required to help parents in agriculture or other occupational work or being involved in some income generating activity and (e) parents' indifference or lack of interest in child's education.

Parents mostly felt that lack of facilities in school and child's unwillingness to go to school were main reasons for child's frequent absence from school.

**Suggestions:** Among the measures suggested by the community for improving students' attendance rate were (i) improvement in environment and teaching-learning in school and providing incentives for regularity in attendance (ii) motivating parents to send children to school and ensuring that children are not involved much in household work and income generating activity at home, which actually requires poverty alleviation measures to be taken in rural areas {ED/09}

RESU, TSG-SSA(2008) **Study of students' Time on Task in primary and upper primary schools in 5 states** *Research, Evaluation and Studies Unit (RESU), Technical Support Group- SSA, EdCIL, New Delhi.*

**Objectives :** (i) To observe and describe various group and individual tasks/activities of students during school hours (ii) To observe and record teachers' activities in class, the purpose of each activity and to relate it to the learning and other activities of students (iii) To assess the time spent on active learning and other activities by students inside and outside the classroom during the school hours (iv) To find out the difference, if any, between activities of boys and girls; students of different classes and students studying in government or local body schools in both urban and rural area (v) To find out how remedial teaching is done and time spent by teachers and students on remedial teaching tasks (vi) To identify broad categories or patterns of tasks/activities and to find if there is any association between such patterns and scholastic achievement of students.

**Scope & geographical coverage:** The study was conducted during 2007 covering government and local body primary and upper primary schools of Assam, Haryana, Karnataka, Maharashtra and Orissa by SCERTs in respective states under the guidance and supervision of RESU, TSG-SSA, Ed.CIL.

**Method:** A sample of 10 districts from different regions of each of the five states was selected and from each district a sample of 10 schools was drawn. Thus 100 schools from each state formed the basis of the study. Of the 100 sampled schools in each state, a sample of 20 schools having grade IV was randomly selected for the purpose of relating students' activities inside classroom with the locally available language and mathematics achievement tests.

Teachers' and student's activities in the class were observed by an observer using a modified version of classroom observation method developed by Jane A. Stallings. For this purpose language and mathematics classes of grade II, language, mathematics and EVS classes of grade IV and language, mathematics, science and social studies classes of grade VI were observed.

Each class of 30 minutes duration was split into 10 equal parts, each of three minutes duration. The first minute of the three minutes was used for observing students' and teachers' activities and the remaining two minutes were used for recording the observations.

Seventeen possible activities of teachers were listed. These were broadly divided into 5 categories (i) student centric activities (ii) teacher centric activities (iii) supportive instructional activities (iv) class management activities and (v) off-task activities. Similarly, 19 possible activities of students were classified into 5 categories (i) active learning (ii) passive learning activities (iii) mechanical learning activities (iv) class management and (v) being off task.

**Main findings:** As for the time spent on activities during school working hours, the schools in Assam opened, on average, for 249 days, the average duration being 5 hours and 18 minutes per day. The loss in daily instructional time of about 42 minutes got compensated by the larger number of working days. In other four states where working hours were six or more per day working days varied from 228 to 240 days. The working hours were 6 hours in Haryana and Orissa whereas the same were more than 6 and half hours per day in Karnataka. On the average 18 minutes were spent on morning assembly and 36 minutes on mid day meals.

Teachers reported that they did not teach on 7.9% of total working days as they were on leave for 4.1% of the days, on training for 2.3% days, on duty related/unrelated to education for 1% days and were busy with administrative work on 0.5% days. During school time teachers spent 87.9% of their time on curricular activities.

With regard to *teachers' activities* in the class, on an average 29% of the teachers' time in classroom was being spent on student- centric activity- 27.6% in grade II, 26.2% in grade IV and 30.8% in grade VI. In grade II time spent by teachers on student-centric activities was observed to be more in mathematics class in all the states except in Haryana where teachers spent a little more time on these activities in language class. In grade IV the time spent on student centric activities was highest in EVS followed by mathematics classes in all the states except in Haryana where the same was 17.1% in mathematics, 19.3% in language and 24.6% in EVS.

Out of 5 teacher centric activities, maximum time in language class across grades was spent on lecturing/verbally explaining followed by writing on blackboard and explaining, reading from book and observing and supervising classes. In mathematics classes across grades, maximum time was spent on writing on blackboard followed by lecturing/explaining and observing or supervising the classes. In EVS class of grade IV

and social studies class of grade VI the common teacher centric activities were lecturing, explaining and writing on blackboard.

Percentage of time spent by teachers' in classroom on teacher-centric activities for grades II, IV and VI was 53.3, 56.3 and 55.9% respectively. It was higher in language class than in mathematics class of grade II. In the case of grade IV teachers' time spent on teacher centric activities was lowest in mathematics class and the highest in language class. In grade VI, almost the same pattern was observed where percentage of time was lowest in social studies class in the case of Orissa and Maharashtra.

Out of 5 classroom teaching activities maximum time in language class across grades was spent on 'lecturing/verbally explaining' followed by 'writing on blackboard and explaining', 'reading from book' and 'observing and supervising the class'. In mathematics class of grade II, maximum time was spent on writing on blackboard, followed by lecturing/explaining and observing/supervising the class. In environment studies in grade IV and social studies in grade VI class, teacher-centric activities were, lecturing, explaining and writing on blackboard.

Percentage of time spent by teachers on supportive instructional activities ( giving homework or assignment, correcting homework or test papers and encouraging one or more students) was 14.1% in grade II, 13.6% in grade IV and 10.5 in grade VI. In Assam, Haryana and Karnataka, the time spent in grade II mathematics class was more than that of grade II language class, whereas in the case of Maharashtra and Orissa the time spent on this activity was either equal in both the subjects or more in language classes. In grades IV and VI, the maximum time on supportive instructional activities. This activity was spent in mathematics class. No definite pattern was observed in the case of classes of other subjects in these grades.

The percentage of time spent by teachers on 'class management activities' and 'remaining off-task' was respectively 2.1% and 2.9% for grade II, 1.5% and 2.4% for grade four and 1.5% and 2.1% for grade VI. Apparently teachers' remained off task for not more than 3 percent of their total time while teaching in the class.

The percentage of time teachers spent on different activities in multi-grade and mono-grade classes did not differ much. Similarly time spent by male and female teachers on different activities also did not indicate any definite trend. However, regular teachers and Para-teachers did differ in respect of the distribution of their time on 5 categories of activities in classroom. Regular teachers spent more time on student- centric activities whereas Para-teachers spent more time on teacher-centric activities and supportive instructional activities. In grade II, regular teachers remained off task on average 3% of their total time as against 1.4% in case of Para-teachers. In the case of grade IV these percentages were 2.0% and 2.6% respectively.

During the period of 30 minutes, it was observed that teachers asked questions or gave homework or assignments generally during the last few minutes of the 30-minutes period

whereas use of TLM/TLE, lecturing or verbally explaining, writing on blackboard, explaining and reading from the book was more often during the first half of the period.

Overall, students' time spent on learning activities of Set 1 (Active learning) is about 25% of total student-time. However, there is considerable variation across states; it is least (20.7%) in Haryana and quite high (33.2%) in Orissa whereas it is between 22.8% and 25.4% in the other 3 states. On the average, percentage of student-time spent on active learning across different subjects varied from 20.2% in science classes to 29.5% in mathematics classes. Percentage of students' time spent on Active learning in language classes was 21.8% in grade II, 22.5% in grade IV and 19.8% in grade VI. In the case of mathematics classes, active leaning time gradually decreased from grade II (30.9%) to grade VI (26.3%).

Of the total time of students' classroom activities, time spent on Set 2 (passive learning) activities was 46.9% on an average. That is, time spent on passive learning was maximum as compared to the remaining sets of activities in all the states. Among the states, it is highest (52.8%) in Maharashtra and lowest (39.2%) in Orissa. Students' time spent on passive learning is over 40% in all the grades. It increases gradually from 41.2% in grade II to 45.8% in grade IV and further to 53.6% in grade VI. Apparently, there is much more passive learning in upper grades where there is greater use of talk and chalk method of teaching. It is observed that percentage of students' time in language class on passive learning increased from 44.5% in grade II to 56.9% in grade VI. The same increased from 37.9% in grade II to 47.4% in grade VI in mathematics.

The average student-time spent on learning activities of mechanical type (Set 3) is 15.4% of total student-time. It is highest (20.4%) in Haryana and lowest (11.6%) in Maharashtra. Further, it decreases from 18.5% in grade II to 12.7% in grade VI.

Overall, the time of students spent on class management (Set 4) is about 5%. It is lowest (2.4%) in Assam and highest (6.5%) in Haryana. Students' time spent on class management activities increases marginally from 4.8% in grade II to 5.3% in grade VI.

The average time when students are off-task is 7.8% of total student-time. It is least (6.5%) in Haryana and highest (10.4%) in Karnataka. Off-task activities of students also indicate the same pattern as that of class management, i.e. maximum time is in grade II (9.1%) which declines to (6.3%) in grade VI.

Positive association of language test scores with student centric and teacher centric activities was observed only in Haryana. Further, Off-task teachers' time was found to reduce language achievement in Assam and Maharashtra. Besides, time spent on 'class management' made positive contribution to language achievement score.

Contribution to mathematics achievement was statistically significant and substantial in the case of student centric activity (Assam), supportive instructional (Orissa), and class management (Assam and Karnataka). Time spent on these activities contributed to increase in test scores in the states named in parenthesis. {ED/10}

RESU, TSG-SSA (2008) **Scholastic achievement and literacy of pupils at the end of class IV in Karnataka, Orissa and Uttar Pradesh**, *Research, Evaluation and Studies Unit (RESU), Technical Support Group –SSA, EdCIL, New Delhi.*

**Objectives:** (i) To assess student's achievement and literacy level (ii) To compare students' achievement in the present Repeat Assessment Survey (RAS-2005) with their achievement in Terminal Assessment Survey (TAS) conducted at the end of DPEP in 2003 (iii) To assess students' achievement in certain important competencies such as reading aloud, reading comprehension and writing skills (iv) To find out which home background and school factors affect achievement.

**Scope & geographical coverage:** The study covered primary schools in two districts from each of the three states: Orissa, Uttar Pradesh and Karnataka.

**Method:** Out of three states one (Karnataka) has primary cycle of 4 years and two states (Orissa and Uttar Pradesh) have primary cycle of 5 years. The selected districts had medium achievement in TAS. These were Dhenkanal and Kalahandi in Orissa, Bellary and Mysore in Karnataka and Maharajganj and Moradabad in Uttar Pradesh. The study was undertaken by three different agencies at state level (Institute of Social and Economic Change, Bangalore in Karnataka, NKC Centre for Development Studies, Bhubaneswar in Orissa, and Centre of Advanced Development Research, Lucknow in Uttar Pradesh).

Fifty schools of each district were chosen for testing the students, Students studying in the pen-ultimate class of the primary cycle were tested using the same tests that were used in TAS.. The schools selected for this repeat survey were the same as those selected for TAS. This was done to examine the change in the level of students' achievement over a period of 2 years since TAS was conducted in the same schools two years earlier. Data was also collected on a number of students' home background and school variables. Apart from the TAS tests in language and mathematics used to assess students' achievement, tests for measuring literacy and numeracy skills were developed and used for assessing literacy and numeracy levels of the children. The literacy test had three components: Reading aloud, Reading Comprehension and Writing. Each component was given equal weightage.

**Main findings:** In Orissa, there was a decrease in mean percent achievement in mathematics in both districts from 48.3 to 43.4 in Dhenkenal and from 41.9 to 33.9 in Kalahandi, while there was increase in achievement scores in language from 41.5 to 54.3 in Dhenkenal and from 40.6 to 45.3 in Kalahandi.

In Uttar Pradesh, in both the districts achievement scores showed decline in both subjects, language and mathematics. The decline was observed to be higher in Maharajganj, the scores being 64.2% in TAS and 51.9% in RAS in mathematics. In language the average score was 71.9 % in TAS and 57.7% in RAS. In Moradabad the mean achievement score was 73.9% in TAS and 64.5% in RAS in language; it was

64.9% in TAS and 57.9% in RAS in mathematics. In Karnataka too, the achievement scores showed decline both in mathematics and language from TAS to RAS. The mean scores in mathematics were 40.6% in TAS and 26.9% in RAS in Bellary district and 39.1% in TAS and 27.2% in RAS in Mysore district. Similarly in language, achievement scores declined from 37.5% in TAS to 26.9% in RAS in Bellary and from 40.3% in TAS to 26.3% in RAS in Mysore.

Achievement in literacy tests indicates that only about one-fourth of the students in Karnataka (26.6%) and Orissa (26.1%) could be classified as literate. In Uttar Pradesh, the picture was better with more than half (53.7%) of students falling in this group. Very few students were found to be fully literate i.e. scoring 75% and above on the literacy test (0.5% in Karnataka and Uttar Pradesh and 1.3% in Orissa). In all the three states, students' achievement in reading comprehension was higher than their scores on reading aloud and writing.

Development of numeracy skills was observed to be inadequate with more than half of the students in Karnataka (60.7%) and Orissa (53.7%) scoring below 40% marks. In Uttar Pradesh the performance was much better; more than half of the students scored above 60% marks, while only 15% scored below 40% marks.

Variables making significant contribution to pupils achievement were mainly pupils' home background variables such as facilities for study at home and social group to which the child belongs. {ED/11}

RESU,TSG-SSA (2009) **Study of effectiveness of BRCs & CRCs in providing academic supervision to elementary schools**, *Research, Evaluation and Studies Unit (RESU), Technical Support Group--SSA EdCIL, New Delhi & IIM, Bangalore*

**Objectives:** (i) To document the roles and functions of BRCs and CRCs as defined by states and assess the extent to which the activities undertaken by BRCs and CRCs are in accordance with their prescribed duties (ii) To assess their work load and time devoted to various tasks (iii) To study the selection procedure of BRC and CRC co-coordinators and resource persons (iv) To assess the effectiveness of training provided to BRC and CRC coordinators (v) To assess the support given to BRCC and CRCC by DIET (vi) To assess the on-site support given to teachers and schools by BRCs and CRCs (vii) To study the mechanism of supervision of work of BRCs and CRCs; (viii) To find the views of head teachers, teachers, VEC, etc. on the contribution of BRCs and CRCs in improving the functioning of school; (ix) to study the coordination of BRC with BEO and views of DEO, BEO on functioning of BRCs and CRCs (x) To study the availability and use of various facilities and equipments provided to BRCs and CRCs for their functioning, (xi) To find out the problems faced by BRC and CRC coordinators in their work, assess their job satisfaction and make suggestions for more effective functioning of BRCs and CRCs.

**Scope and geographical coverage:** Study was undertaken in 14 states, Kerala Karnataka, Uttar Pradesh, Assam, Mizoram, Orissa West Bengal, Punjab, Jammu and Kashmir, Rajasthan, Himachal Pradesh, Madhya Pradesh, Haryana & Jharkhand.

The study was conducted with the help of 7 institutions which included IIMs, monitoring institutes and NGOs. Principal Investigator at IIM, Bangalore acted as coordinator for the study in collaboration with RESU.

**Method:** In each state 3 to 7 districts were selected by giving due consideration to Socio-Cultural Regions (SCRs) and Specially Focused Districts (SFDs) by random selection. From each district 2 to 4 blocks were selected by using circular systematic sampling to represent the rural areas. In order to give due representation to urban areas, one urban area was selected from one of the sampled districts and the other was selected from state headquarters or any large metro city of the state. In each block, 4 to 5 clusters were selected and in each cluster, 2 schools were selected. Of these 2 schools, one school was a primary and the other was an upper primary school.

**Main findings:** The academic structures BRC and CRC, set up for SSA are discharging their duties and responsibilities as defined in the framework for implementation of SSA. The core structures of SSA at the district, block and sub-block levels were generally well established for administrative purposes. Most of the states under study have retained the generic nomenclatures of positions at the district and block levels. However, it was noted that in West Bengal and Haryana, there were no regular BRPs and some experienced teachers were deployed during training programmes. In the case of Karnataka, a post of Cluster Asst. Educational Officer has been introduced to off-load some administrative tasks of BEO.

The views of District Project Coordinators were that the BRCs were overloaded with administrative work, had inadequate infrastructure and were burdened with too many training programmes. They had insufficient official power and suffered from lack of recognition for good work. Also lack of transport facilities affected the performance of BRC and CRC functionaries. Some of the perceived problems at the CRC level included insufficient capacity building of CRCCs, lack of job knowledge, non-acceptance of teachers to adopt innovative teaching methods and of CRCCs themselves by teachers.

SSA is envisaged as a decentralized programme but in most cases the power vested with the BEOs undermined the BRCCs' position. By and large, BRCCs, BRPs and CRCCs were satisfied with regard to most of the aspects but some discontent was found in respect of physical infrastructure, existing emoluments and balancing between administrative and academic work.

Training received by BRCCs, BRPs and CRCCs was inadequate both qualitatively and quantitatively. Training received by teachers appeared to be satisfactory quantitatively barring a few exceptions. A significant proportion of teachers appeared to be satisfied with training effectiveness across all the states, though there were some areas which reportedly needed to be addressed. Areas in which training was relatively less effective or deficient according to the respondents included less focus on needs of CWSN and multi-grade teaching methods. Training received by VEC members was woefully inadequate and practically defunct in many cases.

Some of the problems stated by CRCCs were infrequent visits by BRC personnel, difficulty in contacting the BRC personnel, poor leadership displayed by them in addressing various issues, poor training capability and lack of emphasis on quality.

A few critical areas of concern as reported by BRPs were: planning, monitoring and supervision, introducing need-based training programmes, developing infrastructure, addressing shortage of staff and need to introduce IT.

The major educational issues at the cluster level included migration of parents, clamor for English medium schools, poor participation of VECs, inappropriate teaching methods, inadequate teaching staff, deployment of teachers for non-teaching activities and prevalence of child labour.

Heads of schools stated that periodic review and planning of academic activities, more visits by BRC/CRC functionaries and frequent training activities would improve school functioning. They also emphasized the need for providing additional nutrients to students in MDM, generating awareness among community members and good school infrastructure.

VEC forms the weakest link in the organizational structure of SSA in all the states covered. Training of VEC members was a neglected area. VEC members suggested that frequent visits by BRC functionaries to interact with them, guide them regularly on different issues and take prompt action on complaints lodged by the VEC would improve the situation.

**Suggestions:** The staffing pattern, mode of recruitment and posting for a minimum period for BRCCs and CRCCs must be ensured. A separate cadre and recruitment rules be put in place for BRCCs, BRPs and CRCCs. It is recommended that cadre and recruitment rules be framed for these positions along with suitable administrative powers. Incentives should be put in place for these functionaries to make the posts attractive. At the same time, it becomes imperative that performance appraisal system be put in place so that it also facilitates appropriate monitoring and supervision of academic activities of these structures.

Mandatorily the job charts must be prepared which must be common across states and given to the incumbent during induction training which is to be put in place. Adequate infrastructure (including adequate facilities for conduct of residential training programmes) at the BRC, posting of a full complement of BRPs in each of the BRCs, posting administrative support staff, including an accountant, appropriate IT facilities including telephone/fax/internet, transport facility etc are very much needed for effective functioning of BRCs.

It is recommended that the BRP-school ratio should be 1:15 for lower primary schools and 1: 10 for upper primary schools. It is very essential that the BRPs have requisite qualifications and subject specialization for dealing with upper primary classes.

There is a critical need for capacity building of all incumbents in the academic structures of SSA with a focus on improving knowledge, personality development and communication skills. The officers at the district and state levels must also be given training in management, soft skills in computer usage, in addition to the training of staff in BRCs, CRCs, DIET and SCERT.

There is a felt need for strengthening the forward and backward linkages of BRCs. Also there is an urgent need to build strong linkage with VEC which is at present a major lacuna across states.

The personnel in BRCs and CRCs were overburdened with administrative tasks and meetings to the detriment of the programme effectiveness. Convergence of all structures must be ensured.

Further, there is a need to streamline the training programme for teachers. Monitoring and supervision must be strengthened and action must be taken in a timely fashion to infuse accountability into the system. In the ultimate analysis, the structures created for SSA must serve the purpose for which they were created and an all out effort to make them vibrant has to be ensured. {ED/12}

RESU, TSG-SSA (2008) **Large decline in enrolment between class I and class II** *Research, Evaluation and Studies Unit (RESU), Technical Support Group-SSA, EdCIL, New Delhi.*

**Objectives:** (i) To find out the reasons of sharp decline in enrolment between classes I and II and to assess how much of the decline is due to genuine dropping out (ii) To estimate the percentage of under- age children in class I and to find out how many of them dropout or get promoted or repeat the class (iii) To estimate the percentage of children who repeat class I but are treated as new entrants (iv) To find out whether some children who drop out from class I or II but re enter school after a gap of one or more years (v) To find out whether some children leave government schools to study in private schools and to assess the transfer rate between government and private schools (vi) To estimate the percentage of children who enter class I after September 30, and to find out how man of them get promoted or repeat the class or dropout (vii) To find out whether some children of a government school are enrolled in another private school at the same time and if so what is the extent of such double enrolment (viii) To suggest measures for reducing the decline in enrolment from class I to class II and change in data collection and reporting strategies for assessment of genuine dropout rate and to recommend steps for cleaning of the enrolment data presently collected through DISE.

**Scope and geographical coverage:** The study was conduct in primary schools of Assam, Meghalaya, Bihar and West Bengal.

**Method:** In each state two districts were selected for the study. A random sample of 100 schools with classes I and II was selected from each of the two sampled districts in each state. The realised sample in Assam and Meghalaya was 199 in Bihar, 183 and in West

Bengal, 200. The study mainly used child-tracking methodology for data collection. Students of class I who had stopped coming to school were identified. Their home was visited to know reasons for that from their parents. Similarly, students of class I and II who were absent on the day of visit to the school were identified. Their home was also visited to ascertain reasons for absence from their parents. In addition, the study collected four years' data from school records to check consistency of estimates of the decline in enrolment and find out reasons for that. Indicator for decline in enrolment between classes I and II (termed as 'decline in enrolment') is the difference between class I enrolment in the base year and enrolment of class II, excluding repeaters and lateral entrants, in the following year expressed as percentage of the enrolment of class I.

**Main findings:** The decline in enrolment during 2006 was about 14% in Assam, 35.2% in Bihar, 24.4% in Meghalaya and 38.5% in West Bengal. It was almost the same during the preceding two years in all the four states. Decline in boys' enrolment is almost the same as that of girls' in all the states except West Bengal where the decline in boys' enrolment is higher by about 4% points than that of girls.

Repetition rate in class I contributed maximum to decline in enrolment. About half of the overall decline rate in Assam, three fourth each in Bihar and Meghalaya and half of it in West Bengal was due to children repeating grade I. Further, some students of class I who repeat class get enrolled as new entrants in class I in the following year. Percentage such students admitted next year in class I with a new admission number, was 2% to 3% in Assam and Bihar, 3.6% in Meghalaya and 7.7%, in West Bengal. The under age children are more prone to repeating the class. This affirmation is confirmed by very high percentage of decline in enrolment in their case that is 30.3 in Assam, 37.4 in Bihar, 19.2 in Meghalaya and 33.6 in West Bengal. The percentage of repeaters was large in Bihar (22.2%) and West Bengal (43.1%) whereas the same was 7.8% in Assam and 8.8% in Meghalaya. Late entrants are those who are admitted long after commencement of the academic session. Such students are also more likely to repeat the class. Amongst such students, the percentage of repeaters in Assam was 15.2%, in Bihar 32.1%, in Meghalaya 9.2%, and in West Bengal 24.2%. Long absence from school is also considered one of the reasons for repetition. The most common reason for childrens' absence from school was, 'some family problem', given by 32.9% parents in Assam, 33.6% in Bihar, 36.0% in Meghalaya and 28.0% in West Bengal.

Some children of class I leave the current school to join another government school or private school for personal reasons. Students found pursuing their studies in other schools were responsible for a small percentage of overall decline rate in Bihar (9.9%) and West Bengal (11.7%) but substantial percentage in Assam (24.3%) and Meghalaya (30.3%). Parents of students who shifted to another school gave different reasons for shifting of their wards to another school. The most common reason given by parents for shifting the child to another school, was 'new school was nearer to home' in Meghalaya (39.2%), West Bengal (36.0%) and Assam (25.0%). In Bihar, the most common reason for the same was 'sibling was studying in the other school' given by 29.7% parents.

Of the total decline, students who discontinue their studies (genuine dropout) were 12.9% in Assam, 2.6% in Bihar, 7.8% in Meghalaya and 9.1% in West Bengal. It is to be noted that the contribution of genuine drop out rate to decline in enrolment in each state was the least as compared to other factors. Parents of children who had discontinued studies gave 'child was not interested in studies' as the common reason.(35% in Meghalaya and between 11% and 15% in the other three states). 'Child needed at home to help the family in household work or to look after siblings' was another reason given by 24.9% parents in Bihar, 15.1% in West Bengal, 11.9% in Assam and only 3.1% in Meghalaya.. The reason that the child was needed to help the family in household work and to look after the siblings, was more common in the case of girls than boys in Assam (21.4% in the case of boys against 3.7% in the girls) but in Meghalaya and West Bengal, the situation is reversed as more boys discontinued their studies due to this reason than girls in these states.

The DISE and SES data show large decline in enrolment between classes I and II. Which unfortunately gets interpreted as large dropout rate in class I. Also inaccuracies in DISE data sometimes magnify the decline and dropout rates. Decline in enrolment in respect of the same set of schools was computed from the filled in schedules and from records of DISE to find out the difference. This comparison indicated higher value of decline by about 10% points in the case of DISE. {ED/13}

Social & Rural Research Institute – IMRB International & RESU (2009) **National sample survey of households for estimation of out-of-school children** *Social and Rural Research Institute (SRI-IMRB) & Research, Evaluation & Studies Unit, Technical Support Group - SSA, EdCIL, New Delhi.*

**Objectives:** (i) To estimate state-wise child population and to provide estimates of number and percentage of children who are out of school by sex, social class, religion, age (single year age as well as age groups 5, 6-10, 11-13 and 6-13) separately for rural and urban areas and for children (of different categories) with special needs. (ii) To provide estimates of number and percentage of children attending different types of school (iii) To provide estimates of number and percentage of school going children enrolled in different grades (iv) To provide estimates of number and percentage of (a) dropouts (b) those who never went to school among the out-of-school children belonging to different categories (v) To find out the reasons of not attending school or dropping out from school in the case of out-of-school children.

**Scope & geographical coverage:** This was a National level survey which covered all states and UTs except Leh and Kargil districts of Jammu & Kashmir, interior villages of Nagaland situated beyond five kms. of bus route and villages in Andaman and Nicobar island which remain inaccessible through out the year.

**Method:** The sample survey of households was conducted in all the states and union territories of India during February – May 2009. A three stage stratified sample design was adopted for this survey, primary sampling unit being villages in rural areas and urban

frame survey (UFS) blocks in urban areas. The sampling frame of NSS 64<sup>th</sup> round was for primary sampling units.

Data was collected from a sample of 99,226 households drawn from randomly selected 3234 villages and 1856 urban blocks through a format developed specially for this purpose. Data was analysed using simple descriptive statistics and estimation procedures.

**Main findings:** As per estimates derived from the survey there were 190,582,581 children in the age group 6-13 years. Out of these, the estimated number of out-of-school children in the country was 81,50,618 that is 4.28% of the total children in this age group.

The estimated number of children in the age-group 6-13 was 155,143,385 in rural areas and 35,439,196 in urban areas. The survey clearly brought out the urban-rural dichotomy to the fore as the estimated number of children who were out-of-school was 7,024,118 in rural areas (4.53%) and 1,126,500 in urban areas (3.18%).

The percentage of out-of-school children was relatively higher among those in the age group 11-13 years (5.23%) compared to those in the age group 6-10 years (3.69%). Percentages of out-of-school boys and girls in the age group 6-10 years was 3.40% and 4.04% respectively. For the age group 11-13 years, the percentage of out-of-school children was relatively higher among girls (5.79%) than boys (4.77%).

Among the different social groups, the estimated percentage of out-of-school children was 7.67% for Muslims, 5.60% for STs, 5.96% for SCs, 2.67% for OBC and others. The survey revealed that estimated 2,897,096 children in the age group 6-13 (i.e. 1.52% of the total number of children in the age group 6-13) were physically or mentally challenged. Of these, 38.0% suffered from orthopaedic disability, whereas the percentage of children suffering from hearing, speech, visual, mental, and multiple disabilities was 7.72%, 13.05%, 13.59%, 17.95%, 9.75%.

Out of the total physically or mentally challenged children, 988,359 (34.12%) were out-of-school. Analysis by different types of disability showed that 58.57% children with multiple disabilities were out-of-school followed by those with mental disability (48.03%) and speech disability (36.96%). Among those with visual disability 29.7% were out-of-school.

At the national level, among the children who were out-of-school, 74.89% were those who never went to school and 25.11% were these who had dropped out from school after one or more years of schooling. Among the out of school children in the age group 6-10 years the percentage of dropouts was 23.79% and in the age group 11-13 years the percentage of dropouts was 26.61% .

Among the dropouts, the highest percentage was of those who dropped out after completing class II and class III (19.64% and 19.55% respectively). Next was the percentage of those who dropped out after class V (19.17%).

Among those who were reported to be attending school in the age group 6-13, an overwhelming number 73.07% were in government schools, 25.59% in private recognised schools, 0.66% in private unrecognised schools and 0.68% in AIE centres, Madarsas, etc. More than 10% of the urban children in the age group 6-13 years were living in slum areas and 3.74% of these children were out of school. 35.53% of the total children in the age group 6-13 years were from 'below poverty line' families (henceforth called BPL) and 5.03% of these children were out of school.

There was considerable decrease in the proportion of out-of-school children over the last 3 years. The percentage of out-of-school children was 4.28% in 2009 compared to 6.94% in 2006 survey. This decrease was higher in rural areas (4.53% in 2009 from 7.8% in 2006) than in urban areas (3.18% compared to 4.34% in 2006). In terms of age and gender, the decrease was nearly same 3.71% from 6.1% in 2006 for age group 6-10 and to 5.23% from 8.56% in 2006 for male children and 4.64% from 7.92% in 2006 for female children.

Among the different social groups the decrease was highest in case of ST children (5.6% from 9.54%); OBC + Others (2.67% from 5.55% in 2006); SC (5.96% from 8.17%) and Muslim children (7.67% from 9.97%).

It was also emphasized that estimates provided by the survey were expected to be quite reliable at the level of the country and for major states, as the sample was fairly large and representative of all regions. In the case of smaller states and UTs, some caution needs to be exercised while interpreting results due to smallness of samples. {ED/14}



## NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

Chandrasekhar, K. & Gupta, S.K. (2005) **Non-detention policy in the States – A Status study** *Department of Measurement and Evaluation (DEME), NCERT, New Delhi.*

**Objectives :** (i) To study the non-detention policy adopted in the states/UTs (ii) To know the perception of school supervisors, headmasters, teachers, parents and students regarding the non-detention policy (iii) To compare the interpretation of non-detention policy for operationalization in different states/UTs (iv) To assess and compare the achievement of class III students in the states where non-detention policy is implemented vis-à-vis students in other states (v) To assess and compare the achievement of class III students studying in multi-grade schools with the students of non-multi-grade schools of selected states.

**Scope and geographical coverage:** The study was limited to Orissa, Rajasthan, Karnataka, Madhya Pradesh and Delhi.

**Method:** Two rural blocks and one urban area was selected randomly from one district in each selected state. Lists of rural and urban govt./govt. aided schools were prepared for the selected urban area and rural blocks. Each list was further bifurcated into list of multi-grade schools and non-multi-grade schools. From the list of multi-grade schools, six schools from rural and four schools from urban area were selected randomly. Similarly equal number of urban and rural schools from the list of non-multigrade schools were selected. Total 20 schools were selected in a district.

From each selected school data was collected through questionnaires from head teacher, two teachers (if available), 10 students of terminal class of primary school, five parents of these students and one educational administrator. Language and Mathematics tests were administered on 10 students of class III in each school. In all, data was collected from 275 teachers, 81 administrators, 501 parents, 90 students of class III. Data was analysed using simple statistics.

**Main findings:** Students studying in the states where non-detention policy is in practice performed better in Mathematics and Language than their counterparts studying in the states where detention policy is followed. In the states with non-detention policy, teachers taught properly, students attendance and enrolment increased, study stress and drop-out rate at primary stage reduced. All students of non multi-grade schools both in rural and urban areas performed better than their counterparts in multi-grade schools in both Language and Mathematics except girls from rural area in Mathematics. {NC/01}

DEME (2002) **Learning achievement of class V children – Round I** *Department of Measurement and Evaluation, NCERT, New Delhi.*

**Objectives:** (i) To capture the achievement level of students of class V in Language , Mathematics and EVS (ii) To see the effect of intervening variables on achievement of students.

**Method:** In addition to the achievement tests data was also collected through three questionnaires from head teachers, teachers and pupils on school infrastructure and facilities, teachers' qualifications, experience, teaching methodology and pupils' home background etc. The data became available from 88271 children, 10796 teachers, from 4787 schools covering 105 districts from 30 states/UTs.

**Main findings:** The overall achievement in language in round I of class V students was 58.9%. Variation was marginal in the achievement of boys (58.9%); girls (58.8%); rural students (57.7%); urban students (61.6%); SC (57.1%), ST (58.2%); and others (59.5%).

The overall achievement in Mathematics in round I of class V students was 46.5%. Here too, variation was marginal in the achievements of boys (46.9%); girls (46.1%); rural students (46.2%); urban students (47.3%); SC (45%); ST (44.1%); and others (47.5%).

The overall achievement in EVS in round I of class V students was 50.3%. Variation was marginal in the achievement of boys (50.6%); girls (50%); rural students (49.8%); urban students (51.4%); SC (48.5%); ST (49.5%); and others (51%). {NC/02}

DEME (2004) **Learning achievement of class III, VII/VIII children – Round I**  
*Department of Measurement and Evaluation, NCERT, New Delhi.*

**Objectives:** (i) To capture the achievement level of students of class III in Language and Mathematics (ii) To capture the achievement level of students of class VII/VIII in Language, Social Studies , Science and Mathematics (iii) To see the effect of intervening variables on achievement of students.

**Method:** In addition to the achievement tests data was also collected through three questionnaires from head teachers, teachers and pupils on school infrastructure and facilities, teachers' qualifications, experience, teaching methodology and pupils' home background etc. The data became available from 92407 children, 8533 teachers from 5293 schools covering 111 districts from 29 states/UTs for class III; 105531 children, 16612 teachers from 4378 schools covering 105 districts from 30 states/UTs for class VII/VIII.

**Main findings:** The overall mean achievement in language in round I of class III students was 63.1%. Difference between mean achievement of boys and girls was marginal with boys mean achievement being 62.9% and girls mean achievement being 63.3 % . Mean achievement of rural students was 63.9%, where as urban students mean achievement was 62.8%. Variations in the mean achievement of students from different social groups was also marginal- SC 60.4%, ST 64.7% and others 63.5%.

The overall achievement in Mathematics in round I of class III students was 58.3%. Difference in the mean achievement of Boys and girls (58.5%: 57.9%) urban and rural students (58.5%:58.1%) ST and 'others' (59.4%: 59%) was marginal. However achievement of SC students was less than by nearly five percent point (54.6%).

The overall achievement in language in round I of class VII students was 54.2%. Variation was marginal in the achievements of boys (54.2%); girls (54.5%); rural students (53.7%); urban students (54.8%); SC (52.5%); ST (54.7%), OBC (51.6%) and others (56.9%). The overall achievement in Mathematics in round I of class VII students was 30.5%. Here too, variation was marginal in the achievement of boys (30.4%); girls (30.8%); rural students (30.4%); urban students (30.6%); SC (28.8%); ST (33.2%), OBC (28.8%) and others (31.3%).

The overall achievement in Science in round I of class VII students was 37.8%. Variation was marginal in the achievements of boys (37.7%); girls (38.1%); rural students (37.7%); urban students (37.9%); SC (36.4%); ST (37.4%), OBC (36.5%) and others (39.5%). The overall achievement in Social Science in round I of class VII students was 34.0%. Here too, variation was marginal in the achievement of boys (34.1%); girls (33.7%); rural students (34.1%); urban students (34.0%); SC (33.5%); ST (34.9%), OBC (33%) and others (34.8%).

The overall achievement in language in round I of class VIII students from 18 states/UTs was 53.9%. Variation was marginal in the achievement of boys (53.1%); girls (56.3%); rural students (53.7%); urban students (54.1%); SC (50.4%), ST (50.2%); OBC (52.9%) and others (57.0%).

The overall achievement in Mathematics in round I of class VIII students was 39.2%. Here too, variation was marginal in the achievements of boys (39%) ; girls (39.8%); rural students (39.3%); urban students (39.0%); SC (37.0%); ST (37.8%) ,OBC (37.3%) and others (41.6%). The overall achievement in Science in round I of class VIII students from 18 states/UTs was 41.3%. Variation was marginal in the achievement of boys (41.2%); girls (41.7%); rural students (41.7%); urban students (40.9%); SC (38.5%); ST (41.5%); OBC (39.3%) and others (43.6%). The overall achievement in Social Science in round I of class VIII was 46.2%. Here too, variation was marginal in the achievements of boys (46.2%) and (46.3%); rural students (46.7%); urban students (45.7%); SC (42.8%); ST (45.8%); OBC (44.1%) and others (49%). {NC/03}

**DEME (2006) Learning achievement of class V children – Round II** *Department of Measurement and Evaluation, NCERT, New Delhi.*

**Objectives:** (i) To capture the achievement level of students of class V in Language , Mathematics and EVS (ii) To see the effect of intervening variables on achievement of students.

**Method:** In addition to the achievement tests data was also collected through three questionnaires from head teachers, teachers and pupils on school infrastructure and

facilities, teachers' qualifications, experience, teaching methodology and pupils' home background etc. The data became available from 84322 children, 14810 teachers, from 6828 schools covering 244 districts from 33 states/UTs.

**Main findings:** The overall achievement in language in round II of class V students was 60.3%. Variation was marginal in the achievement of boys (60.3%); girls (60.4%); rural students (59.7%); urban students (62.3%); SC (59.8%), ST (57.2%); and others (62.5%).

The overall achievement in Mathematics in round II of class V students was 48.5%. Here too, variation was marginal in the achievements of boys (48.5%); girls (48.4%); rural students (48.6%); urban students (47.9%); SC (48.0%); ST (45.8%) and others (49.9%).

The overall achievement in EVS in round II of class V students was 52.2%. Variation in the achievement of boys (52.2%); girls (52.2%); rural students (52.3%); urban students (52%); SC (51.6%); ST (50.8%); and others (52.9%) was marginal, if any.

Variation among states in overall learning achievement was found to be from- 12% (Chhattisgarh) to +11% (West Bengal & Karnataka) from the national average. West Bengal & Karnataka scored more than 60% marks. Assam, Chhattisgarh, Goa, J&K, Meghalaya & Sikkim scored less than 50% marks. In Himachal Pradesh, Uttar Pradesh, J & K , Karnataka, Kerala & Gujarat achievement increased by 6% to 15%. In Arunachal, Tamil Nadu & Manipur achievement decreased by more than 6 % during MAS from BAS

Extreme variation in overall learning achievement among districts within the states found in MP (31%- Dhar to 70%), Chhattisgarh (21%- Rajnandgar to 59% Koriya), Jharkhand (35%- Giridh, to 71%- Bokaro), Tamil Nadu (40% Dindigul to 67%- Combatore), Karnataka (47%- Bellary to 73% Chitradurga)

Minimum variation among districts were found in Kerala (49%- Kozikode to 56% - Kottayam), Haryana (45%- Bhiwani to 54%- Panipath), Andhra (43% Nizamabad to 55% Guntur, Punjab (48%- Moga to 62% Nawarshar) and West Bengal (54%- Malda to 68% Murshidabad)

Majority of children scored less than 40% marks (all three subjects) in Chhattisgarh, Assam, Meghalaya, Nagaland, Uttarakhand, J & K, Haryana , Himachal, Punjab, Sikkim Majority of children scored more than 60% marks (all three subjects) in West Bengal, Karnataka, Gujarat, Jharkhand & Tamil Nadu .

Majority of children scored less than 40% marks (Mathematics) in Chhattisgarh, Assam, Meghalaya, Mizoram, Uttarakhand, Manipur, Kerala, Delhi, Goa & Sikkim Majority of children scored more than 60% marks (Mathematics) in West Bengal, Karnataka, Gujarat & Jharkhand.

Results also indicated that children achievement increased by 14% in Language when they had access to newspapers, magazines and story books. Schools average achievement increased by 8% to 10% when there were inspected by the authorities. Mean achievement

of schools increased by 4.3% to 6.5% where community participated in school activities over the schools where community did not participate in school activities. The contribution of different school and teacher related indicators towards achievement varied from 1% to 5%. However, it was observed that the school mean achievement increased by 19% when it was facilitated with a satisfactory PTR, independent teacher per class, adequate physical and instructional facilities, community participation, regular inspection and professionally qualified teachers.

The causal factors of achievement revealed that children's achievement increased by 7% to 11% across the subjects as the level of fathers' education increased from illiterate to graduation; however children's achievement increased by 9% to 13% as mothers' education level increased from illiterate to graduation and higher.

There was an overall enhancement in physical, instructional and ancillary facilities from BAS to MAS. Systemic Quality Index (SQI) a composite index, of school and teacher related indicators, having impact on health of school education and outputs like students learning achievement revealed that Pudducherry, Goa, Sikkim, Andaman & Nicobar , Daman & Diu had high resources but low achievement. Delhi, Kerala, Haryana, Chandigarh, Maharashtra, Dadra & Nagar Haveli had high resources but medium achievement. West Bengal, Karnataka, Gujarat had medium resources but high achievement. Meghalaya, Nagaland, Arunachal, J & K, Assam, Manipur and Mizoram had low resources and low achievement. {NC/04}

DEME (2008) **Learning achievement of class III, VII/VIII children – Round II**  
*Department of Measurement and Evaluation, NCERT, New Delhi.*

**Objectives:** (i) To capture the achievement level of students of class III in Language and Mathematics (ii) To capture the achievement level of students of class VII/VIII in Language, Social Studies , Science and Mathematics (iii) To see the effect of intervening variables on achievement of students.

**Method:** In addition to the achievement tests data was also collected through three questionnaires from head teachers, teachers and pupils on school infrastructure and facilities, teachers' qualifications, experience, teaching methodology and pupils' home background etc. The data became available from 86112 children, 10369 teachers, from 7341 schools covering 259 districts from 32 states/UTs for class III; 101365 children, 17326 teachers from 5246 schools covering 261 districts from 32 states/UTs for class VII/VIII.

**Main findings:** The overall achievement in language in round II of class III students was 67.5% , an increase of 4 percent points over round I (63.1%). Variation was marginal in the achievement of boys (67.5%); girls (67.7%); rural students (67.6%); urban students (67.5%); SC (66.4%), ST (68.3%), OBC (68.5%) and others (66.6%).

The overall achievement in Mathematics in round II of class III students was 60.9%. Here too, variation was marginal in the achievements of boys (61%) and (60.8%); rural

students (61.2%); urban students (60.1%); SC (58.8%); ST (60.9%), OBC (62.1%) and others (60.8%).

Overall it was observed that National achievement increased during round II by 4% and 3% respectively in Language and Mathematics. Achievement of SC and OBC children improved significantly (more than 5%) during round II

In Language achievement, Madhya Pradesh, Gujarat, Tamil Nadu, Madhya Pradesh and Kerala improved significantly and appreciably. In Mathematics achievement, Sikkim, Uttarakhand, Tamil Nadu, Madhya Pradesh and Kerala improved significantly and appreciably.

Nearly 1/3<sup>rd</sup> of the children had mastery learning in basic operations like addition, subtraction, multiplication and division. Items based on fraction were found difficult as compared to other areas in Mathematics

The system related factors contributed 22% to 25% in learning achievement in Mathematics & Language and 11% in EVS of class III children.

The overall achievement in language in round II of class **VII** students was 52%. Variation was marginal in the achievement of boys (51.0%); girls (52.9%); rural students (51.9%); urban students (52.4%); SC (50.8%), ST (48.1%), OBC (52.7%) and others (54.7%).

The overall achievement in Mathematics in round II of class VII students was 38.8%. Here too, variation was marginal in the achievements of boys (38.4%) and (39.2%); rural students (39.4%); urban students (35.5%); SC (36.8%); ST (37.8%), OBC (40%) and others (38.7%).

The overall achievement in Science in round II of class VII students was 39.9%. Variation was marginal in the achievement of boys (39.3%); girls (40.4%); rural students (40.3%); urban students (37.8%); SC (38.9%), ST (38.6%), OBC (40.2%) and others (40.9%).

The overall achievement in Social Science in round II of class VII was 40.9%. Here too, variation was marginal in the achievements of boys (40.7%) and (41.0%); rural students (41.3%); urban students (38.6%); SC (40.8%); ST (38.4%), OBC (42.1%) and others (41.1%).

It was observed that average achievement of children of class VII increased significantly in all groups and in all subjects. Maximum improvement observed in Social Science & Mathematics (9 to 10%) and minimum in Language

The overall achievement in language in round II of class **VIII** students was 56.1%. Variation was marginal in the achievement of boys (55.8%); girls (56.5%); rural students

(56%); urban students (56.7%); SC (55.2%), ST (57.2%); OBC (58.2%) and others (56.1%).

The overall achievement in Mathematics in round II of class VIII students was 41.5%. Here too, variation was marginal in the achievements of boys (41.6%); girls (41.4%); rural students (41.9%); urban students (39.8%); SC (39.6%); ST (38.9%) OBC (42.8%) and others (42.2%).

The overall achievement in Science in round II of class VIII students was 41.8%. Variation was marginal in the achievement of boys (41.9%); girls (41.6%); rural students (42.0%); urban students (40.8%); SC (40.4%); ST (39.4%); OBC (43.6%) and others (41.3%).

The overall achievement in Social Science in round II of class VIII was 46.9%. Here too, variation was marginal in the achievements of boys (47.2%); girls (46.7%); rural students (47.0%); urban students (46.5%); SC (45.9%); ST (45.0%); OBC (48.3%); and others (46.7%). {NC/05}

Gupta, K.M. & Sangai, S. (2008) **Factors associated with low achievement among SC children at upper primary level** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To identify the factors associated with low achievement among SC children at upper primary level (ii) To analyze the opinions of teachers, community members and children from scheduled caste on the factors associated with low achievement of children (iii) To analyze the factors for low achievement among SC children.

**Scope and geographical coverage:** The study was conducted in Chhattisgarh, Maharashtra, Rajasthan and Uttar Pradesh.

**Method:** In each of the state in case one district was selected randomly from the list of Special focus districts. The sampled districts were Bilaspur in Chhattisgarh, Ahmednagar in Maharashtra, Sikar in Rajasthan and Sitapur in Uttar Pradesh. The data was collected through questionnaire from 16 rural and 16 urban schools. Respondents comprised a total of 52 teachers, 154 students, 41 parents and community members.

**Main findings:** There was lack of communication between parents and teachers on the concerns of achievement of SC students. The students were not able to complete their homework. In view of parents and community members, teachers lacked competence to understand special needs of SC students and did not provide adequate attention to these students in the classroom. About one-fourth community members and parents felt that teachers attitude towards SC students were not positive.

Respondents agreed that SC students lacked support materials at home. They were weak in studies from the beginning. Teachers and community members opined that SC students

interest in studies was inadequate. They remained absent from schools for longer duration. They generally lacked basic study material and curriculum is heavy for them.

With regard to community, respondents largely agreed that SC community was economically, educationally and politically backward and lacked awareness of importance of education.

High number of students in class, inadequate implementation of various schemes devised for SC students and teachers irregularity were some of the school factors perceived as responsible for low achievement of SC students. Parents lack of awareness of significance of education, students' engagement in home affair, lack of physical facilities and family help related to studying at home emerged as home factors responsible for low achievement. {NC/06}

Julka, A. (2005) **A study of programme and practices for education of children with special education needs in different states** *Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Objectives:** (i) To investigate the existing provisions and practices on special needs education (ii) To understand the rationale behind the existing arrangements (iii) To analyse the data in relation to targets and goals set at the national level and external criteria established by researches on special needs education (iv) To examine the data on special needs education in different states (v) To use the findings of this study to highlight areas for future research.

**Scope and geographical coverage:** The study was conducted in 10 states - Andhra Pradesh, Delhi, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Sikkim, Uttrakhand and Uttar Pradesh.

**Method:** A survey was carried out in 10 states, of these 5 were above average national literacy level (Delhi, Karnataka, Maharashtra, Sikkim, Uttarakhand ) and 5 were below the same (Andhra Pradesh, Madhya Pradesh, Orissa, Rajasthan, and Uttar Pradesh). Data on existing provisions and practices / approaches to special needs education was collected from secondary sources as well as questionnaires and interviews. The data was content analysed keeping in view targets and goals set at the national level

**Main findings:** There were a number of diverse but effective practices in the states for the education of children with disabilities. However, nearly half of the population of CWSN was still not in any school. There were a number of obstacles faced by the local governments in educating children with disabilities in mainstream schools. The use of categorization for providing services was prevalent in all the states under study. Inventive approaches were used by the state level practitioners in mobilizing support from all possible sources. There is a need for capacity building at all levels and managing attitudinal barriers for facilitating inclusive education. {NC/07}

Julka, A.(2005) **A review of existing instructional adaptations (general & specific) being used in Integrated /Inclusive classrooms** *Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Objectives:** (i) To collect and document the existing general and specific instructional adaptations being implemented by the teachers in the integrated/inclusive schools at elementary level (ii) To explore the regular teachers perceptions of the feasibility and effectiveness of these adaptations in integrated/inclusive classrooms (iii)To prepare guidelines for teachers/ teacher educators illustrating the most appropriate instructional adaptations for inclusive classrooms.

**Scope and geographical coverage:** Regular teachers teaching at elementary level in government and private integrated schools in Maharashtra, Orissa, Delhi and Karnataka were covered under the study.

**Method:** The study was carried out in 2 phases. In phase 1, teachers (92) teaching in regular integrated/inclusive classrooms were interviewed with a view to document the general and specific instructional adaptations being used by them to meet the needs of all children including those with special needs. A review of the literature was carried out simultaneously to delineate suitable instructional adaptations being used.

In phase 2, an opinionaire was developed to find out teachers' (50) perceptions regarding the feasibility and effectiveness of these strategies. Finally, guidelines were prepared for teachers and teacher educators highlighting the best instructional adaptations in term of their feasibility and effectiveness.

**Main findings:** Review of instructional adaptations revealed that majority of teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the classroom to meet the special needs of the children. Most of the teachers preferred use of lecture method for teaching. Teachers' lack of knowledge and empowerment was the reason for making no adaptations.

Teachers responses with regard to feasibility and effectiveness of different instructional adaptations compiled from related literature indicated that many teachers did not find these strategies very feasible in Indian classrooms. {NC/08}

Julka, A. (2003) **Strengthening the teacher education curriculum of DIETs from the perspective of Special Needs Education** *Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Objectives:** (i) To assess the quality of inputs related to Special Needs Education (SNE) and inclusion in the existing in-service and pre-service programmes of DIETs (ii)To identify the features and prepare guidelines for the training of teachers involved in the education of children with Special Educational Needs (SEN) in general schools.

**Scope and geographical coverage:** Study was limited to DIET's training programme in ten States –Andhra Pradesh, Bihar, Delhi, Goa, Himachal Pradesh, Kerala , Madhya Pradesh, Mizoram, Rajasthan, and Uttar Pradesh.

**Method:** Training programmes of DIETs in ten states were looked into. The existing syllabi for both pre-service and in-service programmes were analyzed to study the conceptual framework. Data was collected through interviews and study of existing documents. Data was content analysed and frequency computed.

**Main findings:** Results of the study indicated need to revise the existing teacher education course contents in order to prepare the teachers to respond to diversities in the classroom. There is an overwhelming need for all teacher education institutions including DIETs to orient teachers to issues of inclusive education, teaching approaches and styles, steps need to be taken to ensure Inclusive Education theory and practice strategies in their programmes along with capacity building of trainers in DIETs and other teacher training institutions. Building partnerships with institutions and individuals working in this area would be beneficial in updating knowledge and skills of the trainers and trainees. There is a need for resource material to support new methods appropriate to inclusive classrooms. Researches undertaken at the DIET level must also include topics related to education of learners with Special Education Needs. {NC/09}

Rajput, S., Tewari, A.D. & Kumar, S. (2003) **Development and implementation of school based evaluation scheme** *Department of Measurement and Evaluation (DEME), NCERT, New Delhi.*

**Objective:** To develop a workable framework of school Board Evaluation Scheme (SBES) for primary stage.

**Scope and geographical coverage:** Programme was implemented for a full academic session in four *Demonstration Multipurpose schools* attached to Regional Institute of Education located at Ajmer (Rajasthan), Bhopal (M.P.), Bhubaneswar (Orissa) and Mysore (Karnataka).

**Method:** A scheme of school based evaluation, based on the concept of Continuous and Comprehensive Evaluation, was developed and implemented in four *Demonstration Multipurpose schools* attached to Regional Institutes of Education located at Ajmer (Rajasthan), Bhopal (M.P.), Bhubaneswar (Orissa) and Mysore (Karnataka).

A five day orientation programme for all primary teachers of four D.M. schools, in-charge primary sections and coordinators was organized to provide them intensive training in the implementation of the scheme. Training material included sample of balanced question papers, diagnostic tests, multiple technique of evaluation, co-curricular and social- personal qualities, recording reporting and grading etc. pertaining to the scheme. The scheme was implemented for a full academic session on 1000 students in sampled schools. A monitoring and supervision system was also developed for smooth implementation of the scheme, getting feedback and providing interventions.

Besides, schedules were administered for collecting information during monitoring and supervision visits. Meetings with parents and students were also organized to collect their opinions. Qualitative analysis of data was undertaken.

**Main findings:** Teachers' work increased at the initiation of scheme but it came down to an acceptable level once they understood the intricacies of the scheme. The scheme improved systematic observation recording and reporting of students' performance in scholastic and co-scholastic areas. Teachers used variety of techniques for assessment of students' performance. Students learned about peer assessment and self assessment techniques. Diagnostic testing and remedial instruction were found effective in improving students' performance. Students' performance improved steadily in co-curricular activities. Assessment of social & personal qualities developed awareness among the students and parents, students became more disciplined in school. Continuous monitoring helped teachers in strengthening their understanding of various techniques of evaluation.

Non availability of competencies based text books, well defined competencies in co-curricular areas, exemplar materials for systematic development of social & personal qualities and insufficient activities for development of skills in health, physical education, art education and work experience were some of the lacunas identified during the course of implementation. Teachers need training in preparing formal diagnostic tests and remedial exercises. {NC/10}

Sangai, S., Vashishtha, K,K, Dutta, U. *et al* (2002) **Universalisation of Elementary Education – Search for relevance** *Department of Elementary Education, NCERT, New Delhi* .

**Objectives :** (i) To find out the extent of access and retention as provided by EGS/AIE centres to the out-of-school children belonging to various target groups; (ii) To find out the achievement levels of enrolled children (iii) To find out the teacher development practices both for pre-service and in-service teachers as provided in the EGS and AIE Scheme (iv) To find out the support system available at local level to centres for mainstreaming their children to formal schools/vocational institutions (v) To understand the scope and process of mainstreaming the children to formal schools (vi) To identify the factors affecting mainstreaming of children of EGS/AIE centres (vii) To study the perceptions of teachers of EGS/AIE centres towards various aspects of the scheme including its implementation (viii) To suggest ways and means for effective implementation of EGS and AIE scheme.

**Scope and geographical coverage:** Study covered Alternative Education centres in Rajasthan and Madhya Pradesh.

**Method:** The data for the study was collected from two blocks; one each from Rajasthan (Pisanagar) and Madhya Pradesh (Obdullaganj). From Rajasthan, information was gathered on both EGS (Rajiv Gandhi Prathamik – Pathsala) and AIE (Sahaj Shiksha Kendra of Lok Jumbish) centres while from Madhya Pradesh information for EGS

centres was collected. In Madhya Pradesh, five EGS centres were covered and in Rajasthan seven EGS centres and four Sahaj Shiksha Kendras were covered by the study team.

In all ,data was obtained through achievement test in language and mathematics for class III from 217 students, questionnaire from 20 instructors of EGS/AIE centres and interviews of 23 VEC members/PTA officials, 25 parents and 5 CRC co-ordinators. The data was analysed using simple descriptive statistics.

**Main findings:** The EGS & AIE centres provided education to children who were not going to school. The infrastructural conditions of EGS and AIE centres were generally good. There was no difference in the age group of children in EGS and AIE centres. Only difference in the running of EGS and AIE centres was that of timings with EGS centres functioning during the day time on the pattern of a formal school while AIE centres normally functioned in the evening.

The EGS centres were predominantly run by the government departments with the help of community. AIE centres, covered under the study, were being run by the Lok-Jumbish. The centres were managed by the community through VEC or PTA, the functionaries lacked training and exposure to perform their task effectively.

Qualifications of instructors were generally higher than minimum prescribed qualification for the post in all EGS centres of Madhya Pradesh and Rajasthan. Most of the teachers attended training programmes organized by BRC, DIET and Lok Jumbish. The training programmes were found to be very useful by them. Achievement levels of learners were found to be low especially in mathematics.

The horizontal and vertical links amongst local level institutions were weak. In both the states efforts were not made for mainstreaming of children. Factors working as barriers to the process of mainstreaming were reluctance of head teacher, block level and district level officials; ignorance of parents and Village Level Committee members; meek position of the instructor and lack of linkages between centres and formal schools.

There was a wide variation in the number of centres supervised by each CRCC. Cluster Resource Centre Coordinators expressed their inability to help instructors on academic issues because of the burden of administrative work.

**Suggestions:** Different functionaries and officials in the implementation of scheme need to be oriented on salient features of EGS and AIE scheme in participatory mode. Training material to be distributed during training programmes. Training on action research would enable teachers/instructors to improve their performance. Teachers/ instructors to be made accountable for children's performance. There should be a close link between the centres and formal schools for facilitating mainstreaming. Variation in the number of centres supervised by each CRCC needs to be rationalized. Regular maintenance of centre premises and basic facilities need to be ensured by the supervising authority and local community. {NC/11}

Sandhya,S. (2002) **Review of the functioning of District Resource Units in the context of Sarva Shiksha Abhiyan** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives :** (i) To seek an appraisal of the functioning of DRUs and the problems faced by them during 1992-2002 in the implementation of the scheme of Non-formal education (ii) To study the willingness of the DRUs for their new role and the facilities required for smooth functioning (iii) To review the strengths and weaknesses of the DRUs for performing the emerging new role (iv) To indicate to the MHRD the status of DRUs and their relevance for promoting the scheme of EGS and AIE.

**Scope and geographical coverage:** The study covered District Resource Units (DRU) under NGOs from seven states – Andhra Pradesh, Assam, Bihar, Jharkhand, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

**Method:** Out of 21 DRUs in operation in various states of India, 20 were covered- Andhra Pradesh (3- Secunderabad, Hindupur, Tirupati), Assam (1-Guwahati); Bihar ( 6- Bodhgaya, Kishanganj, West Champaran, Jamui, Patna, Bahera); Jharkhand (3- hazaribagh, Deoghar, Rajgarh); Orissa (3- Rayagoda, Bhubaneswar, Nuapada) Rajasthan (2-Ajmer, Kota), Uttar Pradesh (1-Govindpur) and West Bengal (2-Burdwan & Birbhum).

Data was collected through observation, questionnaires and interviews. Target group included DRU in-charge, DRU functionaries & trainees. Out of 20 DRUs, field visits were made to 10 DRUs. Each DRU was assessed with regard to: (i) general characteristic of the unit; (ii) functioning during the period of recent three years i.e. 1999-2000 to 2001-02; (iii) collaboration with other institutions and community participation; (iv) performance appraisal and its feedback; (v) difficulties faced by the Units and their suggestions for the solution; (vi) awareness and preparedness of the units to take up activities related to Sarva Shiksha Abhiyan along with perceptions of trainees about the programmes in which they had participated. The individual profiles for each of the DRUs were prepared on the basis of the collected primary and secondary data

**Main findings:** All the DRUs started functioning for Non-formal education from 1991-2000 with document of the scheme as guideline. Activities included training of functionaries, members of the village education committees and other local level bodies along with orientation of volunteers / voluntary agencies. During last ten years, the DRUs worked in their own style but in accordance with the expenditure norms.

Some major problems which affected the functioning of DRUs were lack of orientation, capacity building, guidance from state and other district level agencies, inadequate resource material, absence of monitoring and supervision by an external agency, absence of a common platform for DRUs to share experience and innovations. Lack of budgetary provisions for academic activities such as visits to centres, try-out of the material developed by the DRU and research/ action research. Delay in dispatch of grants by the MHRD was a common grievance.

The training organized by DRUs improved trainees performance but there is need for more training on regular basis and for a longer duration. The training programmes should also have the component of field visits and exposure.

**Suggestion:** Functionaries need to be trained to take up their roles under SSA for implementation of EGS and AIE scheme. Once a DRU is identified and approved for financial assistance from MHRD, some academic agency approved by MHRD should conduct an orientation programme and also provide guidelines as a follow up activity. It is recommended that the linkages be made more viable and strong. {NC/12}

Sinha, S. (2005) **Quality Improvement Programme (QIP): District Primary Education Programme (DPEP), Andhra Pradesh: A case study** *Department of Elementary Education, NCERT, New Delhi.*

**Objective :** To capture the elements and essence of the innovation, its usability, efficacy and how it has helped in quality improvement.

**Scope and geographical coverage:** - The study covered entire state as the programme was undertaken in all districts of Andhra Pradesh.

**Method:** The data was collected through observation at state, district, mandal and school level and study of various related documents such as teachers' training modules, research reports, State report on QIP-2004-05, monitoring reports, students notebooks and TLMs and SLMs used in the classrooms. Test papers used in the pre-test and post-test stage were analysed. Classroom observations were also undertaken.

**Main findings:** Quality improvement programme (QIP) devised comprehensive and holistic interventions for quality improvement. It included needs assessment of children followed by diagnosis of the difficulty areas and planning for their remediation. Intensive training for remedial teaching was provided to teachers. The training also focused on important aspects of classroom teaching of subject areas and school readiness package material. This was followed by rigorous monitoring of classroom processes including academic guidance and on-site support through mandal resource coordinators.

The capacity building plan for educational functionaries was based on field requirements and was well designed. Strong monitoring systems and the personalized community involvement efforts too paid rich dividends. QIP also addressed the problem of multi-level and multi-grade classroom situations through its multi-pronged overall approach.

Meticulous planning was taken up at the state level, the interventions were taken up by the district and sub-district level institutions making it a very effective chain of command, with systematic implementation mechanism generated at the state level that had local ownership.

QIP programme shows promise for successful replication and adaptation by other state, within their local specific contexts and compulsions. The innovative and creative ideas taken up by QIP are being taken forward by Children Language Improvement Plan (CLIP) in Andhra Pradesh. {NC/13}

Sangai, S. (2007) **Children Language Improvement Programme (CLIP): A Case study** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives :** (i) To study the salient features of the CLIP and its implementation strategies (ii) To study the quality initiatives prior to and after the implementation of CLIP (iii) To understand the monitoring mechanism and roles and functions of agencies at different levels in the implementation of the programme (iv) To analyse the strengths and weaknesses of the programme (v) To highlight the major components of the programme from replicability point of view.

**Scope and geographical coverage :** This was a state level study in Andhra Pradesh.

**Method:** A case study approach was followed. Data was collected through the study of all policy papers related to CLIP and other quality initiative programmes of Andhra Pradesh, discussions with the functionaries responsible for implementation of CLIP and field visits to the schools, mandal resource centre, district level office and state project office.

**Main findings:** The programme has promoted utilisation of school libraries, children's literature, it also promoted independent reading habits among the children. Teachers collected magazines, story books, reading material from newspapers and children's literature.

DIETs played a vital role in providing academic support to schools and mandal resource centers (MRCs) along with monitoring and supervision of various programmes being implemented under SSA.

The grading of schools and classrooms developed a sense of responsibility and a healthy competition among schools and teachers. Accountability was fixed on every teacher of children's performance and regular review of progress was undertaken. Attendance of teachers and students improved. Implementation of CLIP led to an increment of 23.2% in terms of pupil performance over baseline at state level.

Community participation in school activities and support to the school infrastructure was noticed in conduction of several activities such as Reading festivals, Language festivals, School Annual days etc.

However, few weaknesses related to systemic efficiency were noticed. These include non-positioning of Vidya volunteers in vacant places/as per staffing pattern according to the orders issued by Directorate of School Education, confusion in the implementation of

syllabus and undertaking special activities for weak children. In most of the places, school level exercise did not begin in time.

Monitoring/assessment by Mandal Resource Persons was not taking place. Head teachers were not performing their monitoring role as communicated to them at school level. The orders/proceedings issued by SPO were not read causing delay in taking appropriate action and also delay in the implementation schedule in few instances. Parents meeting in the schools to discuss the irregular attendance and other issues were not taking place. There was no evidence of teachers' visits to the families of irregular children. {NC/14}

Sangai, S.(2008) **Operation Quality Programme of Madhya Pradesh: A Case study** *Department of Elementary Education (DEE), NCERT, New Delhi.*

**Objectives:** (i) To study the salient features of the 'Operation Quality' programme (ii) To look into the course contents and transactional methodologies with a view to ascertain its equivalence with D.Ed. through distance mode and regular D.Ed. through face to face mode provided by DIETs (iii) To analyse the strengths and weaknesses of the programme by understanding theoretical constructs and verifying them through field visits (iv) To document the major components of the programme from replicability point of view (vi) To suggest measures for further strengthening the programme.

**Scope and geographical coverage:** The study covered Madhya Pradesh state.

**Method:** The case study was undertaken by studying all the documents related to the intervention to understand the need for conceptualizing the programme, course structure, implementation modalities and course material. This was followed by field visits to Bhopal, Vidisha and Rajgarh. Data was collected through observations along with interviews of state and district level officials and functionaries including faculty engaged in the material development, teacher trainees & officials concerned with examinations at M. P. Bhoj (Open) University.

**Main findings:** 'Operation Quality' programme was appreciated by the beneficiaries and educational administrators for its strengths which include enrolment of all un-trained teachers in training course approved by the State government and NCTE, free and 'on the job' training for two years through distance education mode, excellent study material developed by the SCERT (SRK); academic and monitoring support by DIETs, SCERT (RSK), IASEs and CTEs; DIETs - a central hub for all the activities and records; continuous support of mentor for a group of 20-25 teachers, training a judicious mix of theory and practical experience, continuous and comprehensive evaluation of teacher-students and final examination by external agency.

However, investigator identified certain weaknesses. The trainees belonged to different age groups and possessed different levels of qualifications, but transactional methodology was same for all. The programme did not provide for interaction opportunities amongst trainees. The programme has no continuity provision. There was a paper on Information

Communication Technology (ICT) but there were not enough opportunities for ‘Hands on practice’.

**Suggestions:** The training of mentors should be systematic and some material like training module / handbook should be prepared for the mentors. An evaluation study on effectiveness of the programme be conducted. Further in-service programmes to be planned keeping in view the expected benefits of the Operation Quality Programme. The programme has a number of merits but it may be adapted according to the contexts by other States. {NC/15}

Sharma, I. (2006) **Learning Guarantee Programme: An innovation for improving retention and learning achievement of children** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To identify major initiatives adopted under the Learning Guarantee Programme to improve retention and learning achievement of children at elementary level (ii) To understand the processes adopted under the Learning Guarantee Programme for improving the retention and learning achievement of children at the elementary level (iii) To document significant features of the innovative practice for wider application as a replicable model and for up scaling in concerned state.

**Scope and geographical coverage:** Study covered blocks Gulbarga and Aland of district Gulbarga in Karnataka where Learning Guarantee programme was implemented in schools.

**Method:** A case study approach was followed for conducting the study. Out of the seven districts of north-east region of Karnataka, viz., Bidar, Bellary, Gulbarga, Bagalkot, Koppal, Bijapur and Raichur where the Learning Guarantee Programme was implemented, one district i.e. district Gulbarga- an educationally backward district with high dropout rate, low female literacy rate (below 40%) and low attendance rate (22.4 %) was selected for the study. Out of the ten blocks of district, two blocks, viz., block Gulbarga, which was near the district headquarter and block Aland, which was far from the headquarter were selected randomly. From each block, four schools- two active and two non-active from two clusters were randomly selected.

Data was collected through observation, interviews and informal discussions from the district, sub district functionaries, school head teachers/ teachers, community including parents, chairmen and members of school development and monitoring committee and the students. Views of the community members were collected through focused group discussions to assess the general level of awareness amongst the community about the functioning and impact of the Learning Guarantee Programme in the selected schools. Secondary data was obtained from a number of state government documents and reports, DISE data, school attendance register, school records, reports of research studies conducted by Azim Premji Foundation. The data collected was carefully examined and analyzed manually

**Main findings:** The programme has been successful in introducing consciousness amongst State functionaries about the notion of ‘quality’ and the need to improve the quality of education in primary and upper primary classes.

School-community networking emerged as a critical factor in ensuring the attendance of children and providing necessary facilities to promote their active participation. It generated thinking and reflection among major stakeholders on issues critical to quality improvement.

After, the introduction of LGP School Development Monitoring Committee (SDMC) started participating in a positive manner in school activities to ensure that the school delivers ‘Guaranteed Learning ‘ and binds teachers for a serious approach in their teaching. It initiated a movement in schools towards self-assessment for identifying problem-areas and make focused attempts towards overcoming them by building self-correcting mechanisms.

Regular teaching and providing students opportunities for exploration, experimentation and better interaction among themselves and with the teachers developed curiosity, interest and consciousness towards their studies among children and motivated them to work hard to achieve the set target of 90 per cent achievement level to earn a prize. The practices of remedial teaching and group learning helped comparatively weaker children in improving their performance from lower to higher levels.

Child-wise, class-wise and subject-wise evaluation generated pressure on the administration to improve the overall school environment and professional development of teachers. External evaluation played a key factor in the whole scheme of Learning Guarantee Programme and also apprised schools and district functionaries about the learning achievement levels of the children. The programme facilitated greater interaction between parents, teachers and officers of the education department. {NC/16}

Sangai,S.(2004) **A study of role of EGS and AIE centres in universalising Elementary Education and in mainstreaming the children to formal schools** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To find out the extent of access and retention as provided by EGS/ AIE centres to the out of school children (ii) To assess the achievement levels of enrolled children (iii) To identify the teacher development practices both for pre-service and in-service teachers under EGS and AIE scheme (iv) To ascertain the support available at local level to centres for mainstreaming their children to formal schools/ vocational institutions (v) To understand the scope and process of mainstreaming the children to formal schools and factors affecting it (vi) To study the perceptions of teachers of EGS/ AIE centres towards various aspects of the scheme including its implementation (vii) To suggest ways and means for effective implementation of EGS and AIE Scheme.

**Scope and geographical coverage:** The study was undertaken in Rajasthan and Madhya Pradesh.

**Method:** The study was conducted in one block each from Rajasthan and Madhya Pradesh. In Rajasthan, 7 EGS and 4 AIE were sampled. In Madhya Pradesh, 5 EGS

centres were sampled. The data was collected through questionnaire and interviews from heads of the centres (16), instructors (20), parents (25), members of PTA/VEC (18) and cluster resource centre coordinators (50). Achievement tests in mathematics and language were also administered.

**Main findings:** The EGS and AIE centres were predominantly run by the government with the help of community and were providing access to children who were not going to school earlier. There was no difference in the running of EGS and AIE centres except the timings. The infrastructural conditions of EGS and AIE centres were generally good. There was no difference in the age group of children in EGS and AIE centres.

Functionaries lacked training and exposure. Qualification of instructors was generally high. Achievement levels of learners were low especially in mathematics. The position regarding mainstreaming differed in both the states.

The training programmes organized by BRC, DIET and Lok Jumbish were found to be useful by the teachers. The horizontal and vertical links amongst local level institutions existed but were not strong and vibrant enough.

The CRCCs felt that their administrative work load hindered them in helping instructors on academic issues. Also a wide variation existed in the numbers of centres supervised by each CRCC which needs to be rationalized.

**Suggestions:** Adequate training to functionaries using participatory and discussion based methodology along with field level experience and regular academic support is needed. Regular maintenance of centre premises and basic facilities need to be ensured by the supervising authority and local community. Instructors and members of VECs should be oriented about the provisions regarding mainstreaming as given in the EGS and AIE scheme. It is necessary to ascertain the factors causing low achievement and provide necessary interventions. {NC/17}

Sharma, I.(2006) **Rajarshi Shahu Sarvangin Shikshan Karyakram(RSSSK): A case study of district Kolhapur in Maharashtra** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To ascertain major initiatives adopted under the Rajarshi Shahu Sarvangin Shikshan Karyakram to improve retention and learning achievement of children at elementary level (ii) To document the processes followed under the Rajarshi Shahu Sarvangin Shikshan Karyakram for improving the retention and learning achievement of children at the elementary level (iii) To identify significant features of the innovative practices for wider application as a replicable model and for up-scaling in the concerned state.

**Scope and geographical coverage:** Study was limited to Zilla Parishad schools in Kolhapur district of Maharashtra where the programme has been implemented since academic year 2002-03.

**Method:** A case study was undertaken in 8 selected schools from blocks Panhala and block Ajara of the district Kolhapur where the Karyakram was in operation. Secondary data was obtained from a number of state government documents and reports, school attendance register, school records, reports of Zilla Parishad, research studies etc.

Data was also collected through interviews and discussions from district (CEO-1, DEO-1), sub district functionaries (BEO-2, BRCC-2, CRCC-4), head teachers (8), teachers (8); community members -VEC/MTA, MPS (16), parents (16) and students (40). The collected data was carefully examined and analysed manually.

**Main findings:** The major strengths of Rajarshi Shahu Sarvangin Shikshan Karyakram included active role of Panchayati Raj institutions, particularly *Gram Panchayats* in planning, management and monitoring of school level activities. The networking between the local bodies, especially the *Gram Panchayat* and the community emerged as a critical factor in handling issues critical to quality improvement such as regular attendance of children, retention, monitoring progress of each child, regular evaluation and provision of facilities essential for the overall growth of the students. Village Education Officer and MTA participated actively to ensure that the school delivers quality. To improve the status of girl education, Mata Palak Sangh formed a group called 'Mata Bachat Gath' which would save Rs.30/- per month to be spent on the education of the needy girl child.

Local community made massive financial contributions across the district for school improvement such as improving infrastructural facilities, its maintenance and beautification, procurement of computers, TLM, sports equipment, cultural activities, etc. Community leaders and members of the elected bodies generated pressure on the administration to improve the overall school environment and professional development of teachers.

Regular teaching developed curiosity, interest and consciousness of children towards learning. The practices of identification of weak students, grouping them and assigning the task of improving their learning levels to a specific teacher providing help and guidance provided at night study camps by the community member and teachers helped students in improving their performance from lower to higher levels of learning. {NC/18}

Soni, R.B.L (2003) **Perceptions of parents, teachers and students about education of disabled children** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To find out and compare gender wise perceptions of disabled children about their education (ii) To ascertain and compare gender wise perceptions of parents about education of their ward (iii) To identify and compare gender wise perceptions of teacher/administrator to education of disabled children

**Scope and geographical coverage:** Study was limited to two districts Devas (DPEP district) and Ujjain (Non-DPEP district) of M.P.

**Method:** A survey was conducted in two districts of M.P. Devas (DPEP District) and Ujjain (Non-DPEP District). Data was collected from disabled students (35 per district), their parents (37 per district) and teachers (29 per district) through interview and observation. Among the respondents there were 40 boys and 30 girls, 54 males and 20 female parents, 33 teacher and 25 female teachers. Data was analysed using simple descriptive statistics. t-test was also used

**Main findings:** There was no significant difference between the perceptions of male and female respondents in all three groups . District wise variations were also not evident. Special facilities for disabled children were non existent in schools of both the districts. Village Education Committees in both the districts had not taken any step for the education of disabled children. All three groups (parents, teachers, and disabled students) were not aware of the provisions of facilities for disabled children under SSA. Organization of awareness programmes for the community to promote education of disabled children is needed. {NC/19}

Soni, R.B.L (2005) **The problem of retention of learners as perceived by teachers and community with reference to classroom processes in northeastern states** *Department of Elementary Education (DEE) NCERT, New Delhi.*

**Objectives:** (i) To ascertain the problem of retention of learners at primary stage in Meghalaya and Mizoram as perceived by teachers and community (ii) To find out dropout students' perceptions of classroom processes (iii) To find out parental perceptions regarding dropout of their children from school prior to completion of primary education (iv) To identify classroom processes including strategies being used at primary stage for retention and academic achievement of students in Meghalaya and Mizoram.

**Scope and geographical coverage:** Study was limited to Meghalaya and Mizoram state.

**Method:** Normative survey method was used. West Khasi Hills and South Garo Hills districts of Meghalaya and Aizawl and Kolasiv districts of Mizoram were selected using purposive sampling. Samples of schools and respondents were randomly selected, these comprised of 21 schools from Meghalaya (West Khasi Hills -8 & South Garo Hills 13) and 18 schools, from Mizoram,9 each from Aizawl & Kolasib districts. Data was collected through observation and interviews from parents. The data collected were analysed using simple descriptive statistics

**Main findings:** In Meghalaya factors within school & classroom processes in both districts were not conducive for retention of children, average values of quality of classroom processes in both the districts were very low. Corporal punishment was used idely in Meghalaya. Many of the teachers had no pre-service training. Participation of parents & community in school activities was very low

In **Mizoram**, factors within school in both the districts were not conducive in terms of physical & educational facilities & teachers' professional qualifications. Participation of parents and community in school activities was very low.

Majority of teachers both in Kolasib & Aizawal reported that poverty, migration of labour families, broken families, lack of parental interest in education and handicaps of some students were major causes of dropout.

**Suggestions:** Ensure punctuality of teachers and regular teaching in classes. There is an urgent need of providing in service training to teachers to improve their skills and stop corporal punishment to children along with better monitoring & supervision. Improved physical facilities in schools, number of teachers in accordance with the number of classes and separate classrooms are some of the steps that could help improve retention of students to complete primary education. {NC/20}

Soni, R.B.L. (2005) **Interventions for education of children with disabilities** Department of Elementary Education, NCERT, New Delhi.

**Objectives:** (i) To ascertain coverage of children with special needs (ii) To find out provision of educational and other facilities to them (iii) To study classroom strategies in inclusive classrooms (iv) To identify effectiveness of teacher training in dealing with children with disabilities (v) To verify removal of architectural barriers in school buildings (vi) To find out utilization of amount sanctioned for disabled child under SSA.

**Scope and geographical coverage:** Study was undertaken in Himachal Pradesh, Madhya Pradesh, Meghalaya and Mizoram.

**Method:** The normative survey design was used in the study. Purposive sampling was used to select the districts, schools and respondents. Study covered Chamba and Sirmour districts of HP; Umaria and Shahdol districts of MP; West Khasi Hills and South Garo Hills districts of Meghalaya and Aizawl and Kolasib districts of Mizoram. In all study covered 25 schools (Chamba -11 & Sirmour -14) in H.P. and respondent ; 37 schools (Umaria-18 & Shahdol -19) and 50 respondents in M.P. ; 15 schools (West Khasi Hills-8 & South Garo Hills-7) and 15 respondents in Meghalaya; 22 schools (Aizawl -10 & Kolasib-12) and 22 respondents in Mizoram. Data was collected through observation and interviews of state, district, BRC, CRC functionaries along with head teachers and teachers. Data was analysed using simple descriptive statistics

**Main findings:** The facilities for education of children with disabilities were in the initial stages in HP and MP and non-existent in Meghalaya and Mizoram. No special teachers to help children with disabilities were appointed in any of the states. In all the four states some general teachers had been given orientation in the area of inclusive education; the teaching learning strategies being used in the classroom did not meet the specific needs of different categories of disabled children.

Reading materials for visually handicapped children were not available in schools of the four states. Aids and appliances for education of different categories of disabled children were not found in all the schools. The grant of Rs. 1200 per disabled child was not reaching the beneficiaries, although the authorities claimed so.

**Suggestions:** Teachers need intensive training for attitude change for successful implementation of inclusive education. Steps need to be taken for removal of architectural barriers in the states. {NC/21}

Soni, R.B.L. (2007) **Perceptions of scheduled caste teachers towards in-service training programmes and its relationship with Classroom processes at primary stage** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To ascertain the perceptions of SC teachers towards in-service training programme being provided in Madhya Pradesh and Rajasthan (ii) To find out its relationship with classroom processes at primary stage (iii) To suggest steps to ensure quality education to the learner.

**Scope and geographical coverage:** Study was conducted in two districts each of Madhya Pradesh and Rajasthan.

**Method:** Normative survey design was used for the study. Study was limited to Bhopal and Ujjain districts of M.P. and Pali & Nagaur districts of Rajasthan Purposive sampling was used in the selection of districts, schools and teachers. In all, the study covered 42 schools (Bhopal -18 & Ujjain-24) and 53 teachers in Madhya Pradesh and 29 schools (Pali -14 & Nagaur-15) and 43 teachers in Rajasthan. Data was collected through observation and interviews of teachers. Data was analysed using descriptive statistics,

**Main findings:** In *Rajasthan* majority of schools lacked classroom furniture or *tatpatti* for seating the students. (75.9%), electricity connections (58.6%), separate toilets for boys and girls (48.3%), audio-visual teaching-learning materials & cassette recorders and audio-cassettes (86.2%), computers (82.8%) & three-dimensional models (48.3%). Drinking water was not available in nearly one fourth (24.1%) of schools.

In *Madhya Pradesh* majority of schools lacked electricity connections (81%), separate toilets for boys & girls (47.6%), computers (95.2%), audio-visual teaching-learning materials (83.3%). cassette recorders & audio-cassettes (40.5%), three-dimensional models (76.2%). Drinking water was not available in nearly one third (38.1%) of schools.

Majority of SC teachers in MP as well as teachers (69.2%) in Pali district of Rajasthan felt that the in-service training programme contributed partially to the improvement of their skills, while teachers (76.5%) in Nagaur district stated that they benefited fully from the training.

Nearly three fourth of the SC teachers in both the states were not well aware of diverse teaching-learning strategies. The SC teachers of MP and Rajasthan could not explain the

striking features of in-service training programmes. Teachers in both the states were of the opinion that the experts should be invited to deliver the contents during the in-service training. {NC/22}

Soni, R.B.L. (2007) **Flexi schools in Bangalore city: A case study** *Department of Elementary Education, NCERT, New Delhi*

**Objective:** (i) To understand the rationale for establishing Flexi schools in Bangalore (ii) To ascertain the functioning of Flexi schools after their establishment (iii) To find out classroom processes including strategies being used in Flexi schools (iv) To identify perceptions of officials, NGOs, parents and children on functioning of Flexi schools (v) To make appropriate recommendations based on the functioning of Flexi schools.

**Scope and geographical coverage:** Study was confined to Flexi schools in Bangalore city of Karnataka.

**Method:** The case study method was used to collect the information. Sample of schools for the study was selected using purposive sampling. Children were selected randomly. Data was collected through observation and interview from officials (2), head teachers, teachers (2) parents (3) NGO official (1), workshop owner (1) and children (3). The data collected was analysed qualitatively.

**Main findings:** The Flexi schools were established in 2004 under the AIE scheme of SSA to provide education to working children below 14 years of age in Bangalore city. These schools succeeded in mainstreaming 700 children into regular schools. Flexi schools used same curriculum and textbooks as prescribed by the Karnataka state government for regular schools. Montessori teaching learning methods were used in the classrooms of Flexi schools to allow each individual child to learn at his/her own pace.

Working children could attend the classes in Flexi schools according to their convenience between 8:00 a.m. to 8:00 p.m. and they could take the examinations as and when they were ready for it. The teachers of Flexi schools were drawn from the excess teachers of government aided schools. They possessed the same qualifications and received the same salary as prescribed by the state government. However, they were concerned about their jobs after closure of Flexi schools.

SSA officials acknowledged that Flexi schools have rendered a valuable service to working children, but these schools did not exist in the same form in the light of child labour Act 2006. Working children, their parents and teachers were against the closure of Flexi schools. {NC/23}

Soni R.B.L.(2008) **Special provisions for education of SC children under SSA** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To find out the status of implementation of various provisions for education of SC children under SSA (ii) To identify the participation of SC families in

school activities (iii) To know about various educational provisions for SC girls, including those out of school (iv) To find out if the funds allocated for this purpose are being utilized optimally (v) To suggest steps for effective implementation of various provisions for education of SC children.

**Scope and geographical coverage:** Study was limited to Ludhiana and Amritsar districts of Punjab.

**Method:** Normative survey design was used in the study. The districts were selected through purposive sampling. Schools, teachers, SC students and SC parents were selected randomly. Data was collected through interviews from SSA functionaries (6), head teachers, teachers (28), parents (27) and SC students (28). Data was analysed using simple descriptive statistics.

**Main findings:** Free textbooks were provided by the state government to SC students at primary and upper primary stages, workbooks were provided by the SSA. Teachers informed that textbooks were not supplied on time to the students. The state government did not provide free uniforms to students; however, few SC children received uniforms from some donors.

Scholarship amount of Rs.50 per month was given to SC girls only at primary stage. At the upper primary stage, the scholarship amount of Rs.40 to SC girls and Rs.30 to SC boys per month were given. In many cases, SC children did not receive full amount of scholarship and they received the amount ranging from Rs.90 to Rs.500 for ten months due to administrative lapses.

The state government provided bicycles to girls to motivate them for education from SSA funds. Fifty percent of the purchased bicycles were provided to SC girls and rest to girls from general category at upper primary stage on the basis of distance of the school from home and examination results.

SSA functionaries and head teachers/teachers claimed that they organized special coaching classes for all weak students in the month of November, December and January, no such classes were found in Ludhiana and Amritsar in the month of November 2007.

SC students participated along with other students in different activities including games, drawing, singing and writing competitions. SC parents participated in various school activities, such as development/maintenance of school, supervision of mid-day meal, distribution of textbooks and scholarship. {NC/24}

Upadhyay, G.C. (2003) **A study of processes and effectiveness of linkages between ECCE and primary education** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives:** (i) To find out the measures taken so far for establishing linkages between ECCE and primary education (ii) To explore the effectiveness of linkage initiatives in

terms of gains in enrolment, retention and learning achievement of children (iii) To know the perceptions of parents and teachers/ anganwadi workers about the linkage initiatives and their advantages.

**Scope and geographical coverage:** Study was undertaken in four states- Rajasthan, Madhya Pradesh, Uttarakhand and Haryana.

**Method:** A survey was undertaken in all the four states. Two districts from each state and one block from each district were covered. From each block 9-10 primary schools and equal number of anganwadis were taken. In all, 78 primary schools and 78 anganwadis were covered in the study.

From each class maximum 15 students were sampled randomly if the number of students was higher. Achievement tests (Ankara J., Tata Institute of Social Sciences, Mumbai) were administered after translating them in Hindi to 963 children of class V. Data was analysed using simple descriptive statistics.

**Main findings:** Locating anganwadi in primary school was found very effective. Enrolment and retention of children in primary got a boost with linkage between ECCE and primary school. Linkages were related to learning achievements but teacher's teaching hours, regularity of staff and staff in position were more decisive for achievement levels.

**Suggestions:** Admission procedures for grade I need attention. There is a need to maximize the use of play material in anganwadis and organize school readiness activities at the beginning of grade I. {NC /25}

Verma, J. (2005) **Innovative teaching strategies for promoting Inclusive Education** *Department of Education of Groups with Special Needs, NCERT , New Delhi.*

**Objectives:** (i)To acquaint the teacher educators/teachers with the new approach of Special Needs Education (ii)To prepare the general teacher educators / teachers to address the special needs of children in the classroom (iv)To develop a list of successful teaching strategies to address individual needs (v) To bring out a handbook for effective teaching strategies to meet individual needs of children in the classroom.

**Scope and geographical coverage:** Study was undertaken in nine different states namely Rajasthan, Maharashtra, Delhi, Orissa, Uttar Pradesh, Goa, Uttarakhand, Himachal Pradesh and Mizoram.

**Method:** Study adopted Experimental vs Control group design. Two groups of teachers were selected. Teachers from experimental group were trained in teaching strategies (peer tutoring, child to child approach and cooperative learning) found to be successful teaching strategies under Project Integrated Education of the Disabled (PIED). Teachers used these teaching strategies in the classroom for one academic session. Performance of

children from both the groups was compared to see the impact of innovative teaching strategies.

**Main findings:** Teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Later they realized that this in fact reduced their work load with children in the class with peer group or older children sharing their task in the school. Parents and members of the community involved in the project also provided support in implementing cooperative teaching strategies. They found their children were learning better, got more involved in their work and worked cooperatively with their peers. Use of cooperative teaching strategies led to self-learning methods, made students responsible for their own learning as well as for the learning of their peers. Small group work made each child participate and enhance her/his self-confidence. Peer tutoring was successful in language teaching. A number of different methods and the combinations of these methods emerged as useful for meeting the individual needs of children. Keeping flexible pace, providing varied materials and giving alternative assignments helped children to learn. {NC/26}

Verma, J.(2004) **Role of Parent Teacher Association for promoting Inclusive Education** *Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Objectives:** (i)To identify the current policy of parent-teacher association to promote inclusive education (ii)To know the need and importance of the role of parent-teacher association in promoting inclusive education (iii)To develop different modalities of developing parent teacher association for promoting inclusive education.

**Scope and geographical coverage:** The study was carried out in 5 different states namely Rajasthan, Maharashtra, Uttar Pradesh, Delhi and Orissa.

**Method:** Study was conducted in 9 districts from 5 states, Rajasthan (1), Orissa (4), Delhi (2), Maharashtra (1), Uttar Pradesh (1). Data was collected through observation discussions and interviews to collect information about the role of PTA to promote inclusive education. In all data was collected from 18 schools (Rajasthan (2), Orissa(9), Delhi (5), Maharashtra (1), Uttar Pradesh (1), 47 parents Rajasthan (11), Orissa (12), Delhi (11), Maharashtra(2) and Uttar Pradesh (1) and 82 teachers (Rajasthan (42), Orissa(32), Delhi (5), Maharashtra (2) and Uttar Pradesh (1).

**Main findings:** There were a number of areas in which Parent Teacher Associations (PTAs) helped to promote inclusive education. PTAs were able to develop healthy relationship between disabled and non-disabled children. They took number of initiatives to promote inclusive education such as creating awareness in society regarding the education of the disabled children, providing solutions for problems arising in the classroom, encouraging the children with disabilities to achieve maximum of their capabilities, organizing training programmes for parents and teachers of children with disabilities, conducting different programmes and cultural activities to draw the attention of the members of community towards the problem of children with disabilities, encouraging various organizations and NGOs to provide help to the children with special

needs, collecting funds from different sections of the society, providing vocational training to children with disability as per their capabilities and providing good medical and health services to the children with disabilities by motivating the doctors in primary health centers (PHCs). PTAs also made attempts to change the attitude of communities towards the disabled children and majority (97%) succeeded in it. {NC/27}

Verma, J.(2002). **An evaluation study of Integrated Education for disabled children (IEDC)** *Department of Education of Groups with Special Needs, NCERT, New Delhi.*

**Objectives:** (i)To study the status of integrated education of children with disabilities (ii)To study the impact of integrated education on enrollment, retention and achievement of children with disabilities (iii)To study the attitude of teachers towards education of children with disabilities.

**Scope and geographical coverage:** The study was limited to IEDC schools in six states namely Rajasthan, Maharashtra, Delhi, Orissa, Uttar Pradesh and Mizoram.

**Method:** Half (50%) of the schools were selected from the identified IEDC schools in each of the six states. Geographical proximity and literacy rates were also kept in mind while selecting the sample. Data was collected from teachers (585), parents (2425), and children (6904) through questionnaires.

**Main findings:** In all 83% of the teachers were familiar with the concept of integrated education of disabled children. 6902 children with different disabilities were identified in regular schools under IEDC. 198 teachers were trained as resource teachers in the six states under the study. The pupil teacher ratio in these states was found to be 35:1; variation was observed in some schools in Rajasthan with PTR being 91:1 and Mizoram 75:1. Integrated Education of disabled has helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular & co-curricular activities (83%). It had been instrumental in developing positive attitude among general teachers and non disabled children (85%), improved their personal, social and academic skills (83%), self-esteem of children with disabilities (83%) and reduced the drop out rate (82%).

**Suggestions:** Steps need to be taken for capacity building of teachers to accommodate pupils' diversity in their classrooms. {NC/28}

Vashishtha, K.K., Jain,M., Sharma, R.D. *et al* (2001) **Curriculum load on children at pre-primary and primary stages: An exploratory study** *Department of Elementary Education, NCERT, New Delhi.*

**Objectives :** (i) To explore the existing physical and infrastructural facilities and school practices in pre-primary and primary schools managed by government, private bodies and Kendriya Vidyalaya Sangathan (ii) To assess the nature and magnitude of curriculum load at pre-primary and primary stages in differently managed schools (iii) To study the problem of curriculum load as perceived by teachers, parents and children up to primary

stage (iv) To ascertain factors responsible for curriculum load up to primary stage (v) To suggest ways and means to overcome problem of curriculum load at pre-primary and primary stages.

**Scope and geographical coverage:** -The study was confined to pre-primary, primary schools and Kendriya Vidyalayas of six States viz- Delhi, Haryana, Karnataka, Rajasthan, Madhya Pradesh and Orissa

**Method:** The study was undertaken in two phases. In first phase, perception of head teachers, teachers, parents and students with regard to various aspects related to the issue of curriculum load at the pre-primary and primary stages of education were collected in Delhi and Haryana. In the second phase, the study was conducted in Rajasthan, Madhya Pradesh, Orissa and Karnataka on a sample of government and privately managed schools.

In all, data was collected through questionnaire and interviews from 134 pre-primary centers and 151 primary schools, 233 pre-primary teachers, 361 primary teachers, 311 parents of the pre-primary children, 408 parents of primary school children and 456 children studying in classes III to V.

**Main findings:** Pre-primary education in most cases was treated as downward extension of primary education specially at urban public schools. Rural schools also adhered to the same practice but to a lesser extent. Teaching of the 3 R's was considered to be the natural content area for pre-school education without any consideration of play-way methods/ activity-based learning. Parental expectations from pre-school education of children also posed problems for making the pre-school programme informal, play based and child centred. There was a dearth of variety of play material and equipment in pre-schools, Facilities of space for both indoor and outdoor games were also lacking

The duration of pre-school education was one year in MCD, NDMC schools in Delhi, and two to three years in the rest of the schools in Delhi and in other states as well. There were pre-nurseries in many cases in private sector, with the duration of pre-school education of more than two years.

In a large number of pre-school centers except in Angwadis the daily working hours were for more than 3 hours. Working hours in some cases got stretched up to 5 hours. In the states where the daily duration of working hours was more than 4 hours (e.g. Karnataka), children got more formalized environment and teaching of 3 R's .

Training needs of teachers of pre-schools were neither identified nor attended to. There was no monitoring of the quality of teacher training institutions at pre-school stage. Educational qualifications and professional training and other requirements necessary for a nursery teacher were hardly adhered to while appointing teachers in nursery schools.

Admission age and admission tests for pre-schooling also contributed to the load on pre-school children. Children as young as 2½ years of age were admitted to pre-schools.

Educational programme was neither age specific nor developmentally appropriate. Children were generally tested orally as well as through written tests with emphasis on reading, writing and numbers.

Nearly 84% of the sampled schools reported the practice of giving homework to children. It was 74 % in Orissa and 96 % in Rajasthan. Teachers stated that the homework was given at the insistence of parents. Large majority of parents (about 84%) opined homework as necessary. Only one third of the teachers in Orissa and Rajasthan were found critical of the curriculum load on children at pre primary stage.

Areas of parents' dissatisfaction included mid-day meal facilities, heavy school bag, poor hygienic conditions in schools. Some parents expressed dissatisfaction with transport facilities, availability of play and learning material and school timings.

Long distances, medium of instruction being different from mother tongue, prescribing large number of books, workbooks etc. practice of giving homework regularly also significantly contributed to the academic burden on the children. The growing competition right from the pre-school stage is another contributing factor to over loading children with formal instructions, without any consideration about the needs of children for play, exploration and creativity.

**Suggestion:** There should be a regulatory mechanism to exercise control over the curriculum, method and teacher training requirements. Provision of health facilities and regular supply of nourishing mid-day-meal would be beneficial for pre-primary schooling. {NC/29}

Yadav,P. (2007) **Early childhood care and Education. A community owned agenda: An alternative approach by MAYA** (Movement for Alternatives and Youth Awareness) *Department of Elementary Education, NCERT, New Delhi*

**Objectives:** (i) To identify and document the elements of good practices in ECCE (ii) To assess the strong points of the innovations in ECC (iii) To ascertain the sustainability and replicability of the programme in the context of SSA (iv) To identify the nature of difficulties faced in implementing the programme and how they were overcome.

**Scope and geographical coverage:** The study was limited to two districts, Bangalore Urban and Bangalore Rural.

**Method:** Survey was conducted in two districts, Bangalore Urban and Bangalore Rural. Four taluks from each district were selected and from each taluka ECCE centres (maximum 5) were selected randomly. In all 26 centres were identified for field visits. Two of these centres were ICDS run Anganwadi centres.

Data was collected through observation, questionnaire, focused group discussions and interviews from teachers, assistant teachers, children at the centre, community members and MAYA facilitators.

**Main findings:** Maya empowers community to make their decisions, plan with regard to local support and have financial powers to execute for the betterment of these centres. Community was the primary decision maker. From conception of the centre to running it at the micro level, community members undertook all the planning and management. Any other stakeholder apart from the local community plays the role of a facilitator. Over 350 members from the local community were trained as early childcare practitioners and paraprofessionals (as center teachers & assistant teachers). All children at the centres achieved basic health and immunizations standards as accessed by parents & communities on a regular basis at the centres through government or private health providers.

Children from 2-6 years were found in the centres. Each centre enrolled 40 children. Low-income communities chose to run centres for 6 -7 hours to meet the needs of parents who otherwise had to leave their young children at home without any adult care giver.

Community centres facilitated by MAYA had no pre-defined 'curriculum'. These centres defined their learning outcomes based on articulation by parents about what they want their children to learn. Activity based teaching was done in the centers. Activities were designed with the help of teachers and parents and classified from simple to complex level. In all centres run by the community the teachers talked to the children in their mother tongue. However, along with using the mother tongue the teacher also helped the children learn Kannada (local language) and English (a language most parents wanted their children to learn). For assessment they had some activities which the child had to perform before parents and the teacher. It helped in increasing parents involvement in their child's learning and enhanced their self esteem. All the documents/records related to child's profile, immunization and balance and expenditure were well maintained. In all the MAYA centres there was a special focus in including differently abled children into the centres and partake in all activities with other children.

It was observed that these centers were popular in the area. Community was aware of needs and significance of ECCE. Parents & local community structures organised and maintained centres. They were able to articulate and address their ECCE related concerns and identify local area needs for other such facilities.

Teachers training was organized monthly. Teachers meeting was held every week or fortnight based on the requirement. Teacher training followed up with teacher circle provided adequate reinforcement and support to the teachers and assistant teachers in undertaking their roles and responsibilities. All chores were shared equally by teachers in the centres.

All children were enrolled into primary school Parents also demanded accountability and transparency from the local primary school with regard to regular attendance of teachers and learning levels of their children. {NC/30}

Yadav, P., Gupta, S. *et al* (2005) **A status study of ECCE programme as an innovative activity under Sarva Shiksha Abhiyan** Department of Elementary Education, NCERT, New Delhi.

**Objectives :** (i) To assess the nature and extent of utilization of financial provisions made for the districts and to study its impact on various developmental aspects of ECCE programme (ii) To ascertain the perception of State Project Directors (SPDs) and district level officials on the implementation of ECCE programme and adequacy of the provisions made (iii) To study the development of ECCE programme in terms of teaching-learning material, capacity building of functionaries, advocacy programmes for generating awareness, programme planning and management, convergence with ICDS, etc. and activities/methods followed for joyful learning

**Scope and geographical coverage:** Study was conducted in two states, Punjab and Tamil Nadu.

**Method:** Two States, Punjab and Tamil Nadu, were selected on the basis of low and high utilisation of the financial provision made under SSA. Two districts in each state and two blocks in each district were chosen after consultation with State Project Director, SSA. One tribal block was covered in Tamil Nadu to study the status of ECCE. Four ECCE centres in each block were selected. Two exclusively tribal centres were also selected from a tribal block.

Total sample size was 42 ECCE centres (including tribal centres), 34 ECCE/ Anganwadi workers, 42 ECCE/ Anganwadis helpers, 9 block level officials, 8 district level officials, 10 state level functionaries. Data was collected through observation and interviews of SPDs, ICDS officials at the state level, district level officials, Anganwadi workers / ECCE workers, community members. Records of ECCE/Anganwadi centres were consulted for coverage and attendance of pre-school age children.

**Main findings:** In Punjab since there was no utilization of funds till the years 2003-04, in the year 2004-05, SSA Punjab planned to open 500 new nursery schools all over the state. At the end of the year 2004-05, it was found that more than 10,000 Anganwadi Centres (under the ICDS scheme of Department of Social Security, Women and Child Development) were being strengthened by giving educational and material support. An ECCE kit comprising of 24 items, including puzzles, games, charts, books, clay and blocks etc was being provided as educational support. Material support in the form of water campers and *tat patties* (Jute matting) were being provided to more than ten thousand AWCs. Training was imparted to ICDS Resource Persons. More than two-thirds of the total ICDS centres were strengthened.

The ECCE component of SSA was implemented in the State of Tamil Nadu from 2003 onwards. In Tamil Nadu SSA's fund for ECCE was utilized by the department of social welfare through the ICDS centres. In Tamil Nadu, under Innovation component, ECCE is an activity entirely concentrating on the children in the age group of 3-5 years.

In Tamil Nadu under ICDS scheme 40,633 Anganwadis were functioning. Under SSA, (innovation component) assistance was given to strengthen these existing centres. Government of Tamil Nadu introduced English from class I in 2003-2004. As a supportive scheme, selected 19,974 Anganwadis were upgraded as pre-primary schools in 3 phases from 2003-2005. Priority was given to the centres attached to the primary schools while upgrading. Habitations un-served by ICDS were identified and 151 new centres were opened. An honorarium of Rs.500/- per month was paid from SSA to the helper. The redeployed workers were transferred to the new centres. An amount of Rs 6,000/- per centre per year was spent on new centres.

All these activities were being carried out through the ICDS department. An amount of Rs.4,34.925 lakh had been spent and as many as 5, 32,190 children had benefited. It was observed, that "the ECCE programme was dovetailed into the UEE effort by strengthening existing ICDS programme and using available vacant public buildings in villages".

The salary for the worker (Rs. 1600/ month) and helper (Rs. 1,250/ month) in the upgraded centres was paid by the Social Welfare Department. In addition to this a token of Rs.50/- and Rs.25/- per month was paid to the worker and helper respectively by SSA. All the 19,974 upgraded centres were supplied with play materials worth Rs. 1, 500/- and kit materials for Rs.225/- as a one time grant. In addition to the honorarium a recurring grant of Rs.1.50 per month per child was given as replenishment and stationery charges. Play materials were supplied to the upgraded Anganwadi centres on the basis of need and avoiding duplication. Around 3,901 centres were supplied with play materials worth Rs.1, 500/- per centre. Workers in upgraded centres had been given training on theme-based approach for language development. Children were taught English alphabets and rhymes.

The status of ECCE programme was studied by visiting both the States and observing ECE centres/ anganwadis in the districts. Most of the ECCE workers in both the states had received training from ICDS, but it was long back and of short duration, i.e., one month. They said that they needed more training. Involvement of local community was inadequate. The workload of ECE worker was high resulting in less than needed attention to the pre-school children.

As per State Project Directors the fund allocation for ECCE was reported inadequate considering its vital importance. Fund allocation was observed to be skewed, as it is the same for large as well as small districts. It was recommended that funds under the ECCE component should be allocated on per child/ per block basis rather than lump sum allocation per district, and the funding for this component should be increased manifold in order to bring parity between the funding for pre-school and primary school education. {NC/31}



## NGOs

Eswaran,S. & Singh,A. (2009) A **study of effectiveness of in-service education of teachers** *All India Primary Teachers' Federation, New Delhi.*

**Objectives:** (i) To determine the effectiveness of in-service education being imparted to primary teachers (ii) To study the functioning of cluster resource centres and block resource centres and their effectiveness. (iii) To assess the dropout rate and completion rate at the primary stage.

**Scope and geographical coverage:** The study was conducted in two states Bihar and Tamil Nadu.

**Method:** A survey was undertaken in two states: Bihar and Tamil Nadu. One district each was selected from each of these states. Mujaffarpur in Bihar and Vellore in Tamil Nadu. Two blocks in each district were selected randomly. Data was collected through questionnaires and interviews from schools (20 in Bihar and 55 in Tamil Nadu), teachers (76 in Bihar and 203 in Tamil Nadu), and cluster & block resource centres. Data was analysed using simple descriptive statistics.

**Main findings:** The students' dropout rate was very high (52.9 %) with Dropout among girls was slightly higher than among the boys; In Tamil Nadu, the dropout rate was low (1.1%) in comparison. Primary school completion rate was good in Tamil Nadu (84%) and quite low in Bihar (42%). In Tamil Nadu, nearly three –fourths (72%) of teachers reported content of the training programmes they attended as relevant/some what relevant to their professional learning needs. Only few (6%) found it relevant to a great extent. Further, nearly 61 percent of the teachers felt that training content can be implemented in the classroom to some extent.

Teachers from Tamil Nadu reported that no substitute teacher was posted against their position in the school during the period of their in-service training, As a consequence, learning of their students was affected adversely. Nearly 73% reported their teaching process improved to some extent only. Nearly 74% of the teachers reported that transactional approaches focused on in the training programmes.

Seventy five per cent teachers from **Bihar** reported that the training content was relevant to their professional learning needs. Possibility of implementing the training content in the classroom by i.e. teacher varied from 'to a great extent' (23.7%) 'to some extent' (49%).

Perceived usefulness of training varied from 'to a large extent' (24 %) to 'not useful' (18%). Only 28 percent teachers reported that the transactional approaches followed by resource persons/facilitators were appropriate to a great/large extent. More than 60 percent reported they were appropriate to some extent only.

In both the states, in-service training programmes for teachers were designed by the state level agency/District Institute of Education and Training with no involvement of BRCs/CRCs. As a consequence, local specific needs of teachers were not addressed appropriately. Teachers were imparted training during working days. In both the states, BRCs were ill-staffed and no study was conducted to determine the impact of in-service education on teachers' classroom processes.

**Suggestions:** State authorities should review the duration of training of teachers in a year and reduce it suitably as desired by teachers; possibilities of providing school based training to teachers as desired by them may be explored. {AITF/01}

Eswaran,S. & Singh,A. (2009) **Teacher Absence in primary schools** *All India Primary Teachers Federation, New Delhi.*

**Objectives:** (i) To determine teachers absence rate in government run primary elementary schools (ii) To find out specific reasons for their absence from school.

**Scope & geographical coverage:** The study covered primary school teachers in Orissa, Uttarakhand and Tamil Nadu.

**Method:** One state each was selected from Eastern, Northern, and Southern regions of the country. Three districts were selected from each of these state, from each district 2-4 blocks were selected. In each block, 10 percent of primary schools were selected randomly. Data was collected through questionnaire from the head teacher. In all the data was collected from 314 schools, 91 in Orissa, 105 schools in Uttarakhand and 118 in Tamil Nadu about 1140 teachers (327 in Orissa, 308 in Uttarakhand, 505 in Tamil Nadu) Data was analysed using simple descriptive statistics.

**Main findings:** On an average teachers absence was highest in Uttarkhand (33.8%) followed by Orissa (23.5) and Tamil Nadu (11.5%). District wise variation ranged from 16.5% in Uttarakhand, 15% in Orissa to 2.5% in Tamil Nadu.

Reasons for absence indicated that a substantial proportion of these teachers were attending training programmes (14.4% in Orissa, 12% in Uttarakhand and 4.2% in Tamil Nadu. Teachers were absent from schools on account of being assigned other outside work in Uttarakhand (5.8%) and Orissa (3.8%). Thus the absence rate of teachers on account of personal reason comes to 55% in Orissa, 16% in Uttarakhand and 7.3% in Tamil Nadu. Personal reasons included illness, maternity leave, family responsibility and social obligations.

**Suggestions:** Reduce duration of in- service training. Do not assign non professional duties to teachers. Improve infrastructural facilities in schools. {AITF/02}

Banerji,R., Shetty, H, Kabare,R, & Surianarain S.(2005) **Education for All in India's Mega-Cities: Issues from Mumbai and Delhi** *Pratham Resource Centre, New Delhi*

**Objective :** To compare and contrast the cities of Mumbai and Delhi on issues of access to primary education, retention, and learning outcomes for future use towards informing policy on primary education for large urban areas.

**Scope and geographical coverage:** The study was undertaken in Mumbai and Delhi

**Method:** Randomized household survey was conducted by the Delhi government and Mumbai Municipal Corporation was the source of the data related to access. To assess learning *Dipstick survey* was conducted by Pratham staff in both cities on 5% of the total number of schools in both cities by using reading, writing, and mathematics assessment form developed by Pratham.

Retention was assessed by purposively selecting communities across 5 zones in Mumbai and 7 zones in Delhi where Pratham had a field presence. In Delhi, an average of 250 households were interviewed per community. In Mumbai, an average of 95 households per community were interviewed.

**Main findings:** Findings indicated distinct geographic areas in each city, where the concentration of out of school children was very high. There were 30 nagars in Mumbai and 55 kshetras in Delhi where the percentage of out of school children was 25% or higher. Overall, 70 nagars out of 2257 total nagars in Mumbai and 135 kshetras out of a total of 1823 kshetras in Delhi needed focused attention. With resources and local partnerships, specific local solutions need to be designed in these areas.

With respect to achievement in **Learning** it was observed that nearly 50% of Standard 3 children in municipal schools in Mumbai and Delhi were unable to read simple sentences fluently or do simple arithmetic operations or write a dictated sentence. About 30% of children in Standard 4 were in a similar position. The findings indicated serious weaknesses in the ability of both systems to deliver basic learning in primary schools. Accelerated learning methods need to be undertaken by municipal primary school systems in both cities.

**Retention rates** in Mumbai were marginally higher than in Delhi. Comparison of the retention data with published government retention data for Delhi indicated higher retention within the system. Understanding of transition and retention patterns on a citywide scale is needed before solutions can be charted.

With regard to **decision-making** at the school level responses from teachers indicated a systemic response to most of the basic questions raised, however few schools showed individual enterprise or initiative in thinking or acting “out of the box”. On the issue of overcrowding and mainstreaming, schools referred to standard processes of response undertaken by the system. On the issue of learning, teachers and head-teachers stated that there was no systemic response for helping children who were academically weak or had fallen behind to “catch up”, the responsibility for organizing remedial action lied with parents. {PR/01}

Banerjee, A., Cole, S., Duflo, E. & Linden, L. (2004) **Remedying Education: Evidence from two randomized experiments in India** Pratham Resource Centre, New Delhi & Abdul Latif Jameel Poverty Action Lab (MIT), Cambridge, USA

(i) **Balsakhi program** a remedial education program for children in classes III & IV.

**Objective:** To evaluate ways to improve the quality of education in urban slums.

**Scope and geographical coverage:** Mumbai and Vadodara primary schools

**Method:** Evaluation was conducted in two cities (Vadodara and Mumbai) over two years. Schools were randomly assigned to one of two groups: one group received the *Balsakhi* program in class III and the other in class IV. A simple cognitive test designed by Pratham (given as a pre, mid, and post-test) was used as the metric for the programme's effectiveness. Class III students in schools where the programme was allocated to grade four formed the comparison group for grade III students in schools where the program was allocated in class III. Results cover two evaluations over two years, decreasing the chance of the program evaluation endogenously affecting the program's management and results.

**Main findings:** Balsakhi program was found to be very effective: it increased average test scores of all children in treatment schools by 0.14 standard deviation in the first year, and 0.28 sd in the second year, relative to comparison schools.

(ii) **Computer Assisted Learning (CAL)** program was undertaken in primary schools of Vadodra to reinforce basic math skills under which children worked on computers for two hours per week with two children sharing one computer.

**Objective:** To gauge effectiveness of Computer assisted learning program in improving the quality of education in urban slums.

**Scope and geographical coverage:** Study was limited to primary schools having computers in Vadodara.

**Method:** For gauging effectiveness of Computer assisted learning program a simple cognitive test designed by Pratham (given as a pre, mid, and post-test) was used as the metric for the program's effectiveness.

**Main findings:** The computer assisted learning program was also very effective, increasing math scores by 0.35 standard deviations the first year, and 0.47 sd in the second year. These results were not limited to the period in which students received assistance, but persisted for at least one year after leaving the program.

Two instrumental variable strategies suggest that while remedial education benefited the children who attended the remedial classes, their classmates, who did not attend the remedial courses but did experience smaller class size, did not show post gains, confirming that resources alone may not be sufficient to improve outcomes. {PR/02}

Pratham (2008) **Annual Status of Education Report (Rural) ASER** Pratham Resource Centre, New Delhi.

**Objectives:** (i) To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) (ii) To measure the change in these basic learning and school statistics from last year.

**Scope and geographical coverage:** Study was limited to rural districts in the country.

**Method:** Sample comprised 30 villages from each district and 20 households were selected from each village. In ASER 2008 they retained 10 villages from ASER 2006, 10 villages from ASER 2007 and added ten new villages using PPS. Data was collected through home visits to collect information about children in age group 3 to 16 and mother's age and education. All children in the age group 5 to 16 were tested in basic reading, simple comprehension, basic Maths and English. Data was also collected from Govt. schools on enrolment, attendance of teachers and students by head count, school infra structure etc.

**Main findings:** Primary schools were available within 1 km of 92.5% rural habitations; 67.1% villages had government middle schools, and 33.8% had government secondary schools. Private schools were available in 45.6% Indian villages.

Nationally, the proportion of 7-10 year-olds not-in school was 2.7%, and proportion of 11-14 year olds not in school was 6.3%. All India proportion of 11 – 14 year old out of school girls remained steady at 7.3% over 2007 and 2008. The percentage of out of school children in most states decreased since 2007. UP and Rajasthan were exceptions. In Bihar, children (6 – 14 year old) not in school dropped steadily over the last four years from 13.1% in 2005 to 5.7% in 2008. Over the same period, the proportion of girls 11-14 not in school dropped from 20.1% to 8.8%.

95.7% of children in rural India in the age group 6 to 14 were enrolled in school. The percentage of out of school children in most states has decreased since 2007 with the exception of UP and Rajasthan. Between 2006 and 2008, some decline in the percentage of out of school children was observed practically in every state. In 2006 in the age group 6 to 14, among the major states there were only two states, Kerala and Himachal Pradesh that had less than two percent out of school children. By 2008, the number of states meeting this criterion had grown to six. Kerala and Himachal Pradesh were joined by Uttarakhand, Madhya Pradesh, Maharashtra and Tamil Nadu. For the 11-14 age group, in 2008 there were four states – Kerala, Tamil Nadu, Himachal and Uttarakhand where the percentage of out of school children was two percent or less.

Enrollment in private schools was increasing. Among all 6-14 year olds, the proportion of children attending private schools increased from 16.4% in 2005 to 22.5% in 2008. This increase in private school enrollment represented a 37.2 percent increase over the baseline of 2005. This increase was particularly striking in Karnataka, Uttar Pradesh and

Rajasthan. In 2008, private schools had 20% more boys than girls in both age groups: 7-10 and 11-14.

In Madhya Pradesh, Kerala, Maharashtra, Chhattisgarh, and Himachal Pradesh children who could read letters or more in class I were over 85% and those who could read Std II text or more in class V was over 75%. Chhattisgarh and Madhya Pradesh showed improvement in arithmetic; more than 91% children in class I could identify numbers 1-9 or more. In Kerala this proportion was 96% in class I. Overall 61% of children in class V in India can tell time on a clock correctly. {PR/03}

Pratham (2009) **Annual Status of Education Report (Rural) ASER** *Pratham Resource Centre, New Delhi.*

**Objectives:** (i) To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic) level at the district level (ii) To measure the change in these basic learning and school statistics from last year.

**Scope and geographical coverage:** Study was limited to 575 rural districts in the country.

**Method:** Sample comprised 30 villages from each district and 20 households from each village. In ASER 2008 they kept 10 villages each from ASER 2007 and ASER 2008 and added ten new villages using PPS. Data was collected through home visits to collect information about children in age group 3 to 16 including information on their mother's age and education of both parents. All children in the age group 5 to 16 were tested in basic reading, simple comprehension, basic Maths and English. Data was also collected from Govt. schools on enrolment, attendance of teachers and students by head count, school infra structure etc.

**Main findings:** The overall percentage of children (6-14) who are out of school has dropped from 4.3% in 2008 to 4% in 2009. Percentage of out of school girls in the age group 11 to 14 dropped from 7.2% in 2008 to 6.8% in 2009. In terms of decline in percentage points, this decrease was prominent in Chhattisgarh (3.8), Bihar (2.8), Rajasthan (2.6), Orissa (2.1), Jammu and Kashmir (1.9). Other than Meghalaya all other states in the North East also showed a drop.

Andhra Pradesh recorded an increase in the percentage of 11-14 year old out of school girls from 6.6% in 2008 to 10.8% in 2009. So does Punjab from 4.9% in 2008 to 6.3% in 2009.

Overall, for 6-14 year olds, between 2008 and 2009 there has been a slight decline in the percentage of children enrolled in private school (0.8 percentage points). Six states showed a decline in private school enrolment of more than 5 percentage points. Of these, Punjab which had one of the highest private school enrollments in the country showed the greatest drop (11.3 percentage points).

In 2009 as in 2008, over 50% of 5 year olds were enrolled in school. Although for the country as a whole, the status of 3 and 4 year olds going to preschool (Anganwadi or Balwadi) has not changed much since 2008, among the major states, Bihar, Orissa, Chhattisgarh and Gujarat recorded more than five percentage point increase in the proportion of children going to Anganwadi.

Learning levels in class 1 showed improvement as the percentage of children in class 1 who were able to recognize letters or more, increased from 65.1% in 2008 to 68.8% in 2009. Similarly there was an increase in number recognition, with percentage of children recognizing numbers or more increasing from 65.3% in 2008 to 69.3 in 2009.

For class 1 children in government schools in Punjab, Haryana, Rajasthan, Uttar Pradesh, Jharkhand and Orissa there was an increase of 10 percentage points or more as compared to ASER, 2008 in their ability to at least recognize letter and numbers up to 9. In Tamil Nadu and Goa, there was an improvement in both reading and maths of more than 5 percentage points. Similar increases were visible in Uttarakhand and Maharashtra in maths and in Karnataka in letter recognition.

The all India figure for percentage of all rural children in class V reading text at class II level showed a decline from 56.2% in 2008 to 52.8% in 2009.

In reading, for government school children in class V in Tamil Nadu there is an 8 percentage point increase over 2008 level. Karnataka and Punjab also show improvement. There was over last year hardly any change in other states in reading as compared to 2008.

In maths, for children in class V, for the country as a whole, the ability to do division problems had hardly increased. However, 7 states showed an increase of 5 to 8 percentage points. These states are Himachal Pradesh, Punjab, Assam, West Bengal, Orissa, Andhra Pradesh and Karnataka.

The all India figures indicate that a quarter of all rural class V children could read simple sentences in English. Of those who could read sentences, over 80% could understand the meaning of the sentence. By class VIII, 60.2% of all children could read simple sentences. In all the north-eastern states (except Tripura), Goa, Himachal Pradesh and Kerala more than 80% of children in class VIII not only could read simple sentences fluently but also understood the meaning.

Nationally, between 2007 and 2009, the percentage of children taking paid tuition increased in every class, in both government and private schools. Only Kerala and Karnataka showed a small but consistent decline in the incidence of tuition among government school children in most classes. The percentage of government school children going to tuition class increased steadily as they moved in higher classes: from 17.1% in class I to 30.8% in class VIII. Among children attending private schools, almost a quarter (23.3%) took private tuition from class I onwards. The percentage peaked at 29.8% in class IV. Children in West Bengal were by far the most intensive users of paid

private tuition in the country; more than half of all class I and almost 90% of all class VIII government school children took some kind of paid tuition. The incidence of tuition in Bihar and Orissa was also high, with very large number of government school children taking tuition, ranging from about one -third in class I to well over half in class VIII.

Comparisons across the three years (2005, 2007 & 2009) indicate that children's attendance in school, as observed on a random day in the school year, varied considerably across states. In most states, on the day of the visit, close to 90% of appointed teachers were present in the school.

It was observed that the incidence of multi-grade groupings was high. At the all-India level close to 50% children in class II and IV were sitting with other classes.

Overall, the percentage of schools with no water or toilet provision is declining over time. Water was available in 75% of government primary schools and 81% of upper primary schools. Useable toilets were available in over 50% of government schools. Four out of ten government primary schools lacked separate toilets for girls. This number was lower (26%) for upper primary schools. {PR/04}

# Section- B

## ABSTRACTS OF STATE LEVEL RESEARCHES

- Andhra Pradesh
- Assam
- Bihar
- Chhattisgarh
- Delhi
- Gujarat
- Haryana
- Himachal Pradesh
- Jharkhand
- Karnataka
- Kerala
- Maharashtra
- Madhya Pradesh
- Mizoram
- Meghalaya
- Orissa
- Punjab
- Rajasthan
- Tamil Nadu
- Tripura
- Uttar Pradesh
- Uttarakhand
- West Bengal



## ANDHRA PRADESH

Banu,N. & Nagamani,T.S. (2007) **Status of children enrolled in Residential Bridge courses (RBC) in Andhra Pradesh under SSA** *Dept. of Human Development and Family Studies, College of Home Science, Acharya N.G.Ranga Agricultural University, Hyderabad.*

**Objectives:** (i) To ascertain the existing facilities in RBCs (ii) To know the demographic profile of the child, teacher & school (iii) To assess the academic performance of children enrolled in RBCs (iv) To identify the problems experienced by these children (v) To find out the opinion of the teachers with regard to syllabus being followed and the training received to teach these children (vi) To identify the reasons for not mainstreaming.

**Scope and geographical coverage:** The study was limited to Government RBCs located in Andhra Pradesh.

**Method:** A survey was conducted in 20 RBC schools selected from 3 regions i.e. Coastal Andhra, Rayalaseema & Telangana. Eight schools each were selected from Coastal Andhra & Telangana and 4 schools from Rayalaseema. The sample selected for the study included 26 teachers and 200 children. Out of 200 children, 20 were visually impaired (VI), 75 hearing impaired (HI) and 100 mentally challenged (MC) children.

**Main findings:** Based on the observations and data collected from RBC schools, it was found that infrastructural facilities both for academic & residential purposes were adequate; quality of teaching was good. Children's self-esteem levels & psycho-social wellbeing was found to be good. However number of children mainstreamed was less. {AP/01}

Chandramouli,K., Satyanarayana,R., Rao,K.S.,Rao,G.G.,& Ushabala,E. (2005) **Study on the impact of the class I language text-books developed in eight tribal dialects** *Tribal Education Cell, State Project Office, AP SSA, Hyderabad.*

**Objectives:**(i)To identify teachers' perceptions on the impact of the textbooks and their transaction (ii) To assess the students' participation during classroom transaction (iii) To understand the impact of the new textbooks and instruction through mother dialect in terms of student achievement pertaining to the four language skills (iv) To assess the impact of text books in tribal dialect on enrollment and retention (v) To find out the opinions of parents on the new textbooks , instruction through mother dialect and its effect in motivating children to learn.

**Scope and geographical coverage:** The study was conducted in tribal areas of A.P. wherein the class I language primers developed in the eight tribal dialects viz. Gondi, Koya, Konda, Kolami, Kuvi, Adivasi Oriya, Banjara and Savara were implemented in selected primary schools. The scope of the study was limited to the study of classroom transaction of the primers and its impact.

**Method:** The class I primers developed in 8 tribal dialects were introduced in 80 schools (10 schools in each dialect) in the eight tribal areas of the State. For the present study 5

schools from each of the tribal areas were selected randomly. In the final sample one school got eliminated. The data was obtained from 39 schools, 39 teachers –one from each school teaching the primers, 394 class I pupils and 77 parents. Study of documents, questionnaires, focused group discussion and classroom observations provided the relevant data. The tools were developed in Telugu and then translated into the eight tribal dialects. Data was analysed using simple descriptive statistics.

**Main findings:** In teachers' opinion books were attractive and the content was related to children's daily life and tribal culture. Teaching through these books resulted in improving students' attendance, regularity, punctuality, retention and competence in learning. All students secured higher scores in listening competency followed by speaking skills, reading and writing. There was no significant difference in the achievement level of boys and girls. Performance of tribal children taught through tribal dialect was, in general, better than that of the students taught through *Telugu* medium. Parents responded positively to the introduction of these books; it increased children's interest. However, their views on the level up to which they would like their children to study (from class II to class V) in tribal dialect varied. Variation was also observed with regard to acceptance of primers in different dialects by teachers; Adivasi Oriya was the most accepted primer. Primers in Gondli and Koya were not that well received.

**Suggestions:** Some of the mistakes in books need to be corrected; these books can also be used for teaching adult learners. {AP/02}

Devi,S., Kumari,S.R., Devi,L.U., Sreevani,L., Prasanthi,S.&Sujatha,K.(2006) **Evaluation of DPEP in Andhra Pradesh** *Dept. of Human Development and Family Studies, College of Home Science, Acharya N.G.Ranga Agricultural University, Hyderabad.*

**Objectives:** (i)To find out the effectiveness of Early Childhood Education ( ECE) centers on children's enrolment, attendance and retention (ii) To know the perceptions of the teachers regarding children's enrolment, regular attendance, retention and dropouts (iii)To identify the performance and motivational levels of teachers of elementary schools (iv)To ascertain the impact of curriculum planned and implemented on students' performance.

**Scope and geographical coverage:** The study was limited to 5 DPEP-I districts of Andhra Pradesh, namely, Kurnool, Warangal, Nellore, Vizayanagram & Karininagar.

**Method:** Survey was conducted in 15 *mandals* in the 5 districts: Kurnool (Nandi kotkur , Nandyala & Koduru), Warangal (Warangal rural , Sangyam , Parvathgiri & Athmakuru), Nellore (Nellore rural, Rapur & Jaladanki), Vizayanagaram (Pusapatirega & Seethanagaram) and Karimnagar (Vemulavada, Jagitial & Srirampur).

Three schools were selected from each sampled mandal. From every school, class teacher of class IV/V was selected for the study. Two boys and two girls were selected from each school for testing the performance level. Data was collected from schools and teachers through questionnaires and analysed using simple statistics.

**Main findings:** Pupil-teacher ratio in majority of schools was 40 or less. All students were provided mid-day meal and free text books. Some schools were also providing free note books to SC and ST children. PTA meetings were held monthly in majority of schools (76%). Enrolment increased in the year 2005-06, enrolment rate was higher for girls. Enrolment was highest in class I followed by class V. The overall attendance rate was above 80%. Retention rate was around 80%, girls' retention rate was higher than that of boys. Child's own interest in education, mid-day meals, parents' interest in child's education were the important contributing factors for child's retention in school. Most of the teachers (84%) perceived incentives like mid-day meals and provision of free text books as major factors for retention.

Most of the teachers were graduates/ post graduates with professional qualification. They spoke fluently, their voice was clear & audible, they maintained eye contact (above 80%) while teaching /speaking to children. They (80%) had attended Children Language Improvement Programme (CLIP I & CLIP II). A sense of competition was evident among teachers to make their class best in the school by upgrading students' class performance and cleanliness. Teachers had also attended Quality Improvement Programme-QIP (58%) and Work Experience programme (42%), held two years ago.

Majority of the schools (64%) were in D grade in the month of August. Performance of D grade schools improved to C/B/A as the months advanced. Ninety three percent teachers expressed their need to be trained in teaching with use of new books. They were of the view that children's skills of listening, speaking, reading and writing could be developed through these books.

Students of class IV scored above average marks in General Knowledge but their performance in mathematics was average. Majority did well in Telugu language. Most of class V students scored above average in General Knowledge, Telugu and English. In mathematics, performance was poor with 40% students scoring below average and 36% scoring average marks. In Social Science too majority of students scored below average. {AP/03}

Devi,S.& Kumari, S.R. (2007) **Situational analysis of Residential Bridge Courses in Andhra Pradesh** *Department of Human development and Family studies, College of Human science, Acharya NG Ranga Agricultural University, Hyderabad.*

**Objectives:** (i)To find out the infrastructure and functioning of RBCs (ii)To assess the rate of children's enrolment, attendance and retention in RBCs (iii)To identify the eco-profile of children in RBCs (iv)To track the status of mainstreamed children from RBCs.

**Scope and geographical coverage:** The study was limited to Residential Bridge Courses in East Godavari, Karimnagar and Kadapa districts of Andhra Pradesh.

**Method:** Survey was conducted in 12 RBCs, 4 selected through purposive random sampling method from each of the three districts. Three boys, 3 girls and four teachers from each RBC were sampled randomly. In all, total sample comprised of 72 children and 48 teachers. Data was collected through interviews and questionnaire.

**Main findings:** Most of the RBCs were located in rural areas (66%). Majority of the RBCs started during the years 2000-2006. Overall, infrastructural facilities were observed to be inadequate. The highest number of children enrolled in RBCs was 222 and the lowest number was 54. Most of the enrolled children were dropouts who had dropped out from school at different stages and one fifth of them were never enrolled in the school earlier. Retention rate was high (91.1%). Children dropped out mainly to support their families (89%). Most of the RBC's had 4 to 8 teachers. Majority of the teachers had experience of less than 3 years. Remuneration to the teachers was low. Teaching was done mostly through activity based participatory method (66.6%) and lecture method (33%). Other methods such as group discussion, demonstration were also used. Majority of children got mainstreamed into nearby Ashram schools. {AP/04}

Kumar, T. V. & Rajanikanth, G. (2007) **Post Enumeration Survey (PES)-5% sample check of DISE data of Andhra Pradesh** National Institute of Rural Development, Rajendranagar, Hyderabad.

**Objectives:** (i) To evaluate the quality of the DISE data (ii) To measure the deviation levels and precision levels of DISE data (iii) To suggest measures for strengthening DISE data base in Andhra Pradesh.

**Scope and geographical coverage:** The study was limited to 5 districts- Adilabad, Mahabubnagar, Kurnool, Vizianagaram and Prakasam.

**Method:** Data was collected from 770 schools selected from 38 mandals through 'Data capture formats'. Data obtained was looked into to check the discrepancies with regard to different variables and also to give instances of missing data. Data was analysed using simple descriptive statistics.

**Main findings:** Incomplete coverage of schools in DISE data was observed. Highest deviation in comparable parameters was observed with respect to school management (20%), status of school building (27.1%), availability of furniture in schools (31%) and display notice board (62.5%). Nearly one third of the schools did not have photocopy of their DISE format. Over all deviation was more than ten percent (11.4%).

**Suggestions:** DISE format is lengthy; it needs to be redesigned. Emphasis to be on enrolment, dropout, retention and attendance rate in 'Data Collection Format' (DCF). Proper scrutiny of collected data to be undertaken both at school and mandal level. Effective monitoring and supervision be ensured at all levels. Teachers should be oriented on educational data base & maintenance of records at school level. MIS units should be strengthened right from mandal to state level. {AP/05}

Nagaraju, G. (2008) **Teachers' absence in primary and upper primary schools in Andhra Pradesh** Rajiv Vidya Mission (SSA), Andhra Pradesh, Hyderabad.

**Objectives:** (i) To assess the number and percentage of teacher days lost due to teachers remaining absent from school (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to norms (iii) To know the difference between absence rates

of male and female teachers. regular teachers, primary and upper primary stage teachers and teachers belonging to different social groups in primary and upper primary schools (iv) To find out the reasons for absence of teachers from schools.

**Scope & geographical coverage:** The study covered primary and upper primary schools in six districts, two districts each from 3 regions in the state: Coastal Andhra (Viziayanagaram & West Godavari), Rayalaseema (Kurnool & Chittor) & Telangana (Mahaboobnagar & Warangal).

**Method:** From each district 5 mandals were selected to represent different geographical locations and literacy rate and 14 schools were selected from each mandal. In all, the study covered 420 schools, 359 primary schools and 61 upper primary schools. Each school was visited three times with a gap of at least 4 weeks at three different time slabs. The first visit was during the first two hours of the school, the second during the next two hours and the last visit during the last two hours, thus providing details of the entire day. In order to remove possible biases, the teams in the four districts were rotated so that no investigator went to the same school twice. Data was collected through questionnaires from schools, teachers and was analysed using simple descriptive statistics.

**Main findings:** Overall attendance of the teachers was found to be 78% at primary stage and 81.5% at upper primary stage. Major reasons for teachers' absence were health problems of self (52%) or family members (41%), distance from place of residence to schools was also cited as reasons of absence in some cases (4%). Difference in attendance rate of male and female teachers was marginal.

On an average teachers spent 9.68 days for training in an academic year of which 5.45 days were working days. Teachers reported spending 3.86 hour per week on administrative work. The absence rate was highest among 'tribal' teachers (31.5%) followed by 'others' (22.8%), Backward Castes (20.5%) and Scheduled Castes (17.5%). This could be due to less number of ST teachers (5.7%) as well as their posting in remote areas. {AP/06}

Rao,D.V.(2007) **Evaluation of the performance of Alternative schools in selected tribal areas in Andhra Pradesh** *Socio-Economic Action Research Centre (SEARCH),Hyderabad.*

**Objectives:** (i) To examine effectiveness of alternate schooling (ii)To identify the role of instructors in improving enrolment, retention and transition of students to formal schools.

**Scope and geographical coverage:** The study was conducted in four tribal areas- Sitampet, Paravthi (Vizayanagaram), Rampachodavaran (East Godavari) & Paderu (Vishakhpathnam) .

**Method:** Two hundred fifty Alternative schools functioning in these areas were visited. Data was collected from parents, students and instructors through questionnaires. It was analysed using simple descriptive statistics.

**Main findings:** Instructors' efforts in enrolling and retaining students in Alternative schools were laudable. They act as bridge between parents and learners and motivate parents to send the children to school contributing to positive trends in transition of children to formal schools. Children were acquiring abilities in reading, writing and sports. Parents were happy with their children's learning. Disbursement of remuneration to instructors was irregular.

**Suggestions:** There is need for great community involvement at all levels. NGOs may be roped in to motivate parents' involvement at all levels. Regular disbursement of remuneration to instructors is needed. {AP/07}

Rao, G.L.(2005) **Terminal Assessment Survey DPEP – II** *Development and Research Services (P) Ltd; Secunderabad.*

**Objectives:** (i) To measure the average performance of students' achievement in Language and Maths at the end of class I and at the end of Penultimate class of primary schooling (Class IV). (ii) To compare the average performance of students, during BAS / MAS with achievement tests administered during TAS (iii) To compare the differences in achievements with regard to gender and social groups (iv) To identify the effect of variables like community, schools and teacher on students achievement.

**Scope and geographical coverage:** TAS covered 14 districts in DPEP Phase – II.

**Method:** Normative co-relational survey was used for conducting the Terminal Assessment Survey The target population was all government aided primary schools including primary sections attached to upper primary /secondary senior secondary schools. All teachers including the head teacher were covered under the study. All students at the end of the initial stage of primary schooling along with all students at the end of the penultimate stage of primary schooling were administered achievement tests. Data was collected through tools prescribed by NCERT, New Delhi.

**Main findings:** There was a significant reduction in gaps in achievement level of students from different social groups and different areas (rural, urban and tribal). Study suggests more attention needs to be given to develop reading and writing skills of class I students. Attention needs to be given to improve teaching methods in Mathematics. Teachers need to be exposed to refresher courses more frequently involving participative and interactive methods. {AP/08}

Reddy,N.U., & Rao,K.S.(2006) **Elementary Education – Teachers' opinions on present programmes and activities – A report** *SPO – SSA Office, AP, Hyderabad.*

**Objective:** To find out the opinions of teachers on the programmes and activities introduced under quality improvement of elementary education in Andhra Pradesh

**Scope and geographical coverage:** The study covered all the 23 districts of the state.

**Method:** Survey method was adopted to study teachers' opinion on (i) CLIP (Children Language Improvement Programme) (ii) use of library /reading room in schools, (iii) monitoring of schools (iv) teacher training programmes (v) use of modules (vi) unity of

teachers (vii) evaluation of achievement levels of children (viii) utilisation of grants (ix) community cooperation (x) teaching practices in classes I & II (xi) steps to be taken to reduce absenteeism of children (xii) support from SSA etc. Data was collected from 100 teachers from 100 schools spread over 23 districts through a questionnaire.

**Main findings:** Findings indicate that CLIP (Children Language Improvement Programme) had developed cooperation among teachers. Giving class-wise responsibility to teachers was a good change. Teachers shoulder more responsibility in improving the competency level of students. Children have become confident; their achievement level has improved. Teachers expressed positive opinion on the allotment of library period in the time table. Half (50%) of the schools do not use library books properly. Divisional monitoring teams' visits were welcomed by the teachers. In-service training programmes and modules were found useful by the teachers. School grant and teacher grants help in facilitating better teaching. Community involvement helped in successful implementation of CLIP. However, head-teachers' supervision, MRPs monitoring and MEOs visits to schools were not satisfactory

**Suggestions:** Joyful techniques, songs, drama and stories should form the means of teaching in classes I and II. Oral testing needs to be given emphasis in lower classes. {AP/09}

Savithri,M.(2005) **Impact of Residential Bridge Courses (RBC)/ Non Residential Bridge Courses (NRBC) in mainstreaming the out of school children (OSC)** *Research & Evaluation coordinator, State project Office –DPEP/SSA, Hyderabad .*

**Objectives:** (i) To identify the difficulties faced by the NGOs in main streaming the children from Residential Bridge Courses (RBCs) /Non Residential Bridge Courses (NRBCs) (ii) To explore the contributions made by the NGOs to whom grants have been given under state SSA programme (iii) To know the perception of NGOs and the students with regard to functioning of RBCs (iv) To know the functioning of RBCs.

**Scope and geographical coverage:** The study was limited to children from Residential Bridge Courses of district Vishakhapatnam, Chittoor & Warangal.

**Method:** Data was collected through observation and interviewing officials and students from the institutions where the centres were run by NGOs

**Main findings:** Majority of the centers had adopted child centered activity based practices, the displayed material was attractive and the TLMs used were appropriate. Counselors were adopting motivational exercises during the teaching learning process. Children participated actively in group activities. Many of the RBCs continued beyond teaching hours. Records maintenance was satisfactory in many of the RBCs. The RBCs selected for the study were running in rental accommodation which was insufficient in some cases. Majority of the NGOs suggested revision in allotment of budgetary provision to the NGOs. {AP/10}

Savithri, M. (2005) **Cohort study on enrolment & dropout at primary stage (1999 – 2000 to 2003 – 2004) within Andhra Pradesh** *R&E Coordinator, SPO, DPEP/SSA, A.P., Hyderabad*

**Objectives :** (i) To find out transition rate, repetition rate, completion rate and dropout rate at primary stage of education in five years (1999 –00 to 2003-04) for a cohort (ii) To find out transition rate, repetition rate, completion rate and dropout rate by gender & community and to find out the difference between different groups.

**Scope and geographical coverage:** The data was collected from 10 mandals of five districts of the state, namely, Nizambad, Warangal, Cadapah, Adilabad & Srikakolam.

**Method:** This survey targeted children admitted in class – I during 1999 – 2000 in the schools of 10 mandals in 5 districts as the cohort for study. From each district, 2 mandals were sampled on the basis of area (urban, rural), distance from district headquarter, high migration of children and minority population. All schools of these mandals were covered in the study. In all, 11706 students were covered from 384 schools [(i) Nijambad (Nagireddypeta-42 .Bodhan-37), (ii) Warangal (Parvatagiri-35. Hanumakonda-42) (iii) Cadapah (Cadapah-46, Chennur-38) (iv) Adilabad (Kagaznagar-12, Jainad-42) (v) Srikakolam (Gara-60, Srikakolam-30)]. Data was collected from secondary sources. It was assumed that all children who migrated after obtaining transfer certificate, joined other schools and continued in this system. Completion and repetition rates were calculated for each of the five academic years from 1999-2000 to 2003 – 2004. Children who migrated to other schools and were not traceable were excluded from the analysis.

**Main findings:** The drop-out rate worked out through the Cohort study was 60%. Out of 11706 students only 4,569 reached class V in 5 years. Completion rate for primary cycle was 36.8%. There was an increase in the percentage of drop outs from class I to class V (from 11.7% to 39.9%). Repetition rate was highest in class V (39.9%) followed by class I (25.8%). Overall repetition rate for SC was highest (42.7%) followed by general (39.9%) and ST (30.9%). Completion rate for SC was highest (39.3%) followed by general (36.8%) and ST (29.9%).

**Suggestions:** Mandal Resource Centres should be made units for adopting strategies to reduce repetition rates and drop out rates and to increase transition rates. Mandal Education Officers should be trained in the dynamics of the Cohort Study along with the District Education Officers. {AP/11 }

Stevenson,K. & Balaswamy,B. (2006) **Evaluation of the “Vindham Nerchu Kundham” radio lessons– Statewide broadcasts for school children** *Department of Communication & Journalism, Osmania University. Hyderabad.*

**Objectives:** (i) To evaluate “Vindham Nerchu Kundham” Radio lessons broadcast for school children (ii) To provide suggestions for improvement of Radio lessons.

**Scope and geographical coverage:** The study was limited to primary and upper primary schools in three geographic regions- Coastal Andhra, Rayalaseema and Telangana.

**Method:** Survey method was adopted for the study. Multistage purposive sampling technique was adopted in the selection of sample. Two districts each were chosen from each region. Two mandals were chosen from each district and from each Mandal five schools were part of the survey. From every school 10 students each were chosen from classes III, IV & V. Overall 60 educational institutions were surveyed covering 1600 students from the three classes. Data was also collected from 126 teachers, 58 heads of the institutions and 416 parents. Semi -structured schedules were administered to students, teachers, head-teachers and parents. Data was subjected to analysis using SPSS software.

**Major findings:** All schools had radio - sets but in a few schools these were not working properly. An overwhelming majority of the teachers said that they were informed about the radio lessons prior to the broadcasts and listened to the radio lessons. A vast majority (over 80%) of student respondents listened to radio lessons; they had no problem in understanding the radio lessons. The programmes, in general, were found to be interesting by the students who favoured 'songs format'.

Head-teachers were positive about the radio lessons and confirmed that they were in consonance with the teaching objectives. Post- broadcast discussions were a regular feature in the classrooms. Head-teachers perceived an improvement in the classroom attendance and academic atmosphere. Teachers favoured 'discussion format' followed by the 'songs format'. A vast majority (82%) of the parents did not listen to the radio lessons. Nearly half of the parents did not bother to enquire from their children about the radio lessons though they had a positive opinion on the potential of radio lessons in improving knowledge levels.

**Suggestions:** Programme schedules should be supplied well in advance to facilitate better utilization. Programmes for parents should be in the evening. Suggestions for change of time from 9.30 to 10.00 may be considered. The pace should be slow in English lessons and pronunciation should have better quality. Schools should be provided with some maintenance fund. Teachers may conduct a quiz competition on radio lessons each month to ensure greater listenership. {AP/12}

Subramanyam, U. (2009) **Case studies for capturing the impact of Sarva Shiksha Abhiyan in Andhra Pradesh** *The Indian Institute of Economics, Hyderabad.*

**Objectives:** (i) To conduct in-depth study (case studies) of Residential Bridge Course centres and analyse their functioning (ii) To carry out an in-depth study of Education Guarantee Scheme centres to assess their performance (iii) To find out the extent of retention of children from these centres in regular school system (iv) To understand the reasons for high drop- out rates (v) To ascertain the usefulness of Midday meal programme in these centres.

**Scope and geographical coverage:** Study was conducted in six districts: Visakhapatnam, East Godavari, Chittoor, Kurnool, Khammam & Adilabab.

**Method:** Six districts, two from each region were sampled. From each district, six Residential Bridge Course centres and six EGS centres were selected in consultation with local officials along with schools in which the children from these centres were mainstreamed. For an in- depth study of each centre data was collected from the pupils in centres, parents, care takers, community leaders and head-teachers of school through questionnaires. Data was analysed using simple descriptive statistics.

**Main findings:** Majority (87%) of children admitted in RBCs and EGS centres belonged to weaker sections SCs (30), ST (20%) and Backward classes (38.8%). Parents of the children admitted in EGS/ RBCs were mostly illiterate (fathers: 53.4% and mothers: 76.2%) working as agricultural labourers (38.7%) and marginal farmers (21.2%). Students in RBCs benefitted from coaching in different subjects: Telugu (86.9%), Maths (65.1%) General Science (64.7%) and Social studies (69%). For most (69%) of them, ten month period of coaching in RBCs was adequate. Teachers in EGS centres and RBCs played vital role in admission of children to regular schools. Parents (82%) felt that EGS centres and RBCs were useful.

Parents' low economic status was the major reason for not sending the children to schools. EGS centres reduced distance to schools (80.5%). Majority (95%) of parents were of the view that enrollment and retention increased because of midday meal programme. Monitoring was done by teachers to reduce children's absence and dropping out (75.8%). Teacher- pupil ratio in RBCs was 1:20. RBCs helped out- of-school children to enhance their competencies to enable them to join the regular schools. Majority of RBC children were admitted in *Mandal Praja Parishad* schools for mainstreaming, leading to further drop outs. Children admitted in Residential schools continued their studies, mostly till the end of school stage.

*Sarpanches* and Community leaders were satisfied with the attendance of teachers (95.8%) and midday meals (84.7%). As per community leaders there was a need for providing toilets exclusively for girls in the schools (80%) and also regular cleaning of water tanks (60%). Children (12.5%) suffered from water- borne diseases. Admissions in regular schools increased because of establishment of alternate schools in remote areas. EGS was mainly useful for the children of young age (6 to 8 years) as for them it was difficult to walk more than a kilometer daily to reach school in another habitation. Some EGS centres were upgraded as primary schools and some primary schools were upgraded to upper primary schools. Parents were happy with availability of schooling facility (75.3%) in their locality. Pupils, parents, teachers and community were happy with midday meal scheme.

**Suggestions:** Management of RBCs should be entrusted to agencies that have capability and commitment. Regular reading and writing exercise should be taken up in RBCs for achieving good results. There should be perspective plan for mainstreaming the children into schools, especially residential schools. Long time bridge courses should be planned for children who have no education at all. Funds should be released in advance/ in time. Children with special needs should be admitted in inclusive schools to ensure their continuation.

Prototype school buildings should be planned and built to give permanence to EGS schools. Most of *vidya-volunteers* had no professional qualification. *Vidya-volunteers* should be trained for their jobs. 'EDUSAT' programmes should make learning process interesting. Necessary training should be given to para-teachers. There is need for pre-school education facility in Alternate schools. Midday meal programme needs further improvement by way of (a) increasing allocation per child (b) addressing protein needs of children (c) giving them vitamin A, iron and folic acid. (d) taking up deworming once a year (e) improving the hygiene at cooking place. {AP/13}

Uma,L., Prabha,C.R., Kranthisree,K., Suneela,S., & Praneetha. (2006) **Levels of scholastic achievement of rural elementary school children- The role of class room teaching practices** *Dept. of Human Development and Family Studies, College of Home Science, Acharya N.G.Ranga Agricultural University, Saifabad, Hyderabad.*

**Objective:** To assess classroom practices existing in rural government elementary schools in Andhra Pradesh and its effect on the scholastic achievement of children.

**Scope and geographical coverage :** The study was carried out in rural govt. elementary schools in three districts (Ananthapur, Vizianagaram and Mahabubnagar) of Andhra Pradesh.

**Method:** Survey was conducted in 30 elementary schools of the three districts. Ten elementary schools were randomly selected from each district. The schools selected represented diverse areas - remote, rural and semi-urban areas. In all, it covered 68 elementary school teachers and 900 children drawn randomly from 30 schools who were studying in classes I, III and V.

Data was collected through schedules from schools and teachers. Class room practices were also observed. Achievement test for class I Language and Mathematics, class III Language, Maths, English and EVS I & II; class V Language, English, EVS-I & II and Mathematics and Progressive Matrices test sets A, Ab, B were also administered. Data was analysed using simple statistics.

**Main findings:** Overall, majority of the schools had 3-5 classrooms (75%) and average infrastructural facilities (63%). Significant differences were noticed in school infrastructure facilities across location and districts. Most of the schools were categorized as average in terms of classroom teaching practice (85%). Significant difference was noticed in class room teaching practices across location favouring semi- urban schools. Difference in teachers' perception was observed across districts and across types of schools. In all 10% of the teachers had high and average perception towards teacher efficiency and attitude. More than half of the children's performance was high on scholastic competency test. Academic skills of elementary school children were high or very high in 70% of cases.

Significant differences were noticed in academic skills of children from different school types and across districts. More than 50% of children's performance was high or very high on scholastic competency test. Significant differences were noticed in scholastic competencies based on class, gender and district. Fifty five percent of rural elementary

children performed well on intelligence test by securing high or average scores. Significant differences were noticed in intellectual abilities of children based on class, school type and district. Intellectual abilities, academic skills and scholastic competencies of elementary school children were significantly and positively related with each other. Children's attendance was related to academic achievement. Parental occupation and education with special emphasis on mother's occupation and income, were significantly related to academic skills, scholastic competencies and intellectual abilities. Results emphasize the role of mother in enhancing the scholastic achievement of elementary school children.

Class room teaching practices were significantly and positively related to academic skills. School infrastructure facilities were significantly and positively related to children's academic skills, scholastic competencies and intellectual abilities. There was a significant relationship between academic skills, scholastic competencies and intellectual abilities of children and teacher's gender, place of residence, years of experience and attitude towards teaching. Major determinants of academic skills were class room teaching practices, teachers' attitude towards teaching, class room quality, parental education and mother's income. Major determinants for scholastic competencies were class room teaching practices, school infrastructure, teachers' efficiency and attitude, father's occupation and children's attendance. Major determinants of intellectual abilities included classroom teaching practices, teacher's attitude towards teaching, class room quality, class room facility, father's occupation and income. {AP/14}

## ASSAM

Bhattacharyya, B.K.(2007) **Impact assessment study of Convergence programme under Early Childhood Education with focus on its effectiveness in ensuring enrolment in Class I** *Institute of Advanced Study in Science and Technology, Paschim Boragaon, Guwahati.*

**Objectives:** (i)To assess retention, academic achievement, regularity of attendance, socialization pattern and school adjustment of children in class I and II after attending *Ka-Shreni* in the supported school (ii) To find out the problems in implementation of *Ka-shreni* and suggest suitable measures for tackling these problems.

**Scope and geographical coverage:** Study was conducted in 7 districts-Kokrajhar, Dhubri, Kamrup, Nagaon, Karimganj, Lakhimpur and Tinsukia.

**Method:** *Anganwadis* and *Ka shreni* schools, were selected from the list through simple random sampling. In all, 339 schools were covered, out of which 185 were *Anganwadis*, 137 were *Ka shreni* schools (schools with pre primary) and 17 other schools (with both) from the 7 districts. Data was collected through questionnaire from school, head - teachers, teachers and guardians as well as through observation.

**Main findings:** Convergence in *Ka-shreni* schools showed positive impact in terms of enrolment of children between 2003 and 2007. Activity based, joyful classroom transactions in *Ka-shreni* made children more attentive and helped in developing their socialization skills. Study revealed that all students were friendly with their classmates and seniors. Parents/ guardians also had positive views on *Ka-shreni* teaching. Majority (92%) of parents were of the view that after attending *Ka-shreni* their children were better socialized. Academic achievement of learners of *Ka-shreni* was better as majority (95%) of students were being promoted to class I. Majority (97%) of the head-teachers of schools having *Ka-shreni* support perceived effects of introduction of *Ka-shreni* as good. {AS/01}

Bhattacharyya, B.K. (2007) **5% sample checking of DISE data in 2006-07** *Institute of Advanced Study in Science and Technology, Paschim Boragaon, Guwahati.*

**Objectives:** (i) To ascertain quality, reliability and validity of DISE data of 2006-07 (ii) To suggest measures for improving the quality of data.

**Scope and geographical coverage:** Study was conducted in schools of 3 districts in the state –Lakhimpur, Dhubri & Jorahat.

**Method:** For the sample survey 5% of schools selected through random sampling method were covered from 19 blocks of the 3 districts. In all, data was collected from 301 schools.

**Main findings:** Statistics obtained from the sample varied from DISE data in respect of toilet for girls (13.4%), enrolment (9.6%), availability of furniture (6.7%), electricity (4.5%) and number of teachers (1.9%). {AS/02}

Baruah, P., Sarkar, S.S. & Hazarika, A.L.(2009) **Impact of aids and appliances on educational performance of children with special needs** *Tezpur University, Tezpur.*

**Objectives:** (i) To assess whether aids and appliances have facilitated the CWSN in their educational performance or not (ii) To know the impact of aids and appliances on enrollment and retention of CWSN in inclusive education system (iii) To know the quality of aids and appliances provided to CWSN (iv) To know the level of satisfaction of aids and appliances provided to CWSN.

**Scope & geographical coverage:** Study covered three districts- Nagaon, Dhubri & Sonitpur.

**Method:** Nine children with special needs were selected from each block of the selected districts- Nagaon (11), Dhubri (7) and Sonitpur (7) on the basis of types of aids and appliances used by them. In all 222 children with special needs (CWSN) were sampled from 25 blocks. Secondary data was collected from relevant documents. Academic records of CWSN were also collected. Primary data was collected from CWSN (222), resource teachers (32), volunteers (50), teachers (200), peer group of CWSN (225), parents (225) through questionnaires and interviews. Simple descriptive statistics were used for analysis of the data.

**Main findings:** Sampled children were mainly using three types of aids and appliances: hearing aids (67), wheel chair (69) and tricycle (79) and others (7) blind stick, crutch etc. User's manual was not received with aids and appliance; parents were not given any training/ demonstration for use of aids and appliances provided to their children. Wheel chairs and tricycles were not suited to village roads. Hearing aids too need to be properly adjusted. Some instances of CWSN being provided with aids and appliances which they do not need were also reported.

**Suggestions:** For accurate assessment of disability of CWSN, medical camps need to be organised for a limited number of children. Organise training programme for parents and teachers on proper use of aids and appliances. Provision for repair of aids and appliances by trained personnel should be made. {AS/03}

Borbora, S. & Dutta, M.K. (2008) **Drop out rate in elementary schools and reasons thereof** *Department of Humanities and social Sciences Indian Institute of Technology, Guawhati .*

**Objectives:** (i) To assess the children dropout rate for the year (2007) at primary and upper primary stage (2003-2007) and at elementary stage (2001-2007) (ii) To find out the reasons for dropouts (iii) To identify effective strategies to increase retention of children in schools.

**Scope and geographical coverage:** The study covered the government and provincialised schools in five districts viz. Bongaigaon, Kamrup, Karbi Anglong, Morigaon and Sivasagar.

**Method:** A total of 100 schools (50 primary and 50 upper primary schools/ sections were selected randomly from each district with equal representation of schools from rural and urban areas. Data was collected through questionnaires from schools and analysed using simple statistical method.

**Main findings:** At primary stage the overall drop out rate for class II was the highest (5.36%) among all classes. Girls' drop out rate was higher in class I (94.7%) and class III (5.2%) whereas boys' drop out rate was high in class II (96.1%) and class IV (2.9%) At upper primary stage the overall drop out rate was highest at class-VI. The overall drop out rate for boys was higher than girls in all classes in both rural and urban areas except in class VI in rural areas. At elementary level the overall drop out rate during the cycle 2001-07 for all sample districts was 16.9% ; boys' drop out rate (17.9%) was higher than the girls' drop out rate (15.7%). The highest drop out rate for rural areas was in class I (4.2%) and for urban areas in class-VII (2.7%).

**Suggestions:** Ensure better governance in schools. School curriculum should be made more attractive. Increase awareness of different stakeholders of their role in improving retention. {AS/04}

Bhatta, B.K. & Bora, P.K. (2009) *Joyful learning of Ka- sreni - An impact study Nowgong Girls College, Nagaon*

**Objectives:** (i) To find out the percentage of enrolment in the last three years in the schools of *Ka- sreni* supported schools and schools not supported by *Ka- sreni*. (ii) To study attendance of children in these schools (iii) To assess academic achievements of children in these schools (iv) To assess status of retention of children in these schools (v) To identify the teaching learning processes in *Ka- sreni* with special focus on elements of *Ka- sreni* training and utilization of materials.

**Scope & geographical coverage:** The study was conducted in four districts. Bongaigaon, Karimganj, Nagaon, Nulbari, Sivasagar and Sonitpur.

**Method:** Fifty schools supported by *Ka- sreni* were sampled from each district along with an equal number of schools not supported by *Ka- sreni*. Due weightage was given to the number of schools in a category present in the blocks. In all 300 schools of each type were sampled from the six districts along with 150 *Ka-sreni* workers engaged in schools. Secondary data was collected from relevant documents and primary data was collected through questionnaire and observation. Data was analysed using simple descriptive statistics. Qualitative data was content analysed.

**Main findings:** The percentage of enrolment in class I from *ka- sreni* showed an increase in trend (76%-100%) in all the districts over the years in schools with *Ka- sreni*, as well

as schools without Ka- sreni. through multi- stage stratified random sampling with proportional allocate on and without replacement .Increase in attendance of students in all classes across districts was also observed in all the classes of schools not supported by *Ka- sreni*. District wise variation were evident amongst schools of both type. Academic achievement of students from *ka- sreni* un supported schools. In all subjects and in all classes was observed to be poor when compared to students from ka- sreni unsupported schools.

Dropout in class I over the years showed a declining trend in schools supported by Ka- sreni however no such trend was seen for class II and class III. In schools not supported by Ka- sreni no significant pattern for retention was evident for any of the class.

It was observed that in most of the schools teaching learning aids were being used viz Thematic activity book (86.3%), songs, rhymes and games book (83.3%), TLM kit box (79%), drawing and coloring book (74%), crayons, pencil & eraser (83.7%), play material (53.7%), Beginners English (85.3%) , Karmaputhi (86%). Teaching learning process was activity based in schools supported by Ka-sreni (83.3%) and schools supported by ka-sreni workers (76.4%).{AS/05}

Chakravarty,K. (2007) **A study on evaluation of the functioning of centres for hard to reach children (HTR centres) in urban areas with focus on the coverage of working children** *Manikuntala Mahila Unnayan Kendra, Kharghuly, Guwahati.*

**Objectives:** (i) To study the enrolment status in the centres (ii) To find out the constraints in enrolling and retaining the working children (iii) To study the regularity and rate of mainstreaming (iv) To know category wise enrolment of children (v) To assess the achievement level of students particularly in language and mathematics (vi) To find out the nature of migration of the children (vii) To ascertain the involvement of community (viii) To assess the performance of *Siksha karmis* (ix) To suggest measures for increasing the enrolment, attendance and retention of students.

**Scope and geographical coverage:** Study covered HTR centres in 5 districts- Kamrup, Dibrugarh, Barpeta, Bongaigaon and North Lakhimpur.

**Method:** In all 50 centres from 5 districts were covered under the study. Primary data was collected from *Jyoti kendras, Shiksha- karmis*, students, parents and members of Ward Education Committees through interviews and observations. Secondary data was collected from the related documents obtained from districts and State level office. Data was analysed using simple descriptive statistics.

**Main findings:** Most of the centres lacked adequate facilities. The number of enrolled children in sampled centres was 1728. Out of these 473 (27.4 % ) were working children and the rest were non -working children. Majority of these children (41%) were in district Kamrup, followed by Dibrugarh (13%), North lakhimpur (10%), Barpeta (6.3%) and Bongaigaon (5.4%). Higher number of working children were observed in Dibrugarh (52.1%) and Bongaigaon (40.3%). Attendance of the children in these districts was also

relatively higher. Most of these children were never enrolled in any regular school/ centres (77.6%) and some (22.4%) were dropouts. Achievement of these children was better in Mathematics (94%) than Language (63%). District wise variations were observed in mainstreaming of children- Kamrup (20.1%), North Lakhimpur (9.9%), followed by Dibrugarh (8.9%), Nagaon (8.8%), Bongaigaon (8.8%) and Barpeta (7.3%). Over all success rate in mainstreaming these children was low (13.4%).

Parents' lack of interest in sending children to the HTR centre, children's lack of interest in studies and lack of publicity were cited as reasons for low enrolment of children in the centres. {AS/06}

Choudhury, A. N., Pranab, J. & Bharali, G. (2008) **Impact of IED intervention in the areas with full resource support and partial resource support provided from SSA- a comparative analysis**, *Xavier's Foundation for Social & Educational Development & Research, Guwahati.*

**Objectives:** (i) To find out the actual use of aids & appliances by children with special needs and their benefits to them (ii) To find out the impact of IED interventions on the parents and teachers in handling the CWSN and community awareness (iii) To evaluate the effectiveness of existing resources and to ascertain the areas for their strengthening (iv) To make a comparative analysis between the areas with full resource support and with partial resource support provided by SSA (v) To identify the problem areas and suggest suitable modifications in interventions.

**Scope and geographical coverage:** Five districts of Assam viz. Kokrajhar, Nalbari, Kamrup, Tinsukia and Hailakandi were covered for the study.

**Method:** Stratified random sampling was used for selecting sample for the study: CWSN, their parents, resource teachers, volunteers. Data collection was done through observation (both participant and non-participant), interview and socio metric techniques.

**Main findings:** The Resource teachers (RTs) and volunteers provided home based education and counseled parents. Around 50% of parents felt that their CWSN were treated like other children. Respondents expressed satisfaction with resource support in areas with full resource support (40%) under SSA and with partial resource support 38% under SSA. Majority of the children were not satisfied with the aids and appliances supplied to them. Teachers' attitude towards students needed improvement.

**Suggestions:** Consultative Body at state and district level may be formed for assisting and coordinating the awareness programmes for IED. NGOs may be involved in providing support services to CWSN. Aids and appliances for CWSN should be of good quality and adequate in number. Architectural barriers in schools to be removed for easy access to CWSNs. Remedial classes for CWSN should be carried out along with the regular school days. {AS/07}

Changkakati, S. & Singha, A. (2009) **Effectiveness of Education Guarantee Scheme in minority concentrated districts of Assam** *Assam centre for Rural Development Guwahati*.

**Objective:** To document the state of the primary school system in minority concentrated areas of Assam, focusing on the effectiveness of EGS centres.

**Scope & geographical coverage:** The study was conducted in district Barpeta, Bongaigaon, Cachar, Darrang, Dhubri, Goalpara, Haikandi, Kamrup, KakraJhar, Morigaon, Nagaon, N.C.Hills and Karimganj.

**Method:** The study 259 EGS centres spread across 13 districts. Data was collected through monitoring formats, achievement tests and discussion. Quantitative data was analysed using simple descriptive statistics.

**Main findings:** The enrollment of girls and boys do not differ much in most of the centres. Their achievement was higher than boys in some of the centres. In many schools instances of 'rote learning' was seen. Shiksha mitras used local language in the centres. Medium of instruction in the centre was Assamese this resulted in learning barriers. TLMs were not used in many centres. Mid-day meal was being provided to the students in all the EGS centres. Preparation of mid-day – meal was taken care of by the village community or VEC in many schools. In some of the centres community took interest in generating resources from other sources to construct the school building. Performance of Shiksha mitras need to be improved through regular training and orientation programme. {AS/08}

Das, D. (2007) **Evaluation of the impact of IED intervention with focus on enrolment and retention in the school** *Gauhati University, Guwahat*.

**Objectives :** (i) To examine the enrolment status and retention level of children with special needs (CWSN) (ii) To find out the level of awareness and attitude of teachers and common people towards CWSN (iii) To find out the causes of drop out of CWSN.

**Scope and geographical coverage:** Study covered 5 districts -Dibrugarh, Nagaon, Barpeta, Darrang and Karimganj.

**Method:** Study was conducted in 53 schools from the 5 districts. Data was collected from school records, observations and interviews from head-teachers, teachers and parents and analysed using simple descriptive statistics.

**Main findings:** Over the last three years there has been improvement in identification of CWSN (57.6%). Out of the total CWSN identified, two third (68.4%) were enrolled in the schools in 2006-07. Retention level of CWSN was high (99.4%). Insufficient infrastructure (27.6%), level of disability of CWSN (20.4%) and lack of parent's cooperation (9.3%) were some of the major problems faced in implementation of IED intervention in Assam. Parents (52.7%) stated that IED intervention has improved their

children to some extent. Some (39.5%) stated that it had a positive impact on their children with special needs, but very few (7.7%) felt that intervention had any great impact on the personality and behavior of CWSN. {AS/09}

Dhireswar,K. and Choudhury, H. K. (2008) **Efficacy of Science and Mathematics teaching in elementary stage and its effects on students' proficiency in Science and Mathematics** *Assam Science Society, Lamb Road, Latasil, Guwahati.*

**Objectives:** (i) To find out the efficacy of the prevailing (Science & Mathematics) teaching-learning processes in primary & upper primary schools (ii) To assess children's academic performances in Science and Mathematics (iii) To identify children's attitude to Science & Mathematics (v) To suggest effective strategies to improve teaching learning.

**Scope and geographical coverage:** Primary and upper primary schools in process five districts of Assam viz. Sonitpur, Lakhimpur, Jorhat, KokraJHar and Cachar were covered under the study

**Method:** Five lower primary and 5 upper primary schools were sampled randomly in each district along with 2-3 secondary schools. The data were collected from the head-teachers, subject teachers (Science & Mathematics), students and guardians through questionnaires.

Secondary information was collected through results of exam conducted by the Society, Annual Examination conducted by the schools.

**Main findings:** Students' achievement in mathematics was found to be poor at all stages. Teachers teaching Mathematics and Science were qualified but not properly trained. Teaching learning materials were not used effectively. Teachers mostly taught through text books instead of demonstration in teaching science. Not much importance was given to remedial classes.

**Suggestions:** More efforts are needed to improve the transaction method for teaching Mathematics & Science. Strengthen the existing mechanism of providing academic support to the teachers. {AS/10}

Hussain,T.A.& Hazarika, R. (2008) **Functioning and effectiveness of involvement of members of various Peoples Committees in SSA activities** *North East Social Trust (NEST), Golaghat, Assam.*

**Objectives:** (i)To ascertain the involvement of various members of People Committees in the development of elementary education (ii)To understand the implication of role of the Peoples Committees on teachers' accountability (iii) To identify the scope of involvement of members of Peoples Committee in developing the concept of community ownership in educational system (iv) To ascertain the possibility of making Peoples Committees as supervision and monitoring agencies for better functioning of school (v) To explore the opportunities of fund mobilization by Peoples Committees for development of elementary education.

**Scope and geographical coverage:** Study was conducted in 5 districts of the state- Golaghat, Lakhimpur , KokraJHar , Karimganj & Darrang.

**Method:** A survey was conducted in 27 blocks of the 5 districts of the state. From each block at least 10 CRCs were sampled. Data was collected from head-teachers, PRI members and village headmen, parents, donors, community members, students, official representatives, members of civil society organization and mothers' groups through questionnaires, interviews and observations.

**Main findings:** Peoples Committees (PCs) were formed in each school, village, ward *Gaon Panchayat* and in most of the tea gardens, but all of them were not active. The level of motivation of the members of Peoples Committee was extremely poor. Nearly half (45%) of the committees held no meeting last year, very few PCs (8%) held 6 or more meetings in a year.

Nearly one fourth (26.8%) of the total PCs conducted annual audit of the fund. SMCs were found to be more vibrant than the other committees. One third of the Peoples Committee members were women. Nearly half (49.8%) of the members of these committee were in the age group 26 – 45 years. A few PC members (1.7%) were illiterate while 20.5% members had academic qualification of higher secondary and above. Different PC members monitored the work of teaching and non-teaching staff individually or in groups by checking registers and/or by other innovative methods.

In non-PRI areas, KokraJHar and Darrang districts, student leaders were found to be vigilant and proactive in improving the educational milieu.

**Suggestions:** Linking of People's Committees (PCs) to PRI bodies, as per the Activity Mapping of the 11<sup>th</sup> Schedule of the Constitution of India, could enhance efficacy of PCs. {AS/11}

Hazarika, D. (2009) **Effectiveness of the present evaluation system in elementary level** *Society for Socio- Economics Awareness and Environment Protection, Nagaon.*

**Objectives:** (i) To assess the impact of the present evaluation system on learners (ii) To identify the practices adopted by teachers in connection with the present evaluation system (iii) To understand the views of the parents / guardians regarding the present evaluation system (iv) To ascertain the effectiveness of students' evaluation register in teaching learning (v) To assess the standard of question papers meant for mid-term and end term evaluations throughout the study area.

**Scope & geographical coverage:** The study was conducted in five districts- Bongaigaon, Kamrup, N.C., Hills. Sibsagar and Sonitpur.

**Method:** Survey covered 15 schools from 5 districts (30 schools/ district ) selected randomly with equal representation to urban and rural schools. From each district, 2

single teacher schools were sampled. Data was collected from head-teachers (146), assistant teachers (259), students (502) and parents (100) through questionnaires and interviews. Secondary information was gathered from Mission Office at state, district and block level. Data was analysed using descriptive and inferential statistics.

**Main findings:** Two third (67.3%) of the head-teachers received text books in time for distribution. Most of the schools (70%) had teachers trained in setting question papers. Quality of question paper was rated as average or below by few (9.5%) head -teachers. Some head-teachers (44.2%) were in favour of a centralized body for setting question paper to address the issue of lack of consistency and uniformity in the quality of question papers across schools.

Most of the schools (89.8%) were able to complete the course in time, however this was not so in 6 out of 11 single teacher schools. Most head-teachers (78%) were in favour of regular monthly evaluations and ensured updating of the monthly evaluation registers (65.3%), marks were converted into grades (59.9%), Many of them were not clear about the process of calculation of grades and hence most of the grades entered were wrongly calculated. Most (68%) of the schools had teachers trained in evaluation process.

Regular remedial learning exercise for academically at students were conducted in schools (70%). Students' lack of interest (11.3%) and lack of teachers (8%) was sighted as reason for not holding such classes in other schools. Most head-teachers (83.7%) rated evaluation system as good/ very good.

Most of the teachers (79.2%) consider question paper as ideal tool for evaluating students. Training was received for setting question paper by teachers (52%) and it was observed to be adequate by 39%. Analysis of the actual weightage given to questions on knowledge, understanding, application and skill indicated that out of 73.6% of teachers who followed blue print only half (40.1%) could allocate the desired weightage to respective categories . Nearly a quarter of the teachers (22.4%) reported questions papers as average. Monthly evaluations were considered necessary by teachers (83%). Few teachers (12.7%) evaluated answer sheets on the same day in the class. Most of the teachers (73%) stated that evaluation registers were being updated timely.

Mostly teachers (61.4%) preferred marks over grades. Interestingly students (69.3%) prefer grades to marks. Most of the teachers (60.2%) had not received any training in answer -script evaluation. Problems faced during answer-script evaluations included illegible handwriting of the students (15.4%) lack of time (11.4%), no provision of detaining weak students (8.1%), lack of training and guidelines (4.4%). Most of the teachers (88.8%) felt that fifty marks in the mid and end terms evaluation was adequate. More than half t (58.3%) of the teachers conduct remedial classes. Two third (66.4%) of the teachers consider remedial programme a success. Most teachers (83%) consider present evaluation process as good/ very good.

Most students (67.7%) stated that monthly evaluations are being conducted regularly and results were declared in time (89.2%), course books were received in time (70%). Nearly

half (49.2%) of them felt that question papers were good, they get adequate time to attempt questions (73.7%) they were satisfied with present evaluation system (66%), time to attempt questions (73.7%) , their parents interact with teachers (49%). {AS/12}

Kalita,D.K.(2007) **Evaluation of the functioning of AIE centres with focus on retention of mainstreamed children in the formal schools** *Population Research Centre, Deptt. Of Statistics, Gauhati University, Guwahati.*

**Objectives:** (i) To know the enrolment status in the *Shishu Shiksha Kendras* (SSK) (ii) To find out the attendance rate of the mainstreamed children in formal schools (iii) To assess the achievement level of children mainstreamed in formal schools (iv) To examine the constraints faced by the children of higher age group (i.e. 10-14 years) in getting admission during mainstreaming (v) To find out the level of community involvement in SSK (vi) To assess understanding of the role/responsibilities and involvement of *Siksha Karmi*.

**Scope and geographical coverage:** Study was conducted in 5 districts -Dhubri, Kamrup, Sonitpur, Sibsagar and Cachar.

**Method:** Present survey covered 125 *Shishu Shiksha Kendras* (SSKs) and 75 schools where children were mainstreamed from the 5 districts. Data was collected from community members (90), learners in SSKs (234), students in mainstream schools (138), parents (99), District Quality Managers (DQM) (45), through interviews and observations.

**Main findings:** The average enrolment of the AIE centres was found to be 29 children per centre with a very high retention rate (90%). Nearly half of the children (47.4%) were regular. A few children (18.3%) got mainstreamed to formal schools; of these 54% were boys & 46% were girls. Highest percentage of mainstreamed children was observed in Sonitpur district (29%) and lowest in Kamrup district (8%). Mainstreamed children show moderate achievement in their schools.

Mainstreamed learners got equal attention from teachers (98.6%) and their classmates were friendly (96.4%). Monthly evaluation was being carried out in most (92.8%) of the centres. Total retention rate was 89.5% and dropout rate was 10.5%. A positive relation was found between attendance of learners and mainstreaming. A negative relationship was found between attendance of learners and dropouts. Most of the *Shiksha Karmis* (93%) were aware of their roles and responsibilities at least to some extent. Almost all of them had acquired minimum qualification. {AS/13}

Kalita, D. K., Pathak, G. & Das, D (2008) **Coverage and effectiveness of Residential Bridge Course centres of Assam in bringing the out of school children including Child Labour to the fold of Elementary Education with special reference to the retention of mainstreamed children in formal schools** *Population Research Centre, Deptt. of Statistics, Gauhati University, Guwahati*

**Objectives:** (i) To evaluate the overall management of RBC centres including the teaching learning processes adopted therein (ii) To know the status of children in formal school mainstreamed from RBC centres (iii) To document the activities including the achievement of RBC centres (iv) To ascertain the need and possibility of extension of the RBC programme in the state.

**Scope and geographical coverage:** The study was carried out in eight districts of Assam viz. Barpeta, Bongaigaon, Kokrajhar, Goalpara, Dhubri, Darrang, Sonitpur and Karbi Anglong.

**Method:** Survey was carried out in all Residential Bridge Course centres (9) in 8 districts. Data was collected from the RBC centres (9) its students and their parents along with schools in which children from these centres were mainstreamed, children who were mainstreamed and children who were mainstreamed from these centres, local advisory board members, community leaders and students who dropped out from these centres. Data collected in the study was analyzed using simple statistics.

**Main findings:** Overall, two third of learners (66%) have been mainstreamed from RBCCs. The percentage of drop out from RBCCs since inception was 8%. The learners of RBCCs excelled in co-curricular activities like singing, dancing, quiz competition etc. Almost all the RBCCs had first aid facility and most of them organised free health check up camp. Most of the RBCC learners (63%) performance was average. The head-teachers of formal schools were not found to be eager to enroll learners from RBCCs.

**Suggestions:** Local Advisory Committee and VEC need to take more interest in RBCCs. Supervision and monitoring of RBCCs need to be strengthened. Parents of the learners need to be motivated. Vocational training may be provided to the older learners. The concerned authority should take necessary steps to ensure retention of the mainstreamed learners. {AS/14}

*Kakoty, C. (2008) Post enactment scenario of Child Labour ( Prohibition & Regulation) Act, 1986 in terms of education to the DUC with special reference to working children covered by SSA, Assam North East Society for the Promotion of Youth and Masses [NESP YM] , Guwahati.*

**Objectives:** (i) To know the status of children including working children in Jyoti Kendras (ii) To understand the constraints in enrolling and retaining the working children (iii) To identify the awareness amongst the parents and communities regarding enactment of the Child Labour Act (October 10,2006) (iv) To assess the status of release of child labour from their working place and their enrolment after enactment of the Child Labour Act and also after amendment of Child Labour Act (v) To identify the involvement of community, organization & department (vi) To assess the involvement and accountability of the Siksha Karmis (vii) To suggest means for the protection and rehabilitation of hard to reach children, increasing their enrolment, attendance, retention and achievement (viii) To track retention of mainstreamed working children in formal school.

**Scope and geographical coverage:** The study was carried out in the districts of Barpeta, Cachar, Jorhat, Kamrup and Tinsukia.

**Method:** The survey was carried out in Jyoti Kendras (100) selected randomly. Data was collected through interviews from shiksha karmis of Jyoti Kendras (100) and members of ward Education Committees.

**Main findings:** The Jyoti Kendras had enrolled quite a large number of hard-to-reach children. Functioning of Ward Education Committees was not satisfactory. There was no coordination in activities of Documentation, monitoring and supervision. Involvement of the community was low. Pace of mainstreaming was slow.

**Suggestions:** Infrastructural facilities and services of the Jyoti Kendras need to be improved through networking with other departments. Community participation and their sense of ownership of Jyoti Kendras need to be augmented. Ward Education Committees need to be strengthened. Documentation should be more comprehensive. {AS/15}

Karmakar, A., Deka, P. & Bhadra, S. (2008) **Teachers' absence in primary and upper primary schools** *Oxi-zen Research Group, Kolkata.*

**Objectives:** (i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school because of different reasons (ii) To find out the average number of teachers present on a typical working day (iii) To find out the difference between absence rate of teachers, by gender, category and social groups in primary and upper primary schools (iv) To find out as to what extent the school-related and personal factors contribute to teacher's absence (v) To find out the reasons of absence for teachers and (vi) To assess the effect of teachers' absence on attendance of students in primary schools and upper primary schools

**Scope and geographical coverage:** The study covered schools in four districts viz. Goalpara, Barpeta, Dibrugarh and Golaghat.

**Method:** A total of 360 schools were sampled through stratified random sampling method, out of these 300 schools were primary schools and 60 were upper primary schools with equal representation of rural and urban areas. Data was collected from head-teachers, teachers and students through questionnaires and interview during of three visits with an interval each one month.

**Main findings:** On an average absence rate of teachers at primary stage was 85% and 81% for upper primary stage. Attendance rate of teachers in rural area was lower (81%) than that of teachers in urban area (86%). Time spent in teaching was slightly higher for community teachers (82%) than regular teachers (80%). More teachers in rural schools (25%) were found to be engaged in non-teaching activities than teachers in schools (21%) in urban area present were engaged in non-teaching activities. Teachers remained absent mostly on account of health or family related problems. Commuting problem and being engaged in other activities were also the reasons at times. Attendance rate of

students on previous day at primary stage was nearly 69% on a day prior to visit on the day of visit it was 65% in rural area and 68% in urban area. At upper primary stage it was 65% on previous day and 58% on the day of visits. No significant correlation existed between students' and teachers' attendance. The percentage of working days lost were between 8-10% for teachers at primary and upper primary stage. Number of days lost by teachers in attending training/ meeting on working days was 6. Not much variation was observed in the absence rate of teachers from different categories (7.8%- 9%) at primary stage and (8.6% - 11%) at upper primary stage.

**Suggestions:** Introduce a system of monitoring teachers' performance and attendance. Increase community awareness and participation in school's monitoring and activities. Minimize assignment of non teaching activities to teachers. {AS/16}

Kanwer, S. & Sarmah, J.S. (2009) **Involvement of Panchayati Raj Institutions (PRIs) in school support system** *Deptt. of Political Science, Gauhati University, Guwahati.*

**Objectives:** (i) To understand present status and scope of PRI involvement in SSA activities (ii) To identify impediments and prospects to involve PRI in universal elementary education activities (iii) To suggest measure for strengthening PRI for school community linkage in Assam.

**Scope & geographical coverage:** The study was conducted in 4 districts Kamrup, Cachar, Dhubri and Sibsagar.

**Method:** In all 187 gram panchayats were covered in the study from four districts, care was undertaken to represent all the blocks in the four districts. Data was collected from members of gram panchayat (1185), Anchalik Panchayat (133), Zila parishad (33), SMC (1041) and head-teachers (640) along with students (570) of class 1 to class VIII and their guardians (470) through questionnaires. Quantitative data was analysed using simple statistics and qualitative data was content analysed.

**Main findings:** The involvement of PRIs in school support system was low. The linkage between community and school was weak.

**Suggestions:** There is need for decentralized management and greater investment on developing skills among teachers and community leaders for effective management of schools. Adequate administrative and financial guidelines should be developed by state governments for Panchayats to work towards the cause of universalisation of elementary education. The issue of resource mobilization by schools needs to be done through effective schemes and necessary changes where required. Resource generation schemes (Earn while you learn, optimal land utilization, skill based education system etc.) if properly managed, will be instrumental in establishing / strengthening linkages between PRIs, local community and school management. Develop a system of incentive/ recognition for good performance of community organization/ individuals. Special training programmes to be organized by NGOs to contribute to enhancement of family earnings. {AS/17}

Kalita, D.K. & Pathak, G.(2009) **A study on the role of Assamese Radio Programme-*Sanyog* in promoting UEE with special reference to Alternative Schooling Population Research Centre, Gauhati University , Gauhati.**

**Objectives:** (i) To study the coverage and overall implementation of the programme (ii) To assess the impact of the programme in facilitating children's learning (iii) To assess the impact of the programme in creating awareness on the issues of the child labour and out of school children (iv) To identify problems, if any, faced in the implementation of the programme (v) To suggest corrective measures, if any.

**Scope & geographical coverage:** The study was undertaken in 5 districts- Kamrup, Nalbari, Dibrugarh, Tinsukia and Sivasagar.

**Method:** All blocks of sampled districts were covered under the study. In all the study covered 32 EGS, 85 Shisho Shiksha Kendras , 25 centres for hard to reach children and 8 Residential Bridge courses. Primary data was collected through questionnaires from Shiksha Karmis/ Mitras of these centres, District Project Officers, DUC co-ordinator listeners and students. In addition, secondary data was collected from state and district level project offices. Data was analysed using simple descriptive statistics.

**Main findings:** Majority (99%) of the sampled centres (150) had radio sets in working condition and were provided with battery (82%). Radio sets were of good quality (93%). Disturbance in centres was reported by some (15%) centres. As per Shikhsa Karmis/ Mitras the main objective of the programme was to attract out of school children to school (34%) to provide education to all children (32%) knew exact time of the programme. Most of them had radios (93%) and brought (60%) radio set always to schools, few (3%) do not bring radio even on the day of programme. Some of the Shikhsa Karmis/ Shiksha Mitras (14%) do not listen to the programme. Time of broadcasting of programme was considered as inconvenient by many Shiksha karmis/shiksha mitras (71%). As per the Shikhsa Karmis/ Mitras. Sunday is more convenient day for broadcasting (82%), timing could be between 10 to 11 or 12.30 to 1.00 P.M. Time limit of programe need to be extended to 30 mintues from present duration of 15 minutes.

Majority of the students (73%) were aware of the day of broadcasting and understood the language programme '*Sanyog*' and found the programme as good (70%). Learning level was moderate for many students (47%) and good for few (22%). Most of the community members (73%) were not aware of the programme, some (25%) came to know of it from Shiksha Karmis / Mitras, some of them (22%) heard about 'child labour' from '*Sanyog*'. Most of them (86%) found the present time schedule as inconvenient and suggested that it should be broadcasted on Sunday (81%) {AS/18}

Mahanta, U.J. & Barua, P.K.(2008) **Assessment of teachers' competencies and teachers' performance North East overall Welfare Action Implementation Society (NEWAIMS), Jorhat, Assam.**

**Objectives:** (i) To find out teachers' motivation level, subject knowledge, competence in lesson transaction with special reference to competency based, child centred teaching – learning process and concurrent evaluation (ii) To assess students' achievement (iii) To suggest proper strategies for delivering quality education. (iii) To know the impact of SSA- in-service training and the training given in teachers' training institute.

**Scope and geographical coverage:** Five districts of Assam viz. Sivasagar, Nagaon, N.C. Hills, Hailakandi & Dhubri were covered under the study.

**Method:** Altogether 50 elementary schools covering both urban and rural areas were selected from the five districts through purposive random sampling. Data was collected through interviews questionnaires and observation. Achievement tests were also conducted for students of class IV and class VII (in language and mathematics). Questionnaires were administered to 320 teachers, 141 teacher colleagues, 49 head-teachers, 125 supervisors and 500 students language and mathematics tests were administered to 1190 students. Class observation was conducted in classes of 146 teachers. Data was analysed using simple descriptive statistics Qualitative data was content analysed.

**Main findings:** The existing level of teacher competence and performance was quite inadequate. Instances of pupil participation, use of TLM, group learning, demonstration, activity based teaching etc. were less and needed improvement. Teachers' skills in curriculum transaction through competency based and child centres method need to enhanced. Teachers' motivation level was low. In- service training organized by Elementary Teacher Training Institutes have not made any discernible impact. Factors such as lack of school supervision, head-teachers' ignorance about school management skills, lack of commitment are prevalent at the field level.

**Suggestions:** Special emphasis should be given on basic aspect of language teaching in in-service training programme. Rationalisation of teachers be taken up by the authorities concerned to solve the problem of high PTR. Supervision and inspection of schools should be more rigorous. Demonstration classes by efficient teachers may be arranged from time to time for capacity building of the teachers, Action research projects need to be popularized. {AS/19}

Pathak, M. (2009) **Effectiveness of Karjya Patras (Activity books) in activity based learning and in multi- grade situation** *Environmental Research & Evaluation Centre Guwahati.*

**Objectives:** (i) To assess teachers' competencies in transaction of lesson with the help of Karjyapatras (ii) To ascertain motivation level of learners in using Karjyapatras (iii) To find out about the use made of Karjyapatras by the teachers and remedial measures thereafter (iv) To know the effectiveness of Karjyapatras in activity based teaching learning process (v) To identify impact of Karjyapatras in multigrade situation.

**Scope & geographical coverage:** The study was conducted in primary schools of five districts: Kamrup, Barpeta, Darrang, Marigaon and Jorahat.

**Method:** Twenty schools each were sampled from the five districts, of which five were schools in multigrade situation. Equal representation was given to urban and rural area in selection of schools. Data was collected from teachers (335) and students (1830) through questionnaires as well as observations. Data was analysed using simple statistics.

**Main findings:** Karjyapatras (KPs) were not distributed timely to all children in the districts under study. In the months of visit (Feb-Mar, 09) only 55% of required Karjyapatras were received 60 schools had received KPs partially and 12 schools had received no KPs. Amongst the sampled schools nearly one third had no fixed time to use KPs along with text books in nearly quarter (24%) of schools used KPs with text books for 20-40 minutes daily in others (44%) time devoted to use of KPs with text book was 40 minutes and above.

Most of the teachers stated that there was enough scope for students to read and write in KPs (85.9%) and these help in thinking critically & motivating students to learn (84.6%). Most of the teachers who used KPs checked them in each period (78.8%) and also undertook remedial measure (80.9%) to improve students' learning. Students said that their teachers check KP (72.2%) regularly (68.9%) and make correction in KPs (67%).

The teachers help in solving the activities of the KP was 96% where KPs were received. The duration of time in Karjyapatras transaction in the classes varied from school to school 20 to 40 minutes. Teachers helped in transaction of Karjyapatras as per schedule (100%). The use of KP with text books simultaneously in four classes by the teachers was 78.6% for those schools where all KP were received by the students. The scope for reading and writing in Karjyapatras by the learner was high in teachers (81.7%) view. It also motivated students (81.7%). In classes which received KP, these were checked by teachers/group leaders (78.8%). Majority (80.5%) of teachers had taken remedial measures after checking KP. As per students, the checking of KPs in the classes was done by the teacher (71%) and by group leader (15.5%). The rate of effectiveness of Karjyapatras in group learning and subject wise activity was 69.3 for those students who received all copies of karjyapatras. 42.4% of the teachers who responded found it difficult to handle Text book without KPs. Students find KP interesting and helpful in understanding the subject as per teachers (76.5%). Timely checking of KP by teachers and remedial measures taken thereafter was reported both by teacher & Group leader (96%) where all copies of KPs were received. The time period for transaction of one copy of KP was found one period on an average except in four schools. Many teachers did not maintain routine/ schedule because of single teacher in the multigrade schools. The effectiveness of KP in teaching and learning process was considered as good by most students (61.8%).{AS/20}

Phukan, M. & Handique, M. (2008) **Impact of Ka-Sreni on retention and reduction of school dropouts** *Department of Child Development and Family Relation, Faculty of Home Science, Assam Agricultural University, Jorhat*

**Objectives:** (i) To assess school dropout and status of retention of children in class I, II and III who attended *Ka-sreni* schools supported by a) Anganwadi workers b) trained teachers and c) schools where *Ka-sreni* was being run without *Ka-sreni* trained teachers or trained Anganwadi workers (ii) To find out the enrolment in class I in last two years in schools of above categories (iii) To ascertain the attendance of children in these schools (iv) To assess the academic achievement of children from class I onwards in schools of above categories (v) To assess the utilization of materials provided by SSA in the implementation of *Ka-sreni* in the supported schools (vi) To identify socialization pattern and discipline/manner of children from *Ka-sreni* onwards in the class room situation.

**Scope and geographical coverage:** Study covered 5 districts i.e. Jorhat, Golaghat, Morigaon, Bongaigaon and Hailakandi.

**Method:** The study was conducted in the schools supported by (i) Anganwadi worker (186) (ii) *Ka-Sreni* trained teacher (216) and (iii) schools where *Ka-sreni* is being run without *Ka-sreni* trained teachers or trained Anganwadi workers (168). In all, 570 schools were covered in the study. Anganwadi worker supported schools were those schools where Anganwadi workers received induction training on *Ka-sreni* in 2003-04 to 2005-06 in Jorhat, Golaghat and Hailakandi and in 2004-05 or 2005-06 in Morigaon and Bongaigaon. In case of *Ka-sreni* trained teacher supported schools, only those schools were selected where teachers received induction training on *Ka-sreni* in 2004-05 and 2005-06. Schools in third category were selected randomly. Data was collected through a questionnaire cum interview schedule and observation. Academic achievement of children (5 each) from class I - III was assessed through a written test in Maths, English, Science and General Knowledge besides the annual examination record. Data was analysed using simple descriptive statistics.

**Main findings:** Number of dropouts was found to be the highest in schools where *Ka-sreni* was being run without the support of *Ka-sreni* trained teacher or trained Anganwadi worker. In all three categories of schools, dropout was found to be more in class I as compared to class II and class III. Number of dropout was found to be less in class III in comparison to class I and class II in all three categories of schools. District to district variations were there; the dropout rate was highest in district Morigaon in schools supported by Anganwadi worker /*Ka-sreni* trained teacher, while in case of other type of schools (not supported by Anganwadi workers/ *Ka-sreni* trained teachers) the dropout rate was highest in Jorhat district. The percentage of retention was found to be highest in schools supported by Anganwadi workers (Bongaigaon and Hailakandi district). The average attendance was highest in *Ka-sreni* trained teacher supported schools compared to other schools. In *Ka-sreni* trained teacher supported schools the number of children securing A grade (in average) was found to be highest. The percentage of marks obtained by children was found to be highest in schools supported by Anganwadi workers. Teaching learning materials provided by SSA were used frequently by the teachers. The overall socialization pattern of the students in these schools was more or less the same. {AS/21}

Sarkar,S.S. & Baruah,P.(2007) **Evaluation study of the functioning of EGS centres with focus on learning achievement level of the children** *Deptt. of Business Administration, Tezpur University, Tezpur.*

**Objectives:** (i) To find out the enrolment pattern in different classes (ii) To ascertain classwise attendance of children (iii) To find out the academic competencies of children studying in different classes ( iv) To know the status of admission in class V in upper primary schools (v) To understand the impact of EGS centres in creating interest of community towards education and sustaining their interest (vi) To assess the condition of EGS centres.

**Scope and geographical coverage:** The study was conducted in 3 districts: Darrang, Sonitpur and Nagaon.

**Sample:** Study covered 145 EGS centres from the 3 districts.

**Main findings:** The average attendance rate of learners in EGS was 78%. A trend of decrease in enrolment was observed with increase in grade. Major reasons of drop out included poverty, parents' ignorance and children being engaged in household work. The academic performance of learners improved gradually with promotion to upper classes. Major problems in running the EGS centres included inadequate infrastructure, shortage of time, language problem, inadequate TLM and problems related to Mid-day-meal. {AS/22}

Sarkar, S S. and Baruah, P (2008) **Effectiveness of Education Guarantee scheme in covering out of school children in Assam** *Department of Business Administration, Tezpur University Napaam Assam.*

**Objectives:** (i) To ascertain the need of EGS centres for facilitating access to school (ii) To assess the level of academic achievement in EGS centres (iii) To track the retention of EGS learners in upper primary schools (iv) To assess the competency level of EGS learners in upper primary schools (v) To study the reasons for dropouts and suggest remedial measures (vi) To compare the average attendance of EGS learners with that of students from formal schools.

**Scope and geographical coverage:** The study covered EGS centres and school in five districts viz. Dhemaji, Dibrugarh, Goalpara, Golaghat and Nalbari.

**Method:** The block having the largest number of EGS centres was selected from each district. In each block, first three habitations with largest number of EGS centres were selected. From each habitation, proportionate number of EGS centres were selected from the three groups viz. small (less than 40), medium (41-80) and large (81 and above) categorized on the basis of enrolment. Data was collected through questionnaires as well as observation from sampled EGS centres (121)

**Main findings:** All EGS centres satisfied the norms for establishment. Community members were of the opinion that all out of school children have been covered by the EGS and in their view dropout (53%) was moderate. Shikshamitras made EGS accessible to children by convincing their parents (47%) & teaching in a joyful environment (53%). In shiksha mitras' view their centres were regular (67%) and dropout was minimum (45%) poverty, malnutrition and sibling care were the main reasons for dropout. Average attendance in EGS was 70%. Head-teachers' of upper primary schools were of the opinion that children from EGS complete their elementary education (68%), their performance was better than other learners in schools (54%).

**Suggestions:** Facilities of regular health check-up of students and provision of crèche in conjunction with NREGA should be made available to retain students in EGS/ schools. Devise a follow-up mechanism involving Shiksha Mitras and cluster resource persons to check retention and performance of EGS learners in upper primary schools. {AS/23}



## BIHAR

Ghose, P.P. (2006) **Evaluation of Mahila Samakhya** Asian Development Research Institute (ADRI), Patna.

**Objectives :**(i)To examine the formation of *Samoohs*, *Kishori manch* and *Bal chaman* (ii)To understand the role of *sahyoginis* (iii)To examine thrift and credit activities (iv)To understand the content, process and effect of training (v) To identify the strengths and weaknesses of the programme.

**Scope and geographical coverage:** Three DPEP districts of Bihar - Rohtas, Darbhanga and West Champaran were covered under the study.

**Method:** The study design included both desk study of records as well as field surveys. Three DPEP districts were selected in consultation with the BEP officials keeping in view their geographical location and period of initiation. The study was conducted in all 10 blocks covered under *Mahila Samakhya* in these districts (Darbhanga- 2 , Rohtas-3 & West Champaran-5). The activities carried out by *Mahila Samooh*, *Jagjagi Kendra*, *Saheli*, *Bajajagi Kendra*, *Bal Mitra*, Saving Groups, *Sakhi*, *Mahila Shikshan Kendra*, etc. were studied. Data was collected from documents and records as well as through observation, interviews and discussions held with functionaries, officials, non- officials, etc.

**Main findings:** In *Sahyoginis'* view promotion of women empowerment, their creative activities, inculcation of saving habits among the women through formation of women saving groups, making the women free from the clutches of moneylenders, etc were some of the strengths of the programme. The problems faced by *Sahyoginis* (50%) included ignorance and lack of confidence amongst women, irregular deposits by members, non-payment of loan, non- availability of fixed place for holding meetings, lack of telephone, vehicle, etc. and limited support form District Project Office.

Self Help group (SHG) and *Mahila Samooh* that were formed had around 20 members. Women were first trained at *Mahila Shikshan kendras* and then sent as ambassadors of the programme to different villages of the district. They meet at *Mahila Kutir* to disseminate knowledge and provide life enrichment education to the village women. Majority of SHGs and *Mahila Samoohs* in all the three districts, desired support from *Mahila Sahyogini*.

*Mahila Samoohs* made women aware of the ongoing government programmes and inculcated saving habits among them. *Samooh* members stated that *Mahila Samoohs* have not been formed in the entire project area and *Mahila Samakhya's* co-operation would be required in formation of new *Samoohs*.

Enrolment in *Jagjagi Kendras* has increased to 30 learners from 1-3 in the initial phase. Majority of learners reported adequate availability of teaching - learning material but basic facilities of seating and drinking water were inadequate. Roughly half of the learners completed the course; enrolment in formal schools and retention rate of these

children in those schools was still lower. *Baljagjagi Kendras* were opened in areas where anganwadi centre was not available.

Self Help Groups mostly remained confined to the savings, and initiated some economic activities at a very small scale like petty business, dairying and cultivation. Some of them also took up stitching, embroidery, etc. None of the SHG members received the skill development training in different trades including dealing with banks for obtaining loan, book keeping, marketing, etc. They advanced loans for consumption and educational purposes, petty business, (63% in Rohtas to 92% in West Champaran), agriculture (27% in Darbhanga to 44% in West Chaparan) and Animal Husbandry. The strengths mentioned were inculcation of saving habits among members, increasing their awareness and desire to develop along with improvement in social status of women and decrease in atrocities against women, etc. The weaknesses reported were illiteracy of members, feud among members, poverty, lack of awareness about group activities, no tie up with banks, low attendance in meetings, problems in maintenance of records.

**Suggestions:** Skill development training including orientation training to empower the women in general, through their economic upliftment, may be provided. Women members should be helped in marketing their products, particularly by the District Federation under the *Mahila Samakhya*, which may organise sales through the *melas*, weekly *haats* and, if possible, by involving the State Level Corporations and Boards. The benefits of Anganwadi centres (health check- up, supply of nutritious food, etc.) may be extended to *Baljagjagi Kendras*. Strengthening of *JHOLA Pustakalaya* (Mobile library) is also suggested with *Sakhis/ Shikshan Sahyoginis*, being made responsible for the maintenance and upkeep of the books. {BR/01}

Kackar, R.K. & Sharma, V. (2006) **Evaluation of Alternative schooling** Skill Development Institute, Lucknow.

**Objectives:** (i) To examine the functioning of *Apna and Angana Vidyalayas* and to understand the monitoring and review mechanism of these centres, if any (ii) To identify the areas of strengths and weaknesses of *Apna and Angana Vidyalayas* (iii) To suggest measure to be taken to improve Alternative Schooling.

**Scope and geographical coverage:** *Apna and Angana Vidyalayas* in four DPEP districts of Bihar- Vaishali, Sitamarhi, Bhagalpur and Bhojpur, were covered.

**Method:** For this study four districts were selected out of 11 DPEP districts (two from North Bihar & two from South Bihar). Five percent of *Apna /Angana Vidyalayas* were selected from these districts. Children studying in these centres were also sampled. Data was collected from school officials, *Didis/ Sahelis*, students, members of *Mata Samiti*, trainers and project workers through specially designed questionnaires and field observation. Discussions with informants supplemented the data.

**Main findings:** These learning centres have enrolled children especially from disadvantaged sections of society including girls from remote rural areas. In most of the cases, the space was adequate. By and large, physical facilities, such as mats, boxes for storage, registers for maintenance of records and copies, slates, pencils, rubbers, etc. have

been supplied to the *Vidyalayas* as per specifications. Free text books were supplied to the children.

Almost all the *vidyalayas* were run by lady instructors. All the instructors were trained by ASRG/ District resource group (DRG) initially for 30 days and afterwards for 3 days at an interval of three months in all sampled districts except one. The instructors were also given 10 days training at the beginning of second and third year of the course.

Instructors in EGS centres at Sitamarhi district were paid as per SSA norms since these centres were opened after the launch of SSA. Payment of honorarium to instructors was made through *Mata Samities*. However in Vaishali district payment to the instructors was made directly by the district office on the basis of *Mata Samitie's* recommendations and the information relating to attendance provided by them.

*Mata Samities* were functioning in all the *Angna/ Apna Vidyalayas*. Majority of members of *Mata Samities* belonged to marginalized community. Village Shiksha Samities' women members, though expected to be in the *Mata Samities* were not the members of these samities. The Secretary/ Adhyaksha of *Mata Samities* played active role in the functioning of *Vidyalayas*. In almost all the cases selection of location and instructor was done by the *Mata Samities*. In most cases bank accounts of *Mata Samities* had been opened and the accounts were maintained properly. Very few members of *Mata Samities* had complaint about the site of *Vidyalayas* and functions of instructor. The meetings of *Mata Samities* were held every month, almost on regular basis.

**Suggestions:** Books for the children in Alternative schools should be developed to meet their specific needs. A work-book for writing would be useful for improving the writing skills of children. *Mata Samiti* office bearers should be given necessary training. {BR/02}

Kackar, R.K.& Sharma,V. (2006) **Assessment of community mobilization interventions under DPEP** Skill Development Institute, Lucknow.

**Objectives:** (i) To assess development, suitability and effectiveness of strategies adopted for mobilizing communities and formation of VECs along with their functioning (ii) To review the training process, its content and usefulness (iii) To examine monitoring and support mechanism. (iv) To assess the overall impact of the programme on the community-school interface.

**Scope and geographical coverage:** Study was limited to four districts - Gaya, Rohtas, Darbhanga and West Champaran out of 11 districts covered under DPEP-III.

**Method:** Multistage stratified random sampling method was used to select the sample. Four districts, two from North Bihar (Champaran and Darbhanga) and two from South Bihar (Gaya and Rohtas) were selected using systematic sampling. All 24 rural blocks & one urban area in Gaya district, 11 out of 19 blocks & two urban areas in Rohtas district, 13 out of 18 rural blocks & one urban area in West Champaran district and 12 out of 18 rural blocks and one urban area in Darbhanga district were surveyed. In all 377 (nearly 5 %) schools/ Village *Shiksha Samitis* (primary, middle and basic) were covered. The data

was collected from head-teachers/ teachers of selected schools, members of *Vidyalaya Shiksha Samitis* (VSS), community members, *mukhtias/* ward members and members and DPEP functionaries through interviews and questionnaires.

**Main findings:** Election of VSS members was done as per the provisions of the concerned Act and election of the President and Secretary was also held at the same spot instead of holding a separate VSS meeting for that purpose. Establishment of VSS and their functioning helped in improving awareness of the need of education and increase in the enrolment of both boys and girls. Some of VSS members have been helpful in distributing text books to children.

**Suggestions:** There is need for continuing the programme as new members are likely to be introduced in each election. Some minimum quorum for the VSS meetings should be provided in the Act. Entertainment shows like *Nautanki*, Street Plays should be used for increasing awareness. VSS members and Panchayat members should jointly be involved in the management of mid-day meals. Presidents and Secretaries of VSS should be invited to attend cluster level meeting to present the problems of VSS. {BR/03}

Pandey,N. (2007) **Monitoring of EGS and AIE Centres: A report** UNICEF, Patna.

**Objectives:** (i)To know whether the centers function as per the norms/guidelines (ii)To create a database of EGS/AIE centers (iii)To take corrective measures based on the monitoring report.

**Scope and geographical coverage:** The study covered all EGS & AIE centres in 533 blocks.

**Method:** There were about 33,000 EGS and AIE centers in 533 blocks, which comes to an average of 60 per block. There were 533 monitors in the state for monitoring all EGS & AIE centers. Each centre was visited once in each of three consecutive months. First two visits were made to collect data on infrastructure, enrolment, attendance, classroom processes and community participation and issues, the third visit was to assess the learning level of learners. Data was collected through a data capturing format and Achievement tests. In all 21743 centers in 36 districts were covered up-to 1<sup>st</sup> April 2006. Number of centers covered included Education Guarantee Scheme Centers (14757), *Apna Vidyalayas* (1684), *Angana Vidyalayas* (3025), *Basti Vidyalayas* (52 5), *Vidyalaya Chalo Kendras* (1430 ), NGO run centers (590), Madarsha run centers (138) and Others(67).

**Main findings:** More than half (58%) of the centers remained open on all working days, while (21%) of the centers were closed for 2-3 working days in a month, 2 - 3 days per week (5%) or for longer period (6%). Two third (66%) of the centers opened on time on all days last year; some (26%) were irregular in opening on some days and a few centres were irregular most of the time (8%). During last one year academic support personnel did not visit (51.8%) centers. Many of the madarsas (91%), NGO run centers (83%), *Apna Vidyalayas* ( 66.6%) *Basti Vidyalayas* (65.4%), *Angana Vidyalayas* (53%) and *EGS centers* (44% ) were not visited by any academic support personnel during last one

year. Average annual grant received by centers other than teacher's salary was Rs. 2677/- for EGS, Rs.2049/- for *Apna Vidyalaya* and Rs. 2174/- for *Angana Vidyalaya*. Only some centers had satisfactory infrastructural facilities (49%), some had just manageable facilities (40%) and some had satisfactory availability of teaching learning equipment (40%), but a few centers were bereft of most facilities (11%),

The average enrolment per center was 57 in EGS, 25 in *Apna Vidyalaya*, 28 in *Angana Vidyalaya*, 44 in *Basti Vidyalaya*, 19 in *Vidyalaya Chalo Kendras*. Out of 14757 EGS centers, 27% were found closed on the day of visit ; 11% centers had less than 40 children per centre, 32% centers had enrolment of 41 to 80 children, 20% of centers had enrolment of 81 – 120, 7% of centers had enrolment of 121 – 160, 2% had 161 – 200 children and 1% of centers had enrolment more than 200. Average attendance in all centers was 69.2%., *Vidyalaya Chalo Kendras* had highest attendance rate (81%) and EGS centers had lowest attendance rate (67%). Overall 5.3% of children in these centers were under-age (below 6 years) and 1.1 % were above 14 years. Madarsas, NGO run centers and EGS centers had more under-age children - Madarsas (11.5%), NGO run centers (5.5%) and EGS (6.5%).

Availability of learning material for children was satisfactory in 36.5% of centres, while 21.2% of centers lacked minimum learning materials. Training was not imparted to instructors of most of the EGS/AIE centers.

There were more male teachers in EGS centres (female 29%), while there were more female teachers in NGO run centres (female 51.5%) and Madarsa run AIE centers (female 58%). In all other centers female teachers outnumbered male teachers. Majority of teachers were matriculate (42%) or intermediate (32%) while a few were graduates (9%) or post graduates (1.3%).

Teachers in EGS/AIE centers used the traditional chalk and talk method. Center wise analysis showed that *Angana Vidyalayas* and *Vidyalaya Chalo Kendras* used TLMs extensively during teaching. Center-wise analysis showed that *Angana Vidyalaya*, *Vidyalaya Chalo Kendras* and *Madarsa* run centers used questioning as a means of evaluation extensively.

More than half (53%) of the centers were opened after discussion in the village meeting and with community support. *Mukhiyas* played major role in opening of some centres (32%). Overall some (38%) of the *Samities* were very active with all the members participating actively in the day-to-day functioning of the centers; in other centers only a few members of *Samities* were active (42%) and in rest of the centers, *samities* were either defunct or existed only on paper (20%). EGS centers were generally managed and supervised by *mukhiya* single handedly. Except for EGS centers, most of the communities were satisfied with the centers. {BR/04}

Singh,R.S. & Pandey, N. (2007) **Utilization of grants** Bihar Education Project Council, Patna.

**Objectives:** (i) To ascertain the status of availability of grants to *Village Shiksha Samiti* and their utilization (ii) To assess the practices of *Village Shiksha Samiti* (VSS) members in management of utilization and maintenance of records (iii) To study the process, mode of procurement and utility of procured material (iv) To identify the contribution of community in terms of cash and kind.

**Scope and geographical coverage:** The study was conducted in two DPEP districts Kaimur and West Champaran and two non - DPEP districts, Gopalganj and Saharsa.

**Method:** Multistage random sampling method was used for selection of districts, blocks, schools and VSS. At first stage, four districts were sampled on the basis of regional location i.e. Kaimur & West Champaran and two non-DPEP districts Gopalganj and Saharsa. Four blocks (3-rural & 1 urban) with highest and lowest figure in grant utilization were selected randomly from each district. Two middle and two primary schools were selected from each selected CRC. Two VSS members were selected for in-depth interview; out of two members one was either Secretary or President.

Data was collected through interviews of VSS members and questionnaires on utilization of TLE grant, School Development Grant (SDG), TLM grant, Repair & Maintenance Grants.

**Main findings:** In majority of the cases, the schools utilized fully school development grant, TLM grant (92%) and repair maintenance grant (98%). *Village Shiksha Samiti* (84.8%) sent utilization certificate to district. Planned utilization of school development grant was seen in little more than half of the schools (54%). In more than two third of the schools (69%) works from Repair and Maintenance grant were planned. In some schools (40%), TLE grant was fully utilized and in some others (28%) TLE grant was not utilized in the same financial year. {BR/05}

Singh, R.S. & Pandey, N. (2007) **A study on drop- out, repetition and completion through cohort child tracking method** Bihar Education Project Council, Patna.

**Objectives:** (i) To estimate grade wise repetition and drop-out rates at primary stage (ii) To estimate the completion and transition rate at primary stage (iii) To examine gender and social group differences/disparities in completion, transition, dropout and repetition rates (iii) To find out the reasons behind repetition and dropout and to suggest appropriate measures to reduce wastage (iv) To grade districts and blocks with respect to four parameters of school efficiency.

**Scope and geographical coverage:** The study was conducted in all 37 districts.

**Method:** Three CRCs (one urban and two rural) were selected at random from each of 533 blocks of 37 districts. Data was collected from six schools of each selected CRC. In all 9329 primary schools were covered. The cohort study was conducted for the children enrolled in class I in years 1998 & 2001 respectively. The flow of students was recorded for a period of five/ eight years in data capturing format (DCF). Progress of each student was tracked in terms of promotion to next grade, dropout and repetition for the complete

cycle of primary and upper primary stages. Reasons for dropout and repetition were also recorded through DCF. Attempt was also made through child tracking to ascertain whether the children who left school before completing the cycle joined another school or left study.

**Main findings:** Completion rate at primary level was 41%. Repetition- rate at primary level was 28.4%. School leavers at primary level were 30.6%. System dropout at primary level was 15.16%, some children got enrolled in other government & private schools (15.5%). {BR/06}

Sinha S.R. & Sinha, A.N. (2006) **Sample check of DISE data for the year 2004-05** *Institute of Social Studies, Patna.*

**Objectives:** (i) To identify record keeping and updating system of the school (ii) To identify input of training provided to teachers on DISE (iii) To measure the consistency of data on certain key educational indicators (iv) To locate sources of discrepancy, if any, between DISE data and Post Enumeration Survey (PES) data (v) To compare PES data with DISE data.

**Scope and geographical coverage:** The study covered four districts; Bhagalpur, Patna, Muzaffarpur and Madhepura.

**Method:** Four districts were selected at random for sample checking. These included two DPEP districts and two Non-DPEP districts from the two regions of Bihar i.e North Bihar and South Bihar. Five percent of schools were selected at random from each block of the sampled districts. In all 377 primary and 77 upper primary schools were sampled. DISE formats were filled up again with September 30,2004 as the reference date for the sampled schools.

**Main findings:** More than 75% schools had their own records but maintenance of records was not proper. About half (53%) of the primary schools and upper primary schools (52%) in all the four districts updated their records continuously.

One day training to teachers on DISE was organized at CRC level by the CRC coordinators. However head-teachers were not satisfied with training, as it focused less on content and their queries were also not answered satisfactorily. Summary report of DISE was not received by schools. {BR/07}

Singh, R.S. & Pandey,N. (2006) **Terminal Assessment Survey Bihar Education Project Council, Patna.**

**Objectives:** (i) To measure students' achievement in Language and Mathematics at the mid of class II and at the end of penultimate class (i.e. class V) for primary schooling during TAS (ii) To compare the average performance of class I/II & IV/V students in Mid-term Assessment Survey (MAS) with TAS in Language and Mathematics (iii) To study the achievement differences with regard to area, gender and social groups and to compare them across BAS, MAS and TAS (iv) To study the effect of home and school level variables on students' achievement.

**Scope and geographical coverage:** All DPEP districts of Bihar namely, Bhagalpur (including Banka) Darbhanga, Gaya, Munger (including Lakhisarai, Jamui and Sheikhpura), Vaishali, Muzaffarpur, West Champaran, Rohtas (including Kaimur), Bhojpur (including Buxar), Purnia (including Araria and Kishanganj) and Sitamarhi (including Shohar) were covered under the study.

**Method:** Normative co-relational survey design was used for conducting terminal assessment survey. Multistage stratified random sampling method was used for the selection of blocks, schools, teachers and pupils from grade II and V in 10% of government and govt-aided primary schools including primary sections (I-V) attached to higher level schools subject to a maximum of 50 schools. Proportionate representation of urban and rural areas was made subject to a minimum of 10 schools per area. In the schools where number of sections was more than one, all the students of one section were selected if the number of students was 30 or less than 30 but in larger classes 30 students were selected for testing giving equal representation to boys and girls.

Five teachers, including the head-teacher were selected from each school. Other teachers included the one who taught the sampled students of class II, IV/V. If there were separate teachers teaching language and mathematics to the students, then both of them were included in the sample. In those schools, where the language and mathematics teacher happened to be the same person, the other teacher was randomly selected from the remaining teachers, preference being given to a lady teacher. Overall, 13759 students (7454 students of class II and 6305 students of class V), 1333 teachers from 550 schools spread over 11 districts were covered. Data was collected from schools, teachers and students using the questionnaires provided by NCERT and by administering Achievement tests in language & mathematics to the students of classes II and V.

**Main findings:** Achievement of students increased over baseline by 33% in language and 31% in mathematics for grade II. For Grade V, the increase in language was 15% and in mathematics 12%. The pattern was similar for both boys and girls; baseline scores were not available for SC and ST students for Grade II. Their achievement in Grade II, when compared to achievement in the mid-term assessments survey (MAS), showed an increase of about 11% in language and 8% for mathematics. For Grade V, the increase over baseline in language was 16% for SC and 22% for ST. In mathematics it was 12% for SC and 17% for ST. {BR/08}

Singh, C.B.P. (2006) **Evaluation of Early Childhood Education Association for Social Engineering Research & Training, Patna.**

**Objectives :** (i) To measure the trend of gender wise enrolment at ECE centres (ii) To estimate the rate of children promoted to formal schools (iii) To assess the extent of repetition of grade-I children (v) To measure the process of empowerment of women (vi) To measure achievement levels of the children promoted to grade-I (vii) To estimate the effectiveness of linkage between centres and formal schools.

**Scope and geographical coverage:** The study covered four districts - Gaya, Munger, Purnea & Muzaffarpur of Bihar.

**Method:** The study was undertaken in four allocated districts. Two BRCs of each district were identified for covering both ECE centres and *Balwarg* introduced in two different phases. In each BRC, a number of CRCs were included. Selection of the BRC was made by district office of the project; the CRCs were selected by the study team using random sampling method.

Specially developed tools were used to collect data with focus on linkage between *Didi*, (Instructor), *Mata Samiti* (MS)/VSS, resource persons and Project functionaries. Altogether 60 ECE centres, 60 *Balwarg*s, 14 ASRG, 120 *Didis*, 120 teachers and 508 learners of grade 1 studying in primary / middle schools constituted the sample. Further, 956 members of *Mata Samities / Village Shiksha Samitis* (VSS) were interviewed in groups.

**Main findings:** At all centres space was adequate; arrangement for seating the children, establishment inputs, healthcare kit, play kit, etc. were by and large available. Play -way learning method was followed in the centres. Evaluation of students was not a regular practice. Centres ensured monthly meetings with the *Mata Samiti/Village Shiksha Samiti*. The program had in – built system of monthly one - day training at CRC level where discussion on many issues took place. Health-kit was not being used frequently for the beneficiaries. A marginal increment in promotion to grade I in 2005 (22%) compared to 2001 (17%) was noted. A good number of centres were away from the schools. Centres did not get annual grant in time. DLO managed ECE affairs through the ASRG instead of the *Mata-Samiti*. The findings revealed lack of synchronization of time between the centres and the schools.

Seating space for children in *Balwarg* (BV) was not sufficient in the primary/ middle schools. In *Balwarg*, the *Didis* engaged students of grade I. Most of the centres secured support of the ASRG and the *Mata samitis / Village Shiksha Samiti*. Rate of transition from the *Balwarg* to primary school was slightly better in the last two years (28%). *Balwarg*s were being controlled by the *Village Shiksha Samitis* (VSS).

Gender wise rate of repetition in grade I for the last five years was computed. On an average eight boys and equal number of girls repeated grade I for the last five years, indicating no reduction in the volume of repetition. The study noted presence of more girls in the centres. Improvement in cognitive skills of children was one of the significant gains. The *Mata Samiti* was not fully aware of pre- schooling program. No joint planning with the teachers was evident. {BR/09}

Singh,V. (2009) **Teachers ‘and students’ absence under Sarva Shiksha Abhiyan in Bihar** *Jagjivan Ram Institute of Parliamentary Studies and Political Research, Patna.*

**Objectives:** (i) To assess the number and percentage of teacher- days lost due to teachers remaining absent from school (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to norms (iii)To know dynamics of students and teachers and reasons behind it.

**Scope & geographical coverage:** The study covered schools in six districts - Patna, Banka, Saran, Kishanganj, Rohtas & Jamui.

**Method:** Multistage stratified random sampling method was used to select schools from 2 districts of each of the three zone. Four blocks were sampled randomly from each sampled district of which one was urban block. From each sampled block, four Cluster Resource Centres (CRCs) were randomly selected. In all 480 schools were sampled. Data was collected through questionnaires and observation from schools, teachers (2,554) and students (1,43,563) during the three visits made to schools with a gap of about one month between two visits.

**Main findings:** Over the three visits teachers attendance rate was observed to be 78.8% at elementary level. Absence rate was higher amongst male teachers (22.3%) in comparison to female teachers (19.3%). Major cause of absence were authorized leave (29.6%), deputation (25.6%), non- academic duties (18.9%), training/ meetings etc. (16.2%). Very few teachers were absent without information (9.6%).

Students' absence rate at elementary level was reported as 35.7%. Major reason behind students absence were domestic work, agricultural work, sickness, social & religious functions, poor infrastructural facilities at school, lack of interest in education etc. {BR/10}

## CHHATTISGARH

Aggarwal, S. R. (2004) **Comparative study of effects of environmental attitude programme on primary level teachers** *Government College of Education, Raipur (Chhattisgarh)*

**Objectives:** (i) To ascertain environmental consciousness and environmental attitude among trained/untrained teachers of both sexes (ii) To assess effects of environmental orientation programme on trained/ untrained teachers (iii) To ascertain the suitability of proposed syllabus of environmental education for trained/untrained teachers (iv) To assess the extent to which the trained/untrained teachers impart their knowledge on environment to their institutions (v) To suggest steps to widen the scope of environmental education.

**Scope & geographical coverage:** The study was conducted in three educational districts viz. Bemetra, Raipur and Mahasamund out of 19 educational districts of Chhattisgarh state.

**Method:** The sample comprised of 167 trained/untrained primary level teachers selected randomly. The data was collected on seven aspects of environment through a questionnaire to ascertain teachers' environmental consciousness and their opinion on various aspects of environmental attitude. Findings on other objectives were not reported in the abstract. A gender-wise comparison was conducted between trained and untrained teachers of State Resource Group, District Resource Group and school teachers.

**Main findings:** Environmental attitude was found to be higher among teachers who were trained and was quite low among untrained teachers. {CH/01}

Bhuwal, M. K. (2003). **Comparative study of the effect of socio-economic status on the self-perception and scholastic achievement of SC & ST students in primary class of tribal areas** *Govt. College of Education, Raipur.*

**Objectives** (i) To identify characteristics of self-consciousness amongst SC & ST pupils from different socio-economic status (ii) To find out academic achievements of SC & ST pupils from different socio-economic status (iii) To compare self-consciousness, socio-economic status & academic achievement of SC & ST pupils from different socio-economic status (iv) To find out coefficient of correlation between self-consciousness & academic achievement of SC & ST pupils from different socio-economic status categories.

**Scope & geographical coverage:** Primary schools of rural Bastar & Kanker districts.

**Method:** One hundred SC/ST students of class V from each district constituted the sample. Data was collected through self-consciousness scale (Shukla, A.) ; Socio-economic status scale (Kulshrestha, S.P.), and Academic Achievement Test (Self-made). Data was analysed using simple statistics (Mean, S.D. coefficient of correlation & critical ratio).

**Main findings:** There was a significant relationship between socio-economic status with self-consciousness & academic achievements. SC/ST with low socio-economic status were not getting the benefit of government run development schemes meant for tribals. {Ch/02}

Barve, A. (2003) **Analytical study of the factors causing obstacles in the implementation of different aspects of educational quality in DPEP** *Govt. College of Education, Raipur*

**Objective:** To ascertain the factors affecting quality of education and timely implementation of DPEP.

**Scope & geographical coverage:** The study was conducted in six blocks of three districts, namely Dantevada, Kanker and Mahasamund.

**Method:** Survey was conducted in 6 blocks of the selected districts. Dantevada (3), Kanker (2) and Mahasamund (1). The sample comprised 60 teachers, 3 BRCCs, 15 CRCCs from Dantewada; 50 teachers, 3 BRCCs, 15 CRCCs from Kanker; 40 teachers, 1 BRCC, 10 CRCCs from Mahasamund. Data was collected through questionnaires from teachers, CRCCs, BRCCs and on an opinionnaire from 80 parents/ community members

**Main findings:** Non-academic work affected the quality of education. More time was spent on cooking mid-day meals. Teacher training did not take into account existing classroom situations. Less number of teachers & over-crowded classrooms affected teaching-learning processes. The grants given for school & teachers were not being used properly. Parents had neutral attitude towards the regular attendance of children. {Ch/03}

Sudhish, M. & Dubey, D. (2004) **Audience Research report for launching Interactive Radio Instruction (IRI) Programmes in Chhattisgarh** *State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh.*

**Objectives:** (i) To assess the infrastructure facilities available in schools (ii) To identify the prevailing teaching-learning processes in classrooms (iii) To study the needs, interests, likes and dislikes of the students and teachers (iv) To ascertain the listeners' opinion on timings, duration & other qualitative aspects of the programme (v) To obtain suggestions for successful implementation of IRI programmes.

**Scope & geographical coverage:** The sample schools for Audience Research were taken from one block of each of the three districts where the pilot project had to be initiated. These were Abhanpur from Raipur district, Kanker from Kanker district & Kondagaon from Bastar district,

**Method:** The schools selected represented different areas and types of school (tribal, rural & urban; large & small size; co-education & girls only, residential & non-residential school; single teacher and multi teacher schools). Total sixteen schools per district were taken as the sample from the above-mentioned districts.

Data was collected through School Information Schedule, Classroom visit form, Teachers' Interview Schedule, questionnaires for assessing teaching-learning

environment and teachers experiences, questionnaire for radio station directors and focus group discussion with children

**Main findings:** It was suggested that in order to make the programme popular, there should be sufficient publicity campaigns. The teachers as well as students need adequate motivation and information about the topics beforehand to use the opportunity created by interactive radio programme. The topics for discussion should be selected in consultation with students, local resource persons, and the faculty of the school concerned. The demand for the programme should be generated from the beneficiaries. Each programme should be made keeping in mind the tastes & interests of the audience. There must be provision for the time-to-time live interactions with the target group. At least one phone-in programme every month should be broadcasted. To motivate the students & teachers, some programmes should be recorded with the help of teachers & students of the schools performing well. They should deliver some programmes based on the lessons they learned through radio programmes. Each script should be thoroughly checked and the formative evaluation of each programme should be done to eliminate the mistakes.

The role of the scriptwriter, the radio teacher & the actual classroom teacher is crucial for the sessions of IRI. They should appear as friends, managers, and directors of students' learning. The success of the IRI sessions also depends on the quality of learning experiences based on local conditions, context and cases. The students expect that the script writer & the resource persons will give a local touch to the content being discussed by giving examples and illustrations from the activities of daily life.

Different methods and strategies need to be used to bring liveliness and spontaneity to IRI sessions. The sessions should be organized in a relaxed atmosphere. Humor, if pedagogically valuable, can be added to make students comfortable in terms of thinking, feeling, laughing, listening and learning.

The IRI programme should be made available to disadvantaged groups such as poor and physically and visually challenged people who try to take advantage of the oral medium to add to their knowledge.

As learning from interactive radio is a new experience and relatively unfamiliar to most of the students, they need to develop learning techniques that are different from those for learning from print or teacher-based learning. {Ch/04}

Shukla, P. (2003) **Study of the training needs of the primary school teachers with reference to effective classroom activities** *Govt. College of Education, Raipur.*

**Objectives:** (i)To assess the teaching aptitude and knowledge of basic concepts of learning among teachers from urban and rural areas (ii) To observe the class-room processes for studying use of teaching aids, black-board-work, class- management, discipline & control displayed by teachers , interaction among the teachers and students and presentation ability of teachers from urban and rural areas (iii)To ascertain training needs of primary teachers from urban and rural areas (iv)To find out the teaching skills and content knowledge of teachers in mathematics and environmental studies in urban and rural areas (v)To identify the teaching difficulties faced by teachers in urban and rural areas.

**Scope & geographical coverage:** Primary teachers from Raipur and Mahasamund districts were covered in this study.

**Method:** The study was conducted by using survey method. One hundred primary school teachers were selected randomly. Data was collected by using Training Needs Scale; Diagnostic tests on Environment Studies & Mathematics and group discussions were conducted to obtain data with respect to teachers' knowledge and teachers' skills. Classroom observation was done by using a scale with 14 teaching characteristics

**Main findings:** The training needs of teachers belonging to rural areas were found to be higher in different areas. Their difficulties in teaching were higher and teaching aptitude was low. Teachers from rural areas were found to be less efficient in class- management, control and discipline. They were also less efficient in using black- board and teaching aids. Class-room interaction while teaching was found to be less in the rural area. Their efficiency in teaching during class inspection as well as knowledge of fundamentals of learning was also lower. Teachers from rural areas were found to be less efficient in teaching mathematics and environmental studies. The basic content knowledge of mathematics and environmental studies was also less in teachers from rural area. All the above aspects need to be focused upon in teachers training especially for the teachers from rural areas. {Ch/05}

Verulkar, A.(2003) **Study of the non-teaching tasks done by primary school teachers in govt. schools of Mahasamund and Raipur** *State Council of Educational Research and Training, Raipur.*

**Objectives:** (i)To find out different non-teaching activities in which the primary teachers are engaged (ii)To assess the time devoted by the teachers to non-teaching tasks (iii)To develop a suitable model to minimize the non-teaching tasks.

**Scope and geographical coverage:** Present study was conducted in Raipur and Mahasamund districts of Chhattisgarh state.

**Method:** Fifty primary school teachers each were selected for the study from Raipur and Mahasamund districts. The tools used for data collection included questionnaire for the teachers and interviews of students, teachers, parents, community and educational administrators.

**Main findings:** The survey conducted with the objective of identifying target beneficiaries of schemes such as Below Poverty Line (BPL), strains the relations of teachers with the community as some people pressurize the teacher to add their name to the list so that they can get the benefit of the schemes. Teachers dislike such work and face a lot of problem doing that work. It was suggested that this type of work should be given to educated people / youth of the village or staff of concerned department in the village. {Ch/06}

## DELHI

CAL Team & Singh, V.P (2007) **An impact study of the innovative Multimedia programme in increasing the enrolment and retention of children at elementary level** *Office of the UEE Mission, Department of Education, Delhi*

**Objectives:** (i) To find out the impact of CAL project in improving quality of education in schools (ii) To track the change in children's enrolment in schools (iii) To understand the impact of the initiatives in increasing the retention of children in schools (iv) To compare the drop-out rates in the project schools and other schools.

**Scope and geographical coverage:** The study covered 200 government schools in Delhi.

**Method:** Study utilized a pre project- post project test design, a with a control group. The innovative CAL content was developed in-house. Pilot project of setting-up Multimedia Labs was launched in 200 schools in collaboration with Ernst and Young organization. The teachers in these 200 schools were oriented about the use of the CAL content. Students were exposed to the CAL content by their teachers. Feedback received from students and teachers was analysed along with the data collected through MIS and DISE. The inferences were drawn by comparing the data of pre-project and post- project phase in case of project schools and also by comparison with non-project schools.

**Main findings:** There has been a positive impact of this initiative on enrolment and retention of children in the project schools. The drop-out rate decreased substantially in the project schools. Teachers in project schools felt equipped and students enjoyed their learning experiences at the Multimedia lab. {DL/01 }

Singh, V.P (2008) **Effectiveness of hands-on activities in Science in enhancing the teaching skills of elementary school teachers** *Office of the UEE Mission, Delhi.*

**Objectives:** (i) To see the effectiveness of hands-on activities in teaching-learning of science (ii) To expose teachers to some innovative methods of teaching science at elementary level (iii) To enhance the science teaching skills of elementary level teachers.

**Scope and geographical coverage:** Sample consisted of 300 teachers including prospective and in-service teachers from DIETs, Government and MCD schools of Delhi.

**Method:** The sample for the study consisted of prospective elementary teachers as well as in-service teachers teaching at elementary level. The hands on activities utilising low cost and no-cost material were demonstrated/organized with the involvement of teachers. The responses were collected from the participants through a questionnaire administered at the end of demonstration / presentation of these activities.

**Main findings:** The results indicated that almost all the teachers found these activities interesting, innovative and helpful in inculcating scientific attitude among the learners. Majority of the teachers considered these activities as either low-cost or no-cost since the

material used was cheap and easily available. They also felt that it is possible to organize activities without lab materials / equipments. These activities were found useful in enhancing science teaching skills {DL/02}

## GUJARAT

Acharya, V. R. (2007) **A study of time management practices of primary school head-teachers of Gujarat state** *Faculty of Education and Psychology, Department of Education, M. S. University of Baroda, Vadodara, Gujarat.*

**Objective:** To study the planning, organization, control and obstacles in time management by head-teachers of primary schools.

**Scope and geographical coverage:** The study was undertaken in primary schools of four districts (i) Anand (ii) Bharuch (iii) Rajkot and (iv) Surendranagar.

**Method:** The survey was carried out in four districts viz., Anand, Bharuch, Rajkot and Surendranagar. Two blocks from each district and three CRCs from each selected block and 10% of schools from each CRC were selected through proportionate random sampling process. In all, thirty two schools were selected from four districts. Data was collected from head-teachers and teachers of primary schools through questionnaires, observations and interviews. Official documents of the SSA programme and other school records were also examined. Qualitative data was content analysed and quantitative data was analysed in terms of frequency and percentages.

**Main findings:** All head-teachers recognize the need for time management, they were of the view that punctuality, discipline and reporting before school hour and leaving late after school hours are essential for time management practices. Head-teachers allotted an hour for administrative work (40%), less than half an hour for visitors (60%). The number of periods/ lessons taken per day varied between two and eight periods per day. The major difficulty faced by the head-teachers in time management practices were lack of awareness amongst parents (40%), excess of administrative/clerical work (30%) and non academic duties (50%).

Majority of the head-teachers stated spending yearly 10.5 days on the work related to examination, (81% ), 95 days on work related to celebration of various functions and picnics (81%), 96.8 minutes per day for class teaching (93% ), 17.1 days for attending BRC and CRC meetings (90%), sixty minutes per day for work related to administration (96% ), 20 days for attending training programmes (69%), two days in election duties (85%), ten days for census/ survey work (47%) and two days monthly for additional work given by the head office (19%). It was observed that some head-teachers do not teach classes (46.8%), carry out supervision, (18.7%) organize parents meetings, (9.4%) and undertake additional work given by the head office (12.5%). {GJ/01}

Agravat, A., Shukla, S. & Selar, A. (2006) **Evaluation study of the Early Childhood Care Education (ECCE) program in SSA** *Shikshan Ane Samaj Kalyan Kendra, Amrel.*

**Objective:** To know about the effectiveness of ECCE programme under SSA.

**Scope and geographical coverage:** The study was limited to four districts- Surendranagar, Ahmedabad, Panchmahal and Valsad.

**Method:** The survey was undertaken in two blocks in each of the four districts: Valsad (Dharampur & Kaprada), Panchmahal (Halol & Kalol), Ahmedabad (Dhandhuka & Bavla), Surendranagar (Muli & Chotila). Data from BRCCs, kendra-sanchalaks, guardians and children were collected through questionnaire and interviews. Data was analysed using simple descriptive statistics and Chi square test.

**Main findings:** All BRCCs inspect attendance registers and the maintenance of evaluation records. They (50%) also reported lack of specific guideline/ method to be adopted for inspection, observation and evaluation of ECCE centres. BRCCs (63%) stated that training was provided on 'how to use the equipments'. All were of the view that snacks should be provided to the children.

*Kendra Sanchalaks* met the parents of the children at the time of "Praveshotsav"(57%). They provided children opportunities to express themselves (97%); learn good habits (97%); work as per their interest (95%); play using sports equipments without any restriction (86%); increase their curiosity (82%), develop school readiness (84%) and facilitated their all round development (92%) . *Kendra Sanchalaks* (50%) stated that the snack was being provided in the center.

Centre administrator made guardians aware of their role in child's growth during their visit to centre (57.4%). Guardians were of the view that centre(s) facilitated their child's physical and mental growth (70.3%), child learnt good habits (89.9%), became more extrovert (73%) and tried to read & write (61.5%). They (19%) stated that this has reduced their difficulties in getting the child admitted in school.

In most of the centres (90.8%) teachers' behavior was positive, children were well dressed & had their hair combed (75%), shoes were kept in queue (73.7%). Children were able to identify colour (79%), talked independently (65.8%); however, they could not use equipments independently (90.8%) {GJ/02}

Bharwad, A.J. & Shukla, S.S. (2006) **Usefulness of the resource materials prepared by DPEP/SSA, Gujarat, in activity based teaching learning process in classroom** *Shri M. N. Shukla Education College, Ahmedabad.*

**Scope and geographical coverage:** The study was undertaken in four districts: Ahmedabad, Rajkot, Surat and Kheda.

**Objectives:** (i) To ascertain teachers' opinion regarding the usefulness of the resource materials prepared by DPEP/SSA, Gujarat, in activity based teaching learning process in classroom (ii) To enlist the names of activity based useful TLMs which are used by the teachers to develop each competency.

**Method:** Eight talukas were selected at random from Ahmedabad, Rajkot, Surat and Kheda districts. Sample of 35 teachers from five schools of a CRC area was selected from each taluka. In all 280 teachers and 80 principals were selected. The data was collected through opinionnaire for teachers and principals. Lists of competencies were

developed for every subject taught in each class. Data collected through opinionaire was analysed by using simple descriptive statistics, percentages. The lists of competencies were utilized to identify TLMs that can be used to develop each of the competencies as per teachers' opinion.

**Main findings:** In most of the schools TLMs were prepared with the help of the students. Teachers took pride in displaying TLMs. Students were allowed to use TLM freely. Attendance of students increased in the school due to use of TLMs. Self -prepared TLMs were more interesting than readymade TLMs.

**Suggestions:** It was suggested that different schools of the same CRC should prepare different types of TLM and they should interchange the TLMs. Teachers' evaluation should be done on the basis of effective use of TLM instead of the preparation of TLM. {GJ/03}

Chudasama, G., Jadeja, Y.& Maheta, D.(2006) **Impact of Integrated education for disabled children – IEDC scheme under SSA** *Shikshan Ane Samaj Kalyan Kendra, Amreli.*

**Objectives:** (i) To ascertain the impact of integrated education for disabled children scheme under SSA programme (ii) To identify its actual effect on the disabled children (iii) To find out the usefulness of this scheme.

**Scope and geographical coverage:** The study covered five districts -Kutch, Surat, Dahod, Amreli and Gandhinagar.

**Method:** Survey was conducted in five blocks of each district except Gandhinagar where only four blocks were selected. Data was collected from BRCCs and head-teachers through questionnaire and interviews. Data was analysed using simple descriptive statistics and Chi square test.

**Main findings:** BRCCs (50%) stated that the training had been provided and trainees were made sufficiently acquainted with the information on disabilities.

According to the head-teachers nearly all teachers were trained under IEDC scheme. Duration of training varied from 2 to 8 days. In head-teachers (77.4%) view teachers were familiar with the information regarding disability and had sufficient information about the special care to be taken of disabled children (85.5%). They communicated with the guardians of the disabled children (91.9%). A guardian of disabled child was a member of the VEC in many cases (53.2%). Guardians were familiar with the 'Equipment-kit' provided to disabled children (59.7%). Facility of ramp existed in the schools (51.6%). Medical camps were arranged to identify disabled children (56.5 %).

Information regarding the interests & abilities of the disabled children was collected from their guardians (62.9%). Disabled children were given certificates (61.3%). Schools had no facilities for transporting the disabled children (93.3%). Special programs were not arranged in the school for the disabled children (51.6 %). Facility of resource room was not available at block level (61.3%).

All head-teachers reported that IEDC material for bringing community awareness about the disability had not been received. Generally VEC meetings or camps were held for distribution of equipment kit, certificates were issued to increase community awareness during celebration of Flag Day, World Disable Day and organization of competitions like elocution, drawing etc. {GJ/04}

Gohil, S., Radadiya, M. & Patel D.P. *et al* (2006) **Study regarding Out of school children of migratory families- The causes and solutions** *Shikshan Ane Samaj Kalyan Kendra, Amreli.*

**Objective:** To ascertain the causes of out of school children of migratory families and suggest solutions for education of out-of-school children of migratory families.

**Scope and geographical coverage:** The study was conducted in six districts - Patan, Kheda, Vadodara, Navsari, Jamnagar and Gandhinagar.

**Method:** Two-to three blocks were selected from each of the six districts- (i) Jamnagar-Bhanvad & Jamjodhpur (ii) Gandhinagar -Gandhinagar, Kalol & Devgam, (iii) Vadodara-Savli & Padra, (iv) Patan- Sami & Harij (v) Kheda- Matar & Nadiyad.(vi) Navsari-Gandevi & Chikhali. Data was collected through interviews and questionnaire and analysed using simple statistics - frequency distribution. Chi square test was also applied.

**Main findings:** Migratory parents were not aware of the importance of education; however migrating families were guided properly by CRCC.

As per BRCCs (80%) community members, Panchayat, VEC member, Sarpanch etc., did not inform the schools about the migratory family. However, CRCCs (61.1%) stated that they were informed about the migratory family by the Panchayat, VEC members, Sarpanch etc. As per CRCCs (50%) there was no list/chart of migratory families available in school. Three fourth (77.8%) of the CRCCs were of the view that children without migration card should also be given admission. VEC (50%) members reported that teachers were interested in bringing the migrated children back to school.

Nearly all head-teachers (97.5%) considered it their duty to guide the migrated families about child's education. Facilities of school uniform, textbooks, scholarships etc. are necessary incentive to bring the migrated children back to school (82.7%). There was need to inform students/guardians about migration card (70.4%). Nearly half of them (48.2%) perceived the problem of migration as an obstacle to school and classroom teaching.

Class teachers (84.9%) were in favour of providing uniforms/ textbooks/ scholarships to children from migrated families. As per teachers (72.4%) children of the migrated families affect the results; problem of frequent absence and understanding of the language was also reported by nearly two third of the teachers.

Guardians attributed their children dropping out of school mid way to migration (62.6%), enjoying their childhood (60.9%) and lack of optional scheme for the child's education (55.5%).

Majority of children (83-91%) were not going to school at migrated place, though they got sufficient opportunity to study at the place of migration. They did not feel comfortable at the migrated place and did not get proper support from the teachers of the school at the migrated place.

**Suggestions:** To bring back such students to school, efforts should be focused on various programmes to make the parents aware of the importance of education. Migration cards should be provided. Efforts should also be made to provide employment locally. {GJ/05}

Kumar, K & Gupta, J. K. (2006) **Impact of number of students in class and average attendance of students on retention and achievement of students** *Society for Applied Research in Education & Development (SARED), NOIDA*

**Objective:** The specific objective of the study was to find out whether the class size and average attendance of students had any effect on their retention in school and learning achievement.

**Scope and geographical coverage:** The study was confined to four districts: Amreli, Dangs, Kheda and Kuchchh of Gujarat state.

**Method:** Multi-stage sampling design was used for selection of 96 primary schools covered under Sarva Shiksha Abhiyan (SSA). Four districts, one from each region, were included in the sample to give proper representation to all areas of the state. Blocks, clusters and primary schools under SSA were the second stage, third stage and fourth stage sampling units. Simple random sampling (SRS) method was used at each stage of selection. The blocks covered were Dhari and Khambha from Amreli district; Ahwa from Dangs district; Kheda and Nadiad from Kheda district; Abdasa and Mundra from Kuchchh district.

A specially developed proforma was used to collect data from the selected schools on class wise enrolment, repeaters, pupils who left school with a transfer certificate, pupils who dropped out from the system, lateral entry, admissions after 30<sup>th</sup> September, number of days pupils of class III attended school and marks obtained by them in the final examination in Mathematics and Gujarati.

The data collected were both school specific and student specific, It was analysed using simple statistics; correlation coefficients were calculated and t-test was used.

**Main findings:** The number of students in each class was less than 40 in most of the sampled schools. The percentage of such schools was highest for class IV and lowest for class I. In two districts, namely Amreli and Kheda, the attendance rate was less than 90% in more than 70% of schools. Retention rate was found to be fairly high in most of the schools.

No significant relationship was found between class size and achievement of students. In general higher the attendance rate of children, the greater was the achievement level of students. However, no evidence was found to indicate any definite relationship between average attendance of students in school and their retention rate.

**Suggestions:** In the schools with high dropout rate between classes I to III, efforts should be made to find out reasons of children's dropping out, take suitable steps to retain them in school. Necessary steps should be taken to improve the attendance rate of the children who are irregular in attending school. {GJ/06}

Kumar, K. and Gupta J. K (2006) **Role of Block and Cluster Resource Centers for quality improvement in elementary education** *Society for Applied Research in Education and Development (SARED), Noida.*

**Objectives:** (i) To ascertain functions of BRCs and CRCs for quality improvement in elementary education (ii) To find out the nature of training inputs which the BRCs and CRCs are providing to teachers, head-teachers and representatives of local community and (iii) To know perceptions of teachers, head-teachers and community representatives towards training inputs provided by the BRCs and CRCs.

**Scope and geographical coverage:** The study was conducted in four districts, namely Kuchchh, Amreli, Kheda and Dangs.

**Method:** Multi-stage simple random sampling procedure was used for selection of schools. One district from each of the four regions was chosen to give due representation to all regions of the state. From each selected district two blocks were selected except in Dangs which has only one block. From each selected block three clusters were selected and from each selected cluster four primary schools under SSA were selected. In all 96 primary schools were sampled from 24 clusters and 7 blocks.

Data was collected through questionnaires and focus group discussions with the BRC and CRC coordinators, head-teachers, teachers and representatives of local communities on issues related to quality dimension of elementary school education. A detailed case study was carried out in one selected district Dangs to get an insight into the functioning of BRCs and CRCs,

**Main findings:** BRC coordinator visited each cluster once a month and discussed their problems and passed on new information to them. Also s/he conducted monthly meeting with CRC coordinators to review their work, receive monthly reports, plan activities for the future and to pass on instructions/directions received from DIETs or State/District project office.

CRC coordinators organized their meetings/ workshops regularly. The problems discussed were largely administrative in nature. They made good use of the modules on classroom transactions, dealing with hard spots in learning, preparation and use of TLM and sharing of innovative activities in their workshops.

Many BRC and CRC coordinators felt that paper work was quite time consuming as there were too many records to be maintained and too many forms to be filled and submitted periodically. BRC coordinators as well as CRC coordinators differed greatly in giving estimates of the time they spent on different activities.

Teachers suggested that more attention should be paid to activity based teaching, teaching of hard spots, remedial teaching of weak students and teaching of Science and Mathematics in in-service training programmes. Nearly two fifth (42%) of the schools were visited by members of DIET faculty in a year.

**Suggestions:** Study recommends periodic review of Modules of classroom transaction to include new material for dealing with problems that teachers faced in classroom transaction.; increase in number of schools to be visited by DIET's faculty; review of the administrative activities carried out by BRCs and CRCs to find out how the record keeping and reporting work could be reduced; filling up the vacant posts and undertaking a study on `Time-on-task of BRCs and CRCs. {GJ/07}

Kumar,S. (2009) **Comparative study of children who are/were enrolled in ECCE centres run by the SSAM, Gujarat and Anganvadi run by the Department of Woman and Child Faculty of Education, Development and Social Welfare Development, M.S. University, Vadodara**

**Objectives:** (i) To identify the impact of ECCE/ Anganvadi on overall school environment (ii)To ascertain the impact of ECCE centres/ Anganvadi on girls enrollment and dropout at primary level (iii) To compare the learning achievement level, cognitive and motor skills of the children studying in class I/II, who joined school after attending either ECCE or Anganvadi centers (iv) To compare the quality of training imparted to ECCE centres/ Anganvadi workers and its impact on the classroom transaction in ECCE centres / Anganvadi (v)To know the perception of primary school teachers and parents of children from primary schools, ECCE centres and Anganvadi on different aspects of ECCE centres and Anganvadi centres (vi) To find out the awareness of the parents of children studying in ECCE centres /Anganvadi on issues of health & hygiene, nutrition and education (vii) To ascertain the views and suggestions of primary school principals & teachers, parents of children from primary schools, ECCE centres &Anganvadi and workers of ECCE centres/ Anganvadi about the overall development of primary schools, Anganwadis and ECCE centres.

**Scope and geographical coverage:** The study was confined to 6 districts - Anand, Dangs, Kutch, Pnchmahals, Surendranagar and Vadodara of Gujarat state.

**Method:** Stratified random sampling method was used to select sample for the survey. Two BRCs from six districts were selected randomly except Dang, which has only one BRC. In all eleven BRCs, 53 CRCs, 110 primary schools, 108 Anganwadis and 105 ECCE centres were selected along with 110 primary school principals, 198 primary school teachers, 391 primary school students of class I & II, 315 students from ECCE centres, 324 students from Anganwadis and 391 parents of primary school children, 305 parents of ECCE centres children, 312 parents of Anganvadi children, 108 Anganvadi workers and 105 ECCE centres workers.

Data was collected through questionnaires, interviews, observations, focus group discussion and the achievement test for the students of class I and II. It was analyzed by using simple descriptive statistics as well as t-test. Qualitative data was content analysed and frequency computed.

**Main findings:** A large number of Anganwadis and ECCE centres were operating in very small premise. ECCE centres were co-existing with Anganwadis in a large number of villages. A substantial number of Anganwadis and ECCE centres were operating without kitchen (56% & 97%), drinking water facility (34% & 56%), play ground (63% & 65%) and sanitary facilities (61% & 83%). All Anganwadis had the facility of free mid-day meals whereas ECCE centres had no facility of free mid-day meals. Anganwadis were managed by the Department of Social Welfare; VEC had the sole responsibility for the functioning of ECCE centres. They coordinated well with principal of the local primary school in managing the activities of the ECCE centres.

The working time of Anganwadis was more compared to ECCE centres. A systematic and non-formal daily time table was being followed in most of the Anganwadis and ECCE centres covering variety of meaningful activities with few differences. Most Anganwadis had teaching learning materials. Anganwadi workers had better qualification and salary compared to their ECCE centres counterpart. Number of enrolled children at Anganwadis was nearly twice of the enrolled children at ECCE centres with high percentage of never enrolled and dropout students. Percentage of students who joined primary schools was higher in case of ECCE centres.

As per the opinion of primary school teachers' level of knowledge of students joining primary schools after attending ECCE centres or Anganwadi was good and these centres had positive impact on the overall environment of the primary schools. Parents of class I and II primary school students from ECCE centres and Anganwadi stated that these centres made positive impact on overall development of their children and on the overall environment of the primary schools. Majority of students in class I (85%) and II (64%) of primary schools belonged to either Anganwadi or ECCE centres. The performance of class I and class II students from both Anganwadi and ECCE centres was good, nearly 80 percent marks in all subjects.

A large number of ECCE centres and Anganwadi functionaries (57% & 63%) had attended training once or more. Nearly 32 percent of Anganwadi functionaries had attended the training programme with a duration of one month or more. A large number (nearly 31%) of ECCE centres and Anganwadi functionaries (23%) had undergone Montessori training. ECCE centres workers (nearly 20%) had also attended administrative training. Orientation training, refresher course and training under SSA were attended by the functionaries of ECCE centres and Anganwadi. Apart from this some Anganwadi functionaries had attended the training programme related to IMNCI, child health and gynecology.

Majority of ECCE centres functionaries used the knowledge acquired in training for teaching children as well as taking care of them. A substantial number of Anganwadi functionaries used the knowledge acquired in training in taking care of pregnant mothers. Greater number of Anganwadi functionaries stated that the training programme benefited them by enhancing their skills. Most of ECCE centres (72.4%) and Anganwadi functionaries (63.9%) felt the need for training in teaching, dealing with parents, facilitating development of girl child and knowledge of healthy food and nutrition.

Classroom transaction in ECCE centres was significantly better than the classroom transaction in Anganwadis as per the Classroom observation.

Both in teachers' and parents' view, functioning of Anganwadi and ECCE centres was good in terms of academic environment, type of education provided and care of children. However Anganwadi was better than ECCE centres in terms of overall development of children, availability of play material, caring for children, availability of health and sanitation facilities increasing enrolment and retention at primary school and provision of food for children. As per the children, both Anganwadi and ECCE centres were equal in terms of their liking to come, degree of liking functionaries in these centres and activities conducted there.

Some parents complained about the maintenance of hygiene while preparing food at Anganwadi. Problems included lack of proper infrastructure, place for children to play and study, drinking water and sanitation facilities, irregularity and incompetency of worker, no food facility at ECCE center, low salary of functionaries etc.

Major reasons for dropout and low enrolment at class I and II of the primary schools were found to be lack of parents' interest, their poor economic condition, migration and distance of school from residence.

**Suggestions:** Provide minimum infrastructural facilities to both Anganwadi centre (AWCs) and ECCE centres. Conduct special training programme for ECCE centres and Anganwadi functionaries with focus on child care, health & hygiene, gender sensitivity and different skills of teaching and learning including playway method. MDM facility need to be extended to ECCE centres. Increase the salary of functionaries of ECCE centres. There is need for a nodal body preferably local, for the management of the ECCE centres and making the community aware of the objectives of ECCE centres and Anganwadis. {GJ/08}

Mehta, L.M. (2009) **Impact assessment of Learning Guarantee Programme** *Media Research Group, New Delhi*

**Objectives:** (i) To understand the appropriateness, usage and effectiveness of various activities and inputs before, during and after the assessment (ii) To determine reasons for participation (or non-participation) of the schools in the program (iii) To ascertain whether the participation of the schools in the program was in consonance with the principles of its voluntary nature (iv) To understand how the difference between the annual assessment and Learning Guarantee Programme (LGP) assessment– both in content and process as perceived by various stakeholders (v) To ascertain the impact of the program in terms of (a) enhancement of capacities of various stakeholders, (b) enhancement in children's learning achievement (vi) To identify the gaps and provide suggestions for the future improvement in the program .

**Scope and geographical coverage:** The study covered Learning Guarantee (LG) & non LGP primary schools in Sabarkantha and Banaskantha districts in Gujarat.

**Method:** A sample survey was conducted in selected 150 schools, 50 LGP schools who had participated in 2007, 50 LGP schools who had participated in the programme in 2007

& 08 and 50 non LGP schools selected from the same cluster as LGP schools. Primary data was collected through interviews from SSA officials (5), BRCs (23), CRCs (42), Azim Premji Foundation (APF) professional (2) volunteers (4), head-teachers (148), teacher (312) students of class II (212), III (498) & IV 504 in LGP schools, VEC members (20) and parents (305) of students in 100 LGP schools. Secondary information about programs activities was collected from Azim Premji's foundation.

**Main findings:** The qualifying criteria for the programme in terms of enrolment (100%), attendance (above 90% of students on 75% of working days) and achievement (60% students scoring 90% and above) was easy to achieve in the view of majority (above 60%) of head- teachers/ teachers initially. In the first cycle 968 of 4,623 (21%) of govt. primary schools in two districts registered to participate in LGP in first cycle, of these 928 schools participated in the programme.

Most of the schools participated in LGP programme as it focused on improving teaching quality and students learning levels (35%), made use of competency based evaluation system (20%) and questions banks in teaching/ learning (7%). Some head-teachers thought it would bring reward and recognition to school (9%), school would get teaching learning material (9%), they were motivated by CRCs/ BRCs and APF officials in meetings (9%).

Reasons cited for non-participation in LGP included lack of teachers/ staff (38%), schools having many programs/ activities (37%), fear of not being able to achieve enrollment, attendance and achievement criteria (29%), lack of timely information & guidance about LGP (13%), adoption of , wait and watch policy (9%),

Reasons for dropping out in 2007-08 from head-teachers/ teachers in 50 schools that participated in LGP in 2007, included lack of timely information for participation in LGP in 2007-08 (25%) increasing workload (23%), lack of teachers/ staff in schools (23%), poor results in LGP examination, did not get award (14%) etc.

Baseline assessment (2006) by agency in 10 percent of 967 LGP schools showed that one fourth of students studying in class I to IV had answered all questions correctly in Gujarati, Mathematics and EVS/ Science whereas assessment conducted at school level by using same tools in remaining LGP schools (90%) showed that 50% students studying in class I to IV had answered all questions correctly in three subjects.

Head- teachers in LGP schools (77%) were of the view that questions banks (questions on various competence for classes I to IV in three language, Maths & EVS) helped teachers in developing similar questions. However, many head-teachers and teachers felt the need for training on use of questions banks in classroom transactions.

Trainings under LGP were conducted using a three-tier Cascade model. Twelve core group members trained 110 Mater trainers (MT). These trained MTs gave 3-days training to 2,500 LGP evaluators (including teachers and volunteers). Fifty-seven percent of teachers trainings conducted on competency based assessment and of the opinion that training was useful in improving understanding of competency based assessment (70%),

in using questions banks as well as TLM (75%) and in making child friendly evaluation (69%).

Results from Baseline assessment in 967 schools indicated student achievement as around 25% in both districts (2006) which showed an increase of above 22% (S'kantha-58%, B'kantha- 47%) in first LGP assessment (928 schools ; 2007) and 35% and above in second LGP assessment (2008 S'kantha- 68%, B'Kantha 60%). Percentage of schools meeting the three criteria increased from 7% in first assessment to 16% in second assessment. Students performance in oral tests was better than in written tests.

Two-third of head-teachers/ teachers opined that competency based assessment (CBA) was better while few (15%) felt that traditional annual exam was better. Majority stated that CBA is a true measurement of student's understanding, clarity, reasoning and application (78%) and is interesting and child-friendly (83%).

Students (86%) from LGP schools opined that questions asked in LGP assessment were interesting. They liked LGP assessment, as questions asked were in simple language and easier to answer (36 %), TLM was used in asking questions (26 %), questions were small and asked in different ways to make them understand (22%). Both oral and written exams were conducted (14 %). Teachers took interest to teach using newer methods and prepared them for LGP tests (10 %). They learnt many new things and gained knowledge in LGP (8 %). It was observed by functionaries and teachers that LGP has inculcated a competitive spirit among schools to perform better (70%) and rewards and recognition had motivated HMs/ teachers to improve teaching quality and perform better (61%).

As per Education functionaries and head-teachers LGP helped students to improve various competencies, understanding, reasoning application ability (29 %), and achievement levels (24 %). Children enjoyed simple questions asked in LGP and answered without fear (11 %). Teachers used newer teaching methods and TLM to make teaching learning interesting and easier to children (22%). Attendance, regularity has improved among students (10%). Teaching quality improved in schools (8%), teachers got motivated to improve their school's performance, gain recognition and rewards (8 %) etc

Area coordinators appointed at block-level to facilitate coordination and implementation of LGP activities in schools visited schools once a month (24%), in 3-6 months (35%) or less (38%), and were not fully trained to respond to their questions and provide academic support in LGP.

Despite a positive perception that attendance and regularity has improved due to LGP, attendance data collected from schools showed that the mean attendance had remained around 87 percent in two districts. Mean attendance was lower by 4-5 percent on the day of MRG's team's visit. Mean attendance was higher by 3-5 percent in LGP schools than in non-LGP schools.

Over all the increase in mean marks scored in annual examinations in all three subjects in classes I – IV in all schools in Sabarkantha and Banaskantha had increased slightly from 86.5% in 2007 to 87% in 2008. Mean marks scored in annual examinations in all three subjects in classes I – IV in all schools in Banaskantha had slightly increased from 76.5

percent in 2007 to 77 percent in 2008. Mean marks scored was 5-6 percent higher in LGP schools than in non-LGP schools in two districts.

Head-teachers and teachers expectations to receive trainings to improve their knowledge and teaching skills to impart competency based teaching learning were not met. Feedback received was difficult for many teachers to understand its implications and use it to improve their teaching. Delay in feedback sharing resulted in lack of remedial teaching and lost its relevance. Monitoring and supervision of teaching quality was weak and needs to be strengthened in LGP. There was lack of periodic communication from APF/ SSA to LGP schools on various LGP interventions.

**Suggestions:** APF need to modify its approach to improve education quality through competency based teaching learning process towards competency based assessment and not other way round. APF staff needs to be strengthened. LGP interventions should be planned systematically in accordance with normal school calendar. APF should discuss with SSA/ GCERT about training needs of teachers with respect to LGP and conduct teachers' training periodically through GCERT/ DIET to enhance awareness, knowledge among teachers of competency based teaching learning process, its assessment procedures, etc. APF should adopt a balanced approach having questions on knowledge, understanding, application reasoning and problem solving ( KUAS) and memory based in the ratio of 70:30 in test papers.

Feedback/ results sharing should be timely and simple for teachers to understand its implications, identifying hard spots and making efforts to improve teaching learning process, classroom transactions.

APF/ SSA should conduct block level monthly meetings of all participating LGP schools to review activities and give guidance for future activities. Area coordinators and CRCs should discuss feedback results with each LGP school and help teachers in developing and conducting remedial teaching of weaker students. APF should ensure that feedback results are used intensively by schools to improve their teaching learning process. {GJ/09}

Malav, L. G. (2006) **Sample monitoring on impact of training of teachers for Multi-grade teaching** *Department of Education, Gujarat University, Ahmedabad.*

**Objectives:** (i) To find out the impact of training on multi-grade teaching in terms of improvement in classroom interaction, student participation & use of TLM (ii) To identify the problems not covered in the training (iii) To suggest remedies for making the training more effective.

**Scope and geographical coverage:** All the primary teachers of schools in Kheralu, Kadi, Visnagar and Mahesana blocks of Mahesana district, where multi-grade classes existed were covered under the study.

**Method:** For the present survey BRCs of four blocks- Kheralu, Kadi, Visnagar and Mahesana, were sampled. Total 52 CRCs were selected randomly from these blocks. Data was collected from 356 teachers and 191 principals (who had taken the multi-grade

teaching training and were teaching the multi-grade classes), 52 CRCCs and 4 BRCCs through interview with BRCCs, opinionnaires for CRCCs, and questionnaires for teachers and principals which focused on improvement in classroom interaction, increase of student participation and use of teaching-learning material.

**Main findings:** Majority (90%) of schools functioned in single room. Teachers (90%) and principals (84%) stated that personal attention could not be given in multi-grade classes during classroom interaction. They (92% and above) were in favour of using teaching learning material in multi-grade teaching, Nearly one third (32.1%) of respondents said that their first priority was to 'make use of group system' in multi-grade education to increase students participation and suggested that use of more teaching learning material would increase students' interest.

Majority of CRC members (90%) had moderate opinion regarding multi-grade teaching. According to BRCs, training for teaching in multi-grade was essential because multi-grade classes are unavoidable. Multi-grade training had some effect on class-room interaction.

**Suggestions:** Training should be given by experts. Participation of teachers in making training module is necessary. More research is needed on how teaching –learning takes place in multi-grade classes. Monitoring is necessary. {GJ/10}

Masrani, N. *et al.* (2006) **Study of recruitment of teachers –Vidhyasahayak, at district camps** *Shikshan Ane Samaj Kalyan Kendra Amreli.*

**Objective:** To understand the recruitment procedure (ii) To asses the transparency of recruitment process.

**Scope and geographical coverage:** The study covered five districts- Jamnagar, Vadodara, Sabarkantha, Valsad and Bhavnagar.

**Method:** The survey was conducted in three blocks each of districts Jamnagar, Vadodara, Sabarkantha, Valsad and Bhavnagar. Data was collected through questionnaires and interviews from officials at district and block level candidates and guardians. Data was analysed using simple descriptive statistics (frequencies) and Chi square test.

**Main findings:** As per district level officials, time given for inviting applications was proper, special arrangements were made for receiving applications. The applications were arranged as per the category of candidates. Interviews were conducted at the specified time according to merit; majority of the officers (60%) reported that the applicants opposed the merit list.

As per BRCCs, the arrangement for receiving applications was proper, candidates were treated fairly and justly at recruitment camps (78.6 %); merit calculation method was proper and candidates co-operated in recruitment camps (85.7%). Quite a few of them (57.1%) believed that the recruitment of trained graduates as primary teachers was not proper.

Majority of candidates (82.4%) were of the view that recruitment camp was organized transparently; they had no advance information about interview committee (64%); the merit calculation method in recruitment camp was proper (81%); they were satisfied with the procedure followed at recruitment camp (64%). They were given proper justice in the recruitment camps (79.9%); the 3-years transfer rule was proper (70.7 %) and there was enough opportunity for all to select location (61.5 %).

Guardians were satisfied with the interview committee (78.9 %), the place of appointment offer made to their wards after location selection (62.9 %) and the rule of transfer after three years (67.5%). They were of the view that recruiting trained graduates as primary teacher was fine (58.8 %) but they were dissatisfied with the salary offered to their wards (89.7 %).

**Suggestions:** It was suggested that there should not be ambiguity with regard to ratio of the Primary Teacher Certificate (PTC) and the trained graduates as well as teachers at primary and upper primary levels. Necessary steps need to be taken for recruiting teachers in Science and other streams. Remuneration of teachers should be reconsidered. {GJ/11}

Mehta, L.M., Verma, M.R. & Kishore, B. (2007) **Comparative study of factors leading to higher learning & achievement levels among students in government and private schools** *Media Research Group (MRG), New Delhi.*

**Objectives:** (i) To assess the level of learning achievement among students studying in private and government schools (ii) To identify students with higher learning achievement in private and government schools (iii) To find out the factors/reasons leading to higher or lower, learning achievement of students in private and government schools (iv) To find out and compare availability of infrastructure, quality of teachers and quality of teaching imparted in government and private schools in Gujarat (v) To give suggestions to improve teaching - learning and achievement level among students studying in government schools.

**Scope and geographical coverage:** This study was conducted in government and private schools in four Municipal Corporations - Ahmedabad, Vadodara, Rajkot and Surat and four districts – Mehsana, Khera, Junagarh and Valsad.

**Method:** A sample survey was conducted in selected schools in four Municipal Corporations and four districts. In all, the study covered 144 schools, head-teachers (142), teachers (426) students (1440) in classes III, V and VII, parents (861) and 57 education officials. Classroom observations were made in 575 classes. Data was collected through interviews, classroom observation and Group discussion. Secondary data was obtained from school records. Trained researchers observed teaching quality and classroom transaction in class III, V and VII in Gujarati, Mathematics, Science and English.

**Main findings:** As per study, average attendance of students was 82% in govt. schools and 87% in private schools. In govt. schools all teachers were trained and undergo in-service training whereas in private schools 35 % of teachers were untrained and no in-service training takes place for teachers in private schools. Teachers in government schools were more qualified and experienced (3.1: 2.9). physical facilities were better in private schools (3.7: 4.1); teaching quality was slightly better in private schools (3.8: 4.1); teacher-student interaction was slightly better in private schools (3.8: 4.2); overall classroom process was slightly better in private schools (3.7: 4.0); more co-curricular activities were held in private schools; parents of students in private schools were better educated and gave more support to them in their studies. Mean time devoted to study at home by students was one hour 51 minutes per day. Students in private schools devoted more time to study at home than those in government schools.

Mean percent score of students indicated that overall students in classes III – VII performed well (67% - 71%). Mean (%) scores of students in government schools were 64% - 67 %. Achievement of students studying in private schools (74-78%) was better than students in government schools by 10-11 percentage points.

Teaching environment was perceived as the most important factor (score - 4.82 on a 5 point scale) followed by teachers qualifications & experience (4.67), teacher's motivation and sincerity (4.60), teaching quality in classroom (4.42), training to improve teaching quality (4.39) and periodic evaluation of students (4.37).

Students' interest in studies and intelligence (IQ) (4.51) were perceived as the most important factor followed by students' participation/ attentiveness in teaching learning process (4.41), students' participation in co-curricular activities (4.31), games/ sports (4.17) and attending tuitions (2.88).

Students' home environment (4.28) was perceived as the most important factor followed by importance of interest taken by parents/ elder siblings in child's studies (4.11), parents education & occupation profile (3.89) and teacher - parent interaction (3.62). Parents (55%) felt that private schools were better than government schools and students perform better in private schools (60%).

Teaching quality was observed to be excellent in one fourth (25%) of classes, good in two fifth (40%) of classes and average in nearly one third (32 %) of classes. It was below average in only 3% classes. Teaching quality score was 3.8 out of a maximum score of 5. Teaching quality was slightly better in private schools (4.0) than in government schools (3.7).

Among various subjects, Gujarati was most liked (83%) subject followed by Hindi (68%), EVS/ Science (65%), Mathematics (63 %), Social studies (62 %), English (58%) and Sanskrit (56 %). In Government schools students liked Gujarati, Hindi and Sanskrit more while they liked Mathematics, English, Science and Social studies more in private schools.

Good and motivated teachers, better teaching quality, punctuality and discipline, school environment, infrastructure and facilities, practice of giving homework regularly and

periodic conduction of tests were some of the things that prompted parents to send their children to private schools. Free education, books, study material, mid-day meals, qualified/ good teachers and teaching quality prompted some parents to send their children to government schools. Availability of teachers and physical infrastructure has improved impressively in government schools in Gujarat.

Data showed that co-curricular activities helped in overall development of children. Co-curricular and extra-curricular activities were conducted more often in private schools. These activities helped in inculcating creative interests, interest in sports, discipline and team spirit among students.

**Suggestions:** Teachers should make teaching - learning a two way process. Teachers should give and check homework regularly. Head-teachers, BRCs and CRCs should monitor teaching quality more often and provide academic support to improve subject knowledge and teaching skills among teachers. Extra classes should be conducted to improve performance of weaker students. Regular evaluation would help in inculcating seriousness amongst students and improving their performance. {GJ/12}

Mehta, M. (2006) **Impact of teachers' trainings on students' attendance and achievement level** *Media Research Group, New Delhi.*

**Objectives:** (i) To ascertain teaching problems faced by teachers in classroom transaction and to identify their future training needs (ii) To review in-service trainings conducted in recent months and ascertain views of teachers about the quality of training received (iii) To assess the extent of actual use of teaching methods and skills acquired (iv) To estimate enrollment, attendance and achievement levels in recent years (v) To ascertain views of head-teachers, teachers and officials on the impact of teacher's training.

**Scope and geographical coverage:** This study was conducted in Ahmedabad City, Bhavnagar, Kutch, Panchmahal and Surat district.

**Method:** Three blocks were covered in each district. Three CRCs were selected in each block. Four schools were selected in each CRC. A total of 180 primary and upper primary schools were sampled in five districts. Data was collected through interviews from resource persons (58), teachers trained (509), school head-teachers (176), district/ block/ cluster officials (54) and students (625) studying in classes II, IV and VI. Trained researchers observed classroom teaching in 123 classes to study the quality of teaching, teaching methods used and to evaluate teacher's performance. Data on enrollment, attendance and achievement levels was also collected from secondary sources from sampled schools.

**Main findings:** Three-fourth of teachers (78%) had studied upto high school/ senior secondary. Teachers appointed in recent years get a low consolidated salary of Rs. 2,500 per month. One-fourth of the teachers were engaged in multi-grade teaching. Most schools follow the practice of a single teacher teaching all subjects, even in upper primary classes.

Majority of the respondents (75%) opined that teachers face problems in classroom transaction Problems cited include: students being irregular and weak in studies (35%), parents lack of interest in their children's studies (17%), difficulty in teaching hard spots

in Mathematics (17%), English (13%), Science (12%), teaching in multi-grade classes (8%), teaching in local/ tribal dialects (8%), lack of TLM/ teaching aids (6%) and high PTR (5%).

Most (86%) of the respondents opined that there was a need for improving teachers training. Some of the suggestion made for improving training were content training for teaching new subjects, syllabus and topics (39%), use of newer teaching methods (21%), teaching of hard spots in Mathematics (13%), Science (12%), & English (10%); improvement in teaching quality & use of TLM (9%), improving motivation among teachers (7%) and teaching in local/ tribal dialects (4%).

In-service training was conducted by BRCs under guidance of DIET/ district project officials, which included topics like preparation and use of TLM (100%), Disaster management (76%), Integrated Education of Disabled Children-IED (69%). All teachers interviewed had attended content training at CRCs in recent two months.

Most teachers felt that too many training programmes are being conducted and too often this keeps teachers away from school affecting continuity in teaching creating problems in school/ class management. Resource persons (86%) were satisfied with the teacher training conducted by them. An improvement in teaching skills, subject knowledge, use of newer teaching methods, teaching of hard spots and sharing of experience/ views with other teachers were main reasons cited for satisfaction. Reasons for dissatisfaction included all trainers not being subject specialists, lack of monitoring/ follow-up and lack of motivation amongst teachers to use gains of training. Teachers (96%) were satisfied with the content of training. As per their opinion most resource persons (RPs) had good subject knowledge and confidence; some RPs lacked good communication skills, training methods and skills to use TLM. Two third of respondents preferred one-day content training every month which should result in improving teaching of hard spots. Others (26%) preferred 5-6 days intensive training twice a year, as the training programmes conducted during vacations do not affect continuity and it is easier to cover more content.

Teachers stated gain in subject knowledge and know how for teaching of new syllabus/ topics (44 %), knowledge of new teaching methods (26%), teaching hard spots easily and effectively (25%), increased use of TLM (11%), improved teaching skills (5%), etc. as benefits of teacher training. After training, they used TLM more often (46%), used gains of training in classroom transaction (40 %), could teach hard spots in an easy manner (21%), used new teaching methods like group activities in classroom teaching (11 %), made teaching learning interesting and joyful for students (7 %) etc.

Class room observations indicated that teachers used variety of teaching methods: group activity/ discussion method (44 %), traditional lecture/ you read method (37 %), teaching by giving examples (7 %), used TLM etc. Blackboard was used in classes (86%) while use of charts (21 %), posters (15%) maps (6%), and pictures (4 %) was less. More than half (58%) of the teachers were very active and taught mostly while standing. Interaction amongst was teachers and students good in more than half (55 %) of the classes.

Majority of students from classes II, IV & VI (above 70%) opined that quality of teaching language –Gujarati and Hindi, was good. Teaching of mathematics needs to be

strengthened in classes II & IV. In class VI teaching of Science, English and Social Studies needs to be strengthened.

Overall, mean enrollment of students in primary and upper primary classes in selected schools increased by 2.4 percent between- 2003-04 to 2005-06. Attendance was observed to be above 90 percent in July-September 2004 and July-September 2006. Percentage of students passing in various classes increased by 1.5 to 7.5 percent in last two years. Mean percent of marks increased by 1% to 10.7 percent in various subjects in various classes in 2004-05 as compared to 2003-04.

**Suggestions :** Suggestions to improve teachers training included deployment of specialist as subject trainers (21%), organization of training as per subject and class (18%); regular monitoring/ follow up of teacher's trainings (12%); training in use and application of computers (9%); development and use of TLM/ teaching aids (7%); training to teach English, Mathematics and Science. They also suggested intensive training of 5-6 days to be conducted during vacations (4 %), reduction in number of trainings as it hampers classroom teaching (3%); distribution of training modules before trainings (2%); rotation of good CRCs/ CRGs in clusters to bring in newer/fresh ideas (1%); regular monitoring/follow-up and academic support to improve teaching quality (5%). {GJ/13}

Merchant, A.M. (2006) **Impact of Sanitation units on enrolment and retention of girls in primary schools** *Dr. Babasaheb Ambedkar Open University, Ahmedabad.*

**Objectives:** (i) To assess the impact of sanitation units on girls' enrolment, retention, attendance and dropouts at primary level (ii) To identify the impact of sanitation units on overall school environment.

**Scope and geographical coverage:** The study was undertaken in Surendranagar, Baroda & Panchmahal districts of Gujarat state

**Method:** There were 90 primary schools in the sample. The respondents included 90 principals, 90 teachers, 450 parents and 450 girl students. Data was collected through interviews and focused group discussions.

**Main findings:** Principals stated that these facilities has increased cleanliness amongst girls. Their enrolment and attendance in school has increased, they attend school regularly. Almost all teachers said that it would increase the self confidence of girls. Most of the teachers were worried about availability of water and cleanliness. Parents also felt that facility of sanitation units in the school was essential for girl students.

**Suggestions:** Increase awareness of availability of this facility in schools amongst community. Care to be taken at school level for maintenance and cleanliness of sanitation units. {GJ//14}

Naik,I.(2006) **Impact of CRC monthly meetings on teachers' empowerment IASE** *Shikshan Mahavidhyalaya Gujarat Vidhyapith, Ahmedabad.*

**Objective:** To find out impact of CRC monthly meetings on teaching learning process with specific focus on teachers' capacity to address the subject specific hard spots along with awareness building & coordination with community (VEC, MTA, PTA ), students' attendance & participation of girls in various activities.

**Scope & geographical coverage:** Present research study covered 3 districts: Ahmedabad, Banaskantha and Junagadh.

**Method:** A survey was undertaken in 3 districts of the state. In all 45 CRCs, 90 schools from those CRCs & total 180 teachers from selected schools were selected using stratified random sampling. Data was collected through observation, interview and questionnaires/opinionaires and analysed using simple descriptive statistics.

**Main findings:** In CRC meetings, more emphasis was being given to quality of education. Emphasis was also on girls education and hard spot solutions. Discussion on hard spots: (16 in Maths, 9 in science, 2 in Gujarati grammar) took place in CRC meetings. The methods demonstrated in CRC meeting were implemented by teachers in classroom teaching. About 50% teachers experienced difficulty in implementing their learning in CRC meeting at class level. Teachers (88%) made use of readymade TLM like charts, equipments, maps etc. Few (19%) teachers prepared their own TLM whereas most (81%) teachers purchased readymade TLM. Majority (85%) of teachers felt that their learning was useful. Teachers (51%) made use of action songs in teaching Gujarati language.

Study concluded that teachers have become confident, more active & aware of modern strategies/ activities to impart child-centered education as per their learning in CRC meetings. Use of TLM has increased students interest in learning. Students' attendance has increased {GJ/15}

ORG Center for Social Research (2006)**Terminal assessment survey (TAS) in six DPEP districts of Gujarat (Phase – IV)** ORG – Marg Pvt. Ltd. New Delhi.

**Objectives:** (i) To assess students' average achievement in language & mathematics at the end of class I & class III (ii) To compare the average achievement of students on the BAS tests (2000) with that on the same tests administered during present TAS (2006) (iii) To compare the achievement difference on TAS achievement tests by gender, area & social groups (iv) To find out whether variables like home, school, teacher, classroom practices, incentives, etc. have any effect or relation with students achievement in learning.

**Scope & geographical coverage:** The Terminal Assessment Survey was undertaken in six districts of Gujarat- . Bhavnagar Junagadh, Surendranagar, Jamnagar, Kutch & Sabarkantha.

**Method:** The survey was undertaken in 300 schools of six districts in Gujarat. Multi stage stratified sampling technique was adopted for selection of students. In all, 4341 students of class I and 5420 students of class III were administered achievement tests. Data was also collected from 678 head/teachers on the environmental factor contributing

to learning of students, teachers' training, school infrastructure & community participation. Simple descriptive statistics was used to analyse data.

**Main findings:** In class I performance of students was better in mathematics (mean score 65.6%) as compared to language (mean score 61.5%). In class III students performed slightly better in language (mean score 44%) as compared to mathematics (mean score 35.6%). Compared to the baseline the performance of students of class I as well as class III in the terminal survey has improved in language & mathematics tests. Performance of class III students was much lower than that of class I both in language & mathematics. Urban schools had better facilities, provided better education and showed higher achievement of students. On the whole, the programme has achieved its objective of providing equal opportunities to all social categories, as well as boys and girls from urban & rural areas. {GJ/16}

Oza, D.J. (2006) **Gender sensitisation in primary schools of Gujarat on new Curriculum structures** *Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.*

**Objectives:** (i) To identify spots related to gender sensitisation in curriculum (ii) To analyze the gender sensitive curriculum spots with respect to its context, explanations and illustrations (iii) To suggest effective teaching strategies for gender sensitive curriculum spots.

**Scope and geographical coverage:** State level text books and other documents were reviewed under this study.

**Method:** The reference material for the study comprised National Curriculum Framework (2006); textbooks of Gujarat State Textbook Bureau for classes I to VII in all subjects except Sanskrit; Women's equality and empowerment through Curriculum: A hand book for teachers at primary stage.

**Main findings:** The text books were not outright gender insensitive. There were attempts where gender neutral attitude was acquired like in names, illustrations and visuals. But the stereotyping tilt existed. Text books in all subjects in some way or the other had flaws that needed to be corrected. There were certain sentences and illustrations that would impact thinking of the growing child. There were very few women writers whose work was included in the curriculum. The overtone in the textbooks that constantly came up was very male oriented, The use of terms like *MANAS*, *VEPARI* (though mean neutral) that are addressed to the males in the society and mathematical examples that represent gender bias should be avoided.

In the language texts there was lack of female characters in the lessons, only one or two chapters were there on famous women. A lesson on *Kalpana Chawla* in one of the Hindi texts came as a welcome change. More such lessons should be included. The visuals that portray women in stereotypical gender roles should be avoided. In a few books female police officers and female traffic police have been represented. The study concluded that there is still scope to make it more free of gender bias. {GJ/17}

Oza, D.J. (2006) **A study on gender concerns in school activities and classroom practices in primary schools** Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara

**Objectives:** (i) To observe the classroom (teaching-learning transaction) interactions (ii) To understand teachers' approach to teach gender sensitive issues (iii) To analyze the activities conducted by schools with respect to gender.

**Scope and geographical coverage:** The study covered primary school teachers from three districts: Dahod, Narmada and Vadodara.

**Method:** Purposive sampling was used for selecting blocks in the districts. At least one block of the district having less than 10 % female literacy rate and another block from the district having comparatively better literacy rate was selected. Two CRCs from each block and four schools from each CRC were selected randomly for the study. Coordinators of BRCs (6) and CRCs (12) and minimum five teachers from each school were also sampled. Data was collected through observation and interviews. Classroom interactions were observed for a day in each school. Teachers were interviewed during recess and after school hours. The data was content analysed.

**Main findings:** Attitude of most of the teachers was apathetic. Gender sensitivity was not evident in teachers' behaviour at class level. In principle, they agreed with programmes of gender empowerment but its impact was not evident in their practice. In their view, training has neither helped them nor convinced them to change the practices in classrooms. Only a marginal number of teachers (5 or less) were taking keen interest in teaching the content through action songs, role-play and story telling. Activities in their classes were gender neutral. The local teachers from the same community were far more approachable to students; other teachers had pre-conceived notion about the children, nature and traits of people.

Study reported major differences in schools located in rural and urban areas in all the three districts with attendance rate being higher in urban areas and more irregularity among girls in rural area. Schools in urban areas lacked play ground and all the sports equipments were just kept in store room. Schools in rural areas had some place to play but play material or adequate sports equipments were not available. In urban area activities of cleaning and filling drinking water was undertaken by employed staff but in most of the schools the place where the pots were kept was dirty. In rural areas, students (boys & girls) cleaned the school ground and classroom daily and filled drinking water pots regularly.

Students in rural areas were more enthusiastic in curricular and co-curricular activities. Participation of girls in classroom activities was higher in urban areas. In urban areas not much attention was given to prayer or *Prarthna Sabha* whereas in rural areas, prayer assembly was one of the important activities in school where both teachers and students were active partners. Here, assembly was considered an important activity to develop initiative, leadership etc. Caste differentiation at the time of mid-day meals was observed in some village schools.

**Suggestion:** More work needs to be done to develop gender sensitivity and change in attitude and practices. {GJ/18}

Parikh, M.R., Patel, P.G. & Tiwari, P. (2006) **A study on functional efficiency of schools in Gujarat** *Rural Development and Management Institute, Ahmadabad.*

**Objectives:** (i) To develop a system to measure functional efficiency of school (ii) To assess functional efficiency of the selected primary schools on sample basis (iii) To identify the inter-school variation and to understand the factors contributing to this variation (iv) To ascertain the role of BRC and CRC in making school functionally more efficient.

**Scope and geographical coverage:** Primary schools of Baroda, Anand, Patan and Kutch districts were covered under the study.

**Method:** The survey covered 94 schools, 8 BRCCs, 32 CRCCs and 2400 students from four districts. The respondents in all categories were selected by using two stage stratified purposive sampling method. Data was collected through questionnaires, group discussions and observations as well as school records. Based on the parameters selected to study functional efficiency, 'Functional efficiency Index' was prepared for ranking different schools. Data was analyzed for assessing efficiency in terms of management, teachers, students and infrastructure.

**Main findings:** SSA has helped in improving the unattractive school environment, the unsatisfactory condition of buildings and inadequacy of instruction material in almost all schools. Large inequalities were found in public expenditure, staff strength, building infrastructure, other institutional and supporting material etc. Variations were observed across the districts, blocks and schools. Multi-grade teaching was common. The public contribution was more in privileged segments of society. The composite index of efficiency indicated that more than 37% of schools were of C&D grades and hence were not functionally efficient to carry out the responsibilities assigned to them.

The education is becoming more and more centralized with even school related decisions and academic choice being taken at block, district or state level. The curriculum design, selection of textbooks, selection of pedagogies, evaluation of students etc. are centrally decided. An over-emphasis on meetings & report preparations and reduction in attention to non- cognitive areas of learning was also observed.

**Suggestions:** Study suggests removing gaps in school infrastructure, better flow of funds for the under privileged, redefining the role of BRCs & CRCs, teachers' empowerment and autonomy. {GJ/19}

Parikh, M. R., Patel, P.G., Tiwari, P.& Gohel, N. (2006) **A study on school & home based factors affecting the achievement of students** *Rural Development and Management Institute, Ahmedabad*

**Objectives:** (i) To assess the achievement level of students (ii) To identify the factors which affect level of achievement (iii) To find out the relative contribution of home

based and school based factors in achievement of students (iv) To discuss the necessary policy implication of the finding of the survey and to give necessary recommendations.

**Scope and geographical coverage:** Study covered primary schools of Ahmedabad, Surendranagar, Surat and Mehasana districts of Gujarat State.

**Method:** The sample was selected from three talukas of each district: one most developed taluka, one backward taluka and an average taluka. The sampling of schools was based on performance of the school as per discussion with BRCCs and CRCCs. The students were selected randomly from VI and VII class. Parents of the sampled students were contacted on random basis. Data was collected from management of the schools, teachers and students of the schools along with parents of the selected students through structured interviews. In all 1400 students, 80 schools and all the teachers in the selected schools were contacted. The secondary data relating to the strength of schools in each taluka, number of teachers etc. and BRCCs & CRCCs experience with the school were collected from the respective departments. A composite Index of 15 school factors that support child study was made.

**Main findings:** The study indicated that school environment improved significantly in last 5 years. However, in spite of having pucca building in 92% of schools, adequate teachers in 70% of schools, adequate classrooms in 67% of schools, it was found that out of 15 school factors used to form the composite index, only 3.4% of schools had more than 10 favorable school factors. It was also found that in 30% of schools only 5 factors were favorable out of 15. It was observed that improvement in school environment, increase in number of teachers and qualified teachers do not necessarily ensure good education.

Most (83%) of students were found struggling for their livelihood, their mothers were illiterate (50%) and had more than 2 siblings (56.5%) . The composite index for home factors indicated that few (1%) students had favorable home environment, some (30%) students had tolerable environment while majority (69%) were studying under adverse situation at home. It was found that achievement of students was influenced by both home and school factors but they were not the only factors. {GJ/20}

Patel, H. T. & Bhatnagar, R.R.*et al* (2006) **A study to find out reasons of dropouts of children and processes adopted under alternative schooling** *Sardar Patel Institute of Economic and Social Research, Ahmedabad.*

**Objectives:** (i) To ascertain seasonal migration of the family (ii) To identify the factors responsible for dropouts (iii) To find out processes adopted under alternative schooling for bringing children to school

**Scope and geographical coverage:** The study was conducted in five districts.

**Method:** The survey covered 9 blocks, 80 villages and 80 schools from five districts where the number of alternative schooling centres was more. Data was collected through interviews and structured questionnaires from head-teachers, parents, dropout children,

*balmitras*, BRCs, CRCs and district resource persons (DRPs). Primary data related to reasons for dropouts was collected from schools, principals, parents, children, BRCs, CRCs and District Resource Person (DRPs). Information related to alternative schooling varg and bridge course was collected from *Balmitra* group. In all, there were 350 respondents.

**Main findings:** Majority (96%) of the parents had migrated with their families. Family responsibilities such as taking care of siblings and domestic chores were the reasons for drop out as per head- teachers (84%) and parents (64%). Hurdles like rivers, rivulets, hilly areas, railway lines, highways etc. in between school and residence were cited as the factors responsible for children's dropping out as per principals (43%) and CRCs (44%).

Half (50%) of the schools had less class rooms than the total standards in the school. Basic facilities were not available in all schools. Only some schools had mats (69%), drinking water (46%) and toilet facilities (70%). Nearly two third (64%) of the schools had less number of teachers than number of standards.

Majority of the total enrolled students in Alternative schools were drop outs (62%) and rest (38%) were never enrolled students. Most of the drop out children were failure (81%) or absentees (19%). Data indicated that at block level in 2006, sixty eight percent of students (male 70% and female 64%) were upgraded to upper standard through bridge courses.

**Suggestions:** Alternative education centres and ECCE centres should be made more effective. Effective use of suitable measures such as Tent school, AIE centres, *Niwasi* school, reservation in Ashram shala etc be adopted either at native or migrating place. Adequate basic facilities should be made available in all schools, Relaxation of norms in opening school in areas where movement of teachers and students between school and residence gets hindered due to rivers, rivulets, highways, hills etc. {GJ/21 }

Patel, M. K. & Patel, D. M. (2006) **Impact of District Primary Education Programme (DPEP) on enrolment and attendance of boys and girls** *Shikshan Mahavidyalaya Gujarat Vidyapeeth, Ahmedabad.*

**Objectives:** (i) To compare enrolment before and after launching of DPEP programme (ii) To study various enrolment drives carried - out in DPEP districts (iii) To compare attendance status before and after launching DPEP programme (iv) To list out various difficulties faced in enrolment and atendance.

**Scope and geographical coverage:** The research study covered 4 districts of Gujarat namely Surendranagar, Junagadh, Panchmahal and Banaskantha.

**Method:** From each district, 3 BRCs and 3 CRCs from each block were selected randomly. Total number of CRCCs selected was 36. From each CRC, 2 primary schools (total 72 schools) were sampled. From each school one teacher, head teacher and a parent was selected. Data was collected through questionnaire from head-teacher, teachers & CRCCs and by interviewing BRCCs and parents.

**Main findings:** Implementation of DPEP increased enrolment by 7.9 %. There was significant improvement in enrolment of girls as compared to boys (0.1% increase in the enrolment of boys and 18% increase in the case of girls). There was a decrease of 4.6 % in the number of children eligible for admission. However, the number of disabled boys and girls eligible for admission increased considerably. Increase in the enrolment of ST category was highest (111.8%).The increase was most marked in the case of ST girls (186.6 %).

According to BRCCs (75%), the grant available for *Praveshotsav* was adequate. All schools celebrated *Praveshotsav*. Only a few schools organized *Bhavai* caste-sammelans or summer workshops for children. All guardians participated in *Praveshotsav*. Month of May is most convenient to teachers and CRCCs for door to door survey.

According to CRCCs (61.1%), implementation of DPEP enhanced attendance. CRCCs (94.4%) found the survey useful. Head-teachers (85.5%) organized staff meeting to involve teachers in planning enrolment drive, they motivate (71 to 74%) parents and call PTA meetings. Teachers (81.2%) attest date of birth on the basis of birth - certificate. Many teachers (72 to 74 %) experienced difficulty in getting certificates of birth and information on migration of guardians.

All teachers and guardians (77.8 %) made efforts to make students regular. The overall increase in the attendance of ST category children (69.8 %) was higher than those of other categories; increase in the attendance rate of ST girls was highest (117.3%). {GJ/22}

Patel, M. K.& Patel, J.G. (2006) **Classroom observation in the schools of SSA districts Shikshan Mahavidyalaya, Gujarat Vidyapeeth, Ahmedabad.**

**Objectives:** (i) To study the classrooms with specific reference to physical facilities, educational environment & classroom transaction in primary schools (ii) To make suggestions for improvement of classroom teaching.

**Scope and geographical coverage:** The study covered 4 districts of Gujarat, namely, Anand, Sabarkantha, Junagadh and Surendranagar.

**Method:** From each district, 3 blocks, 3 CRCs per block, two schools per CRC and two teachers from each school were sampled randomly. In all, 12 BRCCs, 36 CRCCs, 72 schools and 144 teachers comprised the sample. Data was collected through classroom observation and questionnaire from CRCCs and analysed using simple statistics.

**Main findings:** According to CRCCs, more than 63% schools had adequate basic facilities. Availability of physical facilities like chair, table, cupboard and blackboard for teachers (83.4%); tubelight and fans (86%) in the classrooms; teaching-learning aids like maps and charts (69%) and models (42.7%) could be considered as adequate. Majority of classrooms were built mainly by bricks and mortar (88%), and they had the ideal area i.e. 14 x 18 (86%). In most of the classes (85.4%) the number of students was 40 or less. There was adequate ventilation, light and electricity in all the classrooms of the sampled schools. In most of the classrooms, the blackboards were made of cement sheets. Quite a

number of classrooms (61%) had the cupboards for teachers. Students had benches with desks in one-fifth (20.8%) of classrooms. In most of the schools (nearly 57%) walls were white-washed and very few had oil paint. There was arrangement of drinking water, playground for sports and games and proper drainage for dirty water.

Classrooms were cleaned regularly. Brooms, dust-bins were found in most (95.14%) of the classrooms for maintenance of cleanliness in the classrooms. Footwears were arranged in rows outside the classroom (95%). Attention was also given to students' neatness. Charts and pictures relevant to the class were hung on the walls of most (63.9%) of the classrooms. Good thoughts were found written on the walls (66%). Teachers followed the time table, arrangement of proxy teachers was made whenever a teacher was on leave. Classroom teaching was not disturbed by outside noise (vehicles, T.V. or loudspeakers). Students sit in rows in most (96.5%) of the classrooms. TLM corner was available in most (59.7%) of the classrooms but science corner was available in only a few (12.9%) classrooms.

Teachers' interaction with the children was full of affection (85.9%). They worked as per the daily plans in their diaries. Teaching process was student-centred and activity-based in most of the classrooms (55.4%). Pupil participation in teaching-learning process was adequate (72.2%). TLM were not used in more than 63% of the classrooms during teaching. Generally teachers (33.2%) did not use the audio-visual aids or attend programmes broad-cast on radio and T.V. Teachers developed black-board summary (83.1%) and gave sufficient home work to children. Most of the teachers asked questions from students. In most of the classes, questions asked were thought provoking and knowledge based, questions to stimulate creativity were few. Assessment of practical book, map-book and composition note-book (55.4%) was done regularly. Students were friendly and co-operative with each other.

**Suggestions:** Study suggested that regularity of teacher and students, active and positive role of local institutions, use of new and effective training method for teachers are important for improving quality of education, at class level. Effective use of TLM, content, diagnostic tests, remedial teaching, co-curricular activities, library, reference material, Radio & T.V programmes, regular teaching and creation of a lively environment in the classroom would improve teaching learning process. {GJ/23}

Patel, M.& Kaswekar, A. P. (2006) **Study of gender sensitivity of primary school teachers** *Shikshan Mahavidyalay, Gujarat Vidhyapeeth, Ahmedbad.*

**Objectives:** (i) To assess the attitude of teachers in govt. primary schools towards gender sensitivity (ii) To compare primary school teachers attitude towards gender sensitivity vis a vis teachers' sex, educational qualification and experience (iii) To gather the opinion of BRCCs and CRCCs for developing gender sensitivity among primary school teachers.

**Scope and geographical coverage:** Study covered five districts: Ahmedabad, Patan, Narmada, Bhavnagar and Sabarkantha where NPEGEL programme has been implemented.

**Method:** Three BRCCs from each district were selected randomly except Narmada district where only 2 BRCCs were selected; 5 CRCCs from each BRC, 4 schools from each CRC and two teachers from each school (one male and one female) were selected randomly. The total sample had 15 BRCCs, 70 CRCCs and 560 primary school teachers in the present study. Data was collected through administration of attitude scale to teachers and by interviewing BRCCs and CRCCs. Qualitative data was content analysed. The data was analysed using simple descriptive statistics (frequencies and percentages).

**Main findings:** Nearly three fourth of teachers (71.2%) had very positive attitude towards gender sensitivity. The mean score on gender sensitivity attitude scale of the teachers at primary level was (61%) i.e moderate level. District wise variations were observed with teachers of Patan district having high scores on attitude scale and Sabarkantha having low scores. There was no relationship between the attitude towards gender sensitivity and teacher's sex, educational qualification and years of experience.

All BRCCs and CRCCs had undergone training. Most of them (71%) had taken training two to three times. Two-third (68%) did not want any change in the training. The most emphasized topic in the training was 'increasing participation of girls in co-curricular activities', and 'equal attention to boys and girls during classroom transaction'. Women's empowerment was the least discussed topic. Most (90.6%) of the teachers claimed to have implemented the training in the classroom teaching. Girls' participation in classroom interaction and co-curricular activities had increased. Their participation in competitions, educational tours, picnics sports and games was more. {GJ/24}

Patel, M.K. & Patel, H.M. (2006) **Analysis of the types of TLM and use of TLM by student** *Shikshan Mahavidyalaya, Gujarat Vidyapeeth, Ahmedabad.*

**Objectives:** (i) To list commonly used TLM (ii) To identify various types of TLM used in teaching of different subjects (iii) To classify various types of TLM as per class activity & subject (iv) To understand the difficulties in using TLM

**Scope and geographical coverage:** The study covered 4 districts, namely, Mehsana, Vadodara, Bhavnagar and Sabarkantha.

**Method:** Three BRCCs were selected randomly from each district except Vadodara. Nine CRCs from each district and two primary schools from each CRC were selected making a total of 36 CRCs and 72 schools. Data was collected through questionnaires from CRCCs and teachers and by interviewing BRCCs.

**Main findings:** Use of TLM can enhance effectiveness of teaching but it demands more time. Coverage of curriculum cannot be completed when all the competencies are taught with the help of TLM. Some competencies in science cannot be taught experimentally. There was lack of TLM relevant to all the topics. Study concluded that some of the difficulties identified pertained to preparation of TLM, durability, maintenance and storage, Use of TLM is important it should increase students' attention rather than distracting them. {GJ/25}

Patel, M. K. & Patel, L. P. (2006) **Impact of teacher training on activity based participatory teaching learning process in classroom transaction** *Shikshan Mahavidyalaya, Gujarat Vidyapith, Ahmdabad.*

**Objectives:** (i) To know present status of teachers' training (ii) To ascertain the impact of teachers' training on activity based participatory teaching learning process with reference to teaching of language, mathematics, and Environment (iii) To give suggestions regarding the activity based participatory teaching learning process in teaching.

**Scope and geographical coverage:** The research study covered 4 districts of Gujarat, namely, Patan, Dahod, Jamnagar and Ahmedabad.

**Method:** From each district, 3 BRCs were selected randomly (except Ahmedabad). Total 9 BRCs were selected. From each district, 9 CRCs were selected. Total number of CRCs selected was 36. From each CRC, 2 primary schools and two class-rooms from each of 72 schools were selected. In all, 144 classrooms were selected for observation. Data was collected through questionnaires from CRCCs and classroom observation.

**Main findings:** In most of the classrooms, seating arrangement needed improvement. Electricity, fans, colour - paintings were adequate. In most of the schools (more than 80%) some activities were common among teachers such as use of blackboard & self - prepared materials and giving sums for calculation to students. Use of creative literature, demonstration by the teachers and participation of experts in teaching learning process was less.

Primary teachers appointed as the CRCCs in all the four districts were well - experienced and educationally qualified with most ( 56% ) of CRCCs having more than PTC level qualification. All CRCCs considered the training under SSA programme as essential.

According to the CRCCs, use of self-made charts, pictures, models and students activities like puzzle solving, group work had increased in Mathematics, Environment Science and language classes after implementation of SSA. In teaching of Mathematics, use of readymade charts, pictures and models was perceived to be average or moderate. Activities like children singing songs, children playing games came into the focus in teaching of Mathematics after implementation of the SSA. In teaching Environment Science, classroom transaction activities included discussion about educational tours, teaching with TLM, use of action songs, collections, making albums, visit to museums, celebrations of festivals and other programmes related to Environment after implementation of the SSA programme.

More than half (55%) of CRCCs reported responses from teachers (70%) about less time for activities related to classroom transaction. Teachers complained about the extra governmental work (63%) and over dose of training (56%).

**Suggestions:** Suggestions received from teachers and CRCCs were on development of listening, reading and writing skills among students. Activities suggested for developing listening skill were role play during story – narration & poem - recitation, maximum use of audio - visuals, concocted stories, ideal reading etc.; picture based story - telling,

poem - singing, opportunities for free expressions, song competition and dialogue delivery etc were suggested for developing speaking skills. Ideal reading by teacher, literature reading, making text-book attractive with colorful picture, story narration, providing reading experience of characters or words or sentences etc were suggested for developing reading skills. Character writing, word writing, good-handwriting competition, copy-writing from black-board or charts etc were suggested for developing writing skills. {GJ/26}

Patel, R.C. & Awasthi, K.P. (2006) **Status of students and *Balmitras* in the Alternative and Innovative Education system** Department of Education [CASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, VADODARA.

**Objectives :** (i) To find out the status of Alternative schooling system (ii) To ascertain the status of *Balmitras* in Alternative Schooling System (iii) To identify the status of students in Alternative schooling system.

**Scope and geographical coverage:** The study was conducted in three districts: Sabarkantha , Surat & Panchmahals.

**Method:** The study covered a total of three districts, six blocks and sixty seven Alternative schools: Sabarkantha (39), Surat (16) & Panchmahals (12). Data was collected through observation and questionnaires from *Balmitras* (67), schools (39) and various functionaries (24 CRC coordinators, five BRC coordinators, two DRPs and two BRP involved in the AIE system). The data was analyzed using simple frequency and percentages. Qualitative data was content analysed.

**Major findings:** Half of the total centers, (34, that is 50.7%) were functioning at the scheduled time. Twenty centers (29.9%) had different timings about which the local functionaries i.e. coordinators of BRC and CRC and block resource persons had no information. At thirteen (19.4%) centers holidays were declared due to marriage season. Attendance was low in functional centers. In most of the centres (50.7%) attendance ranged between 30% to 50%. Among them only 50% knew reading and writing and only 5% could do small calculations. The number of students mainstreamed was also low. Only 321 children were mainstreamed in all three districts out of 1300-1350 students.

Majority of *balmitras* (73.1%) were not satisfied with payment of remuneration. They received pay after one /two years. Some reported that each time they had to pay Rs.100 to.200 to CRCC Panchayat member or school principal.

All the functionaries do not possess adequate knowledge. Only seventeen (54.8%) out of 31 functionaries knew what school mapping was and how was it done?

**Suggestions:** Regular and stringent monitoring by community members is required to ensure regular attendance of teachers and students, proper functioning of schools and teaching-learning process in classrooms along with accountability of all the functionaries involved. {GJ/27}

Patel, R. C. & Awasthi, K. P. (2006) **Perception of community members of different committees regarding SSA and its implementation** *Department of Education [CASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, VADODARA.*

**Objectives:** (i) To find out the constitution of different committees VEC, PTA, MTA and others (ii) To ascertain the functioning of VEC, PTA, MTA and others (iii) To identify the perception of members of different committees (VEC, PTA, MTA) and others regarding SSA and its implementation (iv) To know the perception of members other than those of different committees regarding SSA and its implementation.

**Scope and geographical coverage:** The study was conducted in four districts: Bhavnagar, Navsari, Panchmahals and Sabarkantha

**Method:** The survey covered 56 schools (4-6 schools per block) from three blocks each of four districts-Bhavnagar (Mahuva, Palitana Vallabhipur), Navsari (Gandevi Jalalpor Vansda), Panchmahals (Halol, Lunawada, Santrampur) and Sabarkantha (Bhiloda, Khedbrahma, Prantij). Data was collected from all the functionaries of primary school at village level through interview and focus group discussion as well as from secondary sources. The quantitative data was analyzed by using frequency and percentage analysis. Qualitative data was content analysed.

**Main findings:** In majority of schools the committees (above 76%) were constituted as per norms in the SSA Framework; members had received community leadership training. In most (66.5%) schools all the members in the committees were literate. In (20%) schools members met with a constructive agenda of increasing enrolment, improving retention rates and increasing the achievement levels; in other schools the members met only to discuss the utilization of grants. 38% or discuss celebration of different events like *PraveshUtsav*, 26<sup>th</sup> January, 15<sup>th</sup> August (10%). Official records were missing in 19.6% schools.

In terms of availability and utilization of grants, it was found that in 37 schools (66.1%) the entire amount of the school development grant was made available, in 15 schools (26.7%) it was not made available and 4 schools (7.1%) had no information. Of these 56 schools, 34 schools (60.7%) received the grant in time, in 9 schools it was not received timely and in other (13) schools information was not available. Of the total schools, 45 schools (80%) utilized the entire amount, in 4 schools (7.1%) half the amount was utilized and in 6 schools (10%) no information was available. Only three (5.3%) schools that did not utilize the grants returned the amount. Among the 56 sampled schools, three (5.3%) schools had received other grants like OBB grant, NPEGEL grant and had utilized the entire amount. The study revealed inappropriate use of the grants especially on sanitation, drinking water. Computers were found out of order in most schools.

Community members stated that grants helped in improving the dilapidated condition of the primary schools. Different committees formed had been given enough power to change the shape of things at their level but the distressing part is that power is understood only in terms of availing the sanctioned grant and utilizing it.

The failure of teacher training could be largely attributed to the unequal distribution of the trainings throughout the year, unavailability of experts with the required expertise and lack of quality training materials. {GJ/28}

Patel, R.C., Oza, D.J., Acharya, V. R. & Mehta, A.K. (2006) **Sample checking of DISE data of Gujarat state** *Center of Advanced Study in Education, Faculty of Education & Psychology, The Maharaja Sayajirao University, Baroda (Vadodara) – Gujarat.*

**Objectives:** (i) To collect data of schools, students and teachers (ii) To compare the above data collected by the project team with the same set of data collected for the same academic year by the Gujarat Council of Primary Education.

**Scope & geographic coverage:** Study covered four districts - Bhavnagar, Dahod, Navsari, Rajkot.

**Method:** A sample of 264 schools from 37 blocks of the four districts - Bhavnagar (11), Dahod (7), Navsari (5), Rajkot (14) were selected by using stratified random sampling method. Data was collected using a form developed specially for the purpose. The data collection was closely supervised & monitored. Data analysis was undertaken using a software package.

**Main findings:** The schools were managed by various bodies e.g. Department of Education, local body and agencies running private aided & private unaided schools. Discrepancies were observed in the data on number of schools, classrooms, sections, teachers, enrollment as well as repeaters. Comparison of enrollment summary of students from class I to VII in all categories & all management types revealed that category wise as well as gender wise the number of students enrolled in class I to VII showed major differences.

Comparison of total number of students revealed the differences in total as well as class wise enrolment for each type of disability. Discrepancies were also evident in academic qualifications, age as well as number of teachers in each category.

The comparison revealed considerable variation in terms of selected indicators in all 4 districts. It was observed that Bhavnagar & Navsari districts had fewer discrepancies in data compared to the Dahod & Rajkot districts. {GJ/29}

Patel, R.S. (2006) **A study of gender sensitization training imparted to teachers and its effect on behaviour and attitude of teachers** *Department of Education, Gujarat University, Ahmedabad.*

**Objectives:** (i) To identify the strengths and weaknesses of Gender Sensitization training for teachers. (ii) To assess teachers' attitude towards the training (iii) To ascertain teachers' behaviour after the training.

**Scope & geographical coverage:** In present study, six districts of Gujarat, namely, Ahmedabad Rural, Kutch, Patan, Kheda, Surat and Rajkot were covered.

**Method:** The survey was conducted in 11 blocks of the 6 districts assigned by State Project office, Gandhinagar. Three CRCs per block (33 CRC centers) were selected randomly. From each CRC, 20 schools were sampled randomly. Selection of BRCs and CRCs was done by using cluster sampling method. In all, 1650 teachers, 660 principals, 11 BRCs and 33 CRCs were sampled. Data was collected through questionnaires developed specifically for the purpose.

**Main findings:** Overall majority (80%) of the teachers had taken the training in sampled blocks except in Sanand (62%), Nizar (61%) and Umarpada (59%). In all blocks average 3 to 8 programmes were organised yearly for Gender education. Variations were observed in number of times training was given to teachers with most (76%) of the teachers receiving training once, some other (14%) received it twice and others having taken training thrice or four times. Duration of training also varied from 1 to 4 days.

The training focused on increasing gender sensitivity (GS), equality between boys and girls' education and removing gender bias. Most of the teachers (60% - 90%) were of the view that there was change in their attitude after the training. Change in seating arrangement, promoting co-curricular and other activities amongst boys and girls in partnership were teachers' priority.

Teachers were of the view that training was very good, period of the training should increase and the resource persons should be well trained. Lack of time, trained resource person and related literature were the common drawbacks of the training programmes reported by BRCs, CRCs, principals and teachers. The principals, BRCs and CRCs opined that the effect of the gender sensitization programme changed the teachers' behaviours in a strongly positive manner. Many teachers (86%) scored high on the attitude scale towards gender.

Most of the teachers' behaviour was same towards boys and girls; they encouraged girls in the class-room and avoided the activities which affect girls education negatively. The response was between 80% and 99% on change in teachers behaviour after gender sensitivity training programme.

Majority (78%) of teachers perceived impact of Gender Sensitivity training programmes on girls' education, which included significant decrease in number of un-enrolled girls, dropout girls, over-aged illiterate girls, uneducated working girls, low achiever girls along with increase in attendance rate of girls. They also reported increase in proportion of girls in different classes. Illiterate parents, lack of awareness amongst parents and untraditional costumes were perceived to be hurdles in girls' education.

Generally, teachers conducted four to five programs relating to promotion of gender sensitivity targeting school children, members of MTA, PTA and VEC etc. Female role model were very useful for gender sensitization training to help and motivate the girls for education. {GJ/30}

Paul, B.K. *et al* (2006) **Effect of social, economic and ecological background of areas and communities on Elementary Education of children in four districts of Gujarat** DPEP-SSA Gujarat Council of Primary Education, Gandhinagar, Gujarat.

**Objectives:** (i) To identify the socio-demographic profile of children and its effects on elementary school education of children (ii) To find out the occupational and economic profile of households and communities and its effect on education of children (iii) To ascertain the role of ecological uncertainty and rate of family migration on elementary education (iv) To review the role of local community in elementary education.

**Scope and geographical coverage:** This study was conducted in 16 villages each of four districts of Gujarat, namely, Mehsana, Navsari, Panchmahal and Surendranagar.

**Method:** Multistage random sampling method was used to select 2 BRCs from each district, 2 CRCs from each BRC, 4 SSA schools from each CRC, 1 PTA, 20 parents, 5 students from each of the selected schools making a total sample of 16 PTAs, 320 parents & 20 students.

Both primary and secondary data sources were used for the study. The data was collected through interviews and focus group discussions. Data was analysed statistically by using SPSS software. The qualitative data was analyzed by using content analysis technique.

**Main findings:** There was a strong correlation between household income and school attendance of children. The proportion of households sending all children to school was substantially higher (74%) among households owning land, compared to those not owning land (51%). The proportion of households sending all children to school was much lower in households where at least one member had migrated permanently (39%), compared to households not having any permanent migrants (61%).

Parental education was more important than parental occupation. The education level of the father of the child appeared to be the most important factor determining children's education in a household. The education level of the mother of the child also had a strong correlation with the children's education in the household.

School attendance rates varied significantly across different social groups, with general category being highest (89%), OBC (75%), SC (73%) and ST (61%) being the lowest. Natural calamities were observed to have an impact on attendance rate. The difference in attendance rate of schools in villages experiencing natural calamities and those not experiencing them in the last five years varied by as much as nine percent.

Type of house, ownership of house, household amenities and ownership of durables -all indicators of financial condition of family were observed to be positively related to attendance rate. While area and community level factors played a significant role in school participation of children, socio-economic household factors were much more important in influencing the school participation of children.

**Suggestions:** Since parent's education is a major factor influencing education of children, engaging uneducated parents in some learning activity (like adult education

centres) may increase the participation of their children in school education. The problems and challenges in elementary education are location specific and call for local level action. {GJ/31}

Raval, C. S. (2006) **Comparative study on impact of use and non-use of TLM in class-room process** *Akar Adhyapan Mandir, Ognaj, Ahmedabad.*

**Objectives :** (i) To understand the use of different types of TLM in the class-room teaching (ii) To identify the effect of TLM used on the class-room processes (iii) To ascertain the effect of TLM used in the class room for different subjects.

**Scope and geographical coverage:** Out of 27 districts of Gujarat state, only three districts namely Ahmedabad, Surat and Rajkot were selected for the study.

**Method:** Sample for the survey comprised of three blocks, one each from three different talukas in Surat and Rajkot districts and two blocks each from urban and rural areas of Ahmedabad district along with three CRCs from each block and 60 schools from each district. In all 10 BRCs and 30 CRCs, 1500 teachers and 600 principals were sampled. The data was collected from BRCs, CRCs, teachers and the principals of the primary schools through questionnaires.

**Main findings:** Most of the teachers and principals believed that TLM was very useful for the teaching-learning process. The construction and use of TLM increased after introduction of teacher grant for TLM. Majority (75%) of the teachers prepared the TLM by themselves with the help of students, the rest purchased the TLM from market. The quality of TLM improved due to guidance, seminars and workshops arranged by the CRC & DIET. Most of the teachers used TLM in the class-room. They were of the view that use of TLM was most effective in teaching mathematics followed by Science and Social studies. Problems were reported with regard to keeping TLM at a safe place in the school and their durability.

**Suggestions:** Workshops should be organised for the construction and effective use of TLM. The core guidelines for construction and use of TLM should be made subject-wise as well as per the need of the schools and teachers. Provision for the safe keeping of TLM should be made. Grants for TLM should be provided at the beginning of the academic year. The teachers teaching multi-grade classes should be given special training for the use of TLM. {GJ/32}

Raysing, B.& Chaudhari, D. (2006) **Study of effectiveness of educational support given by BRCs, CRCs and DIETs** *Education Department, Veer Narmad South Gujarat University, Surat.*

**Objectives :** (i) To get the opinion of teachers regarding physical facilities provided during in-service training (ii) To ascertain the opinion of teachers regarding the focus of in-service training, strategies adopted and resource persons involved in the process (iii)

To identify the problems faced by the teachers during in-service training (iv) To enlist perceived advantages of the training for teachers and pupil (v) To suggest measures for making in-service training programmes more effective (vi) To elicit teachers' opinion on follow-up of in-service training.

**Scope and geographical coverage:** The study was limited to govt. primary school teachers in four districts: Dang, Porbandar, Mehsana, and Surat.

**Method:** Two blocks were selected from each district except Dang where only one block was selected. Three CRCs from each block and three schools of each CRC, 45 teachers and 225 students from each block were sampled. In all 315 teachers and 1575 students were covered from 63 schools. Data was collected through opinionnaires from the teachers and pupils and was analyzed using frequency, percentage and chi-square test.

**Main findings:** In teachers' opinion, the place selected for in-service training programmes was proper (95.2 %) and seating arrangement during in-service programmes was satisfactory (92.1 %). In-service training programmes were more effective because of the distribution of various activities individually to the primary teachers (79.2 %). Teachers were satisfied with the group teaching method (71.4%) during in-service training programmes. They (68.6%) agreed that these programmes provided great chance for discussion among them. Practical work was given during the in-service training programmes (63.5%). Use of instruments by experts and printed literature materials distributed during in-service training was useful. Teachers were satisfied with the training approach of the experts (71.8%), believed that the experts were experienced & learned persons (66.7%) and were giving training effectively (63.2 %). Teachers (64.8%) were of the opinion that follow up work was fruitful for qualitative teaching improvement. There was need to improve physical facilities (85.4 %) and method of training (73%).

Students (88.3%) were of the opinion that they could learn easily with the help of pictures in the classroom, they (87%) liked going to school, listening to various types of stories in the classroom, enjoyed studies (80%), played games in the school (79.8 %) and took part in various activities (74.7%). They (78.7%) got interested in study because teachers used various teaching methods. They (87.9%) also liked to listen to what was read from books. Many (73.5%) said that they studied with the help of the TLM. Students (73.6%) were of the opinion that their examination results were improving. {GJ/33}

Sahu, N. (2006) **Comparative study of physical and co-educational environment in government and private schools** Navinchandra Mafatlal Sadguru Water Development Foundation, Chosala, Dahod, Gujarat.

**Objectives:** (i) To find out the perception of community groups about the physical and co-educational environment in government and private schools (ii) To compare the physical and co-educational environment in government visa-vis private schools on the basis of classroom observation, (iii) To compare the physical and co-educational environment in government visa-vis private schools on the basis of school profiles (iv) To study the significance of variation, if any, among different regions in case of certain variables.

**Scope and geographical coverage:** The districts of Banaskantha, Bharuch, Bhavnagar, and Dahod from four different zones of Gujarat were taken under purview of the study. It also covered the metropolitan area of Baroda.

**Method:** From each of the four districts, 2 talukas were selected randomly and a zone from the corporation area. The talukas were selected on the basis of backwardness and literacy rate. About 16 government schools and 4-5 private schools were selected randomly from each taluka spanning over the jurisdiction of 4 CRCs. In the corporation area, 10-12 schools were selected at random. Stratified cluster sampling method was adopted for selection of the villages, households and other stakeholders from each village. Community groups in the area covered by government (31) and private (38) primary schools were selected on random basis for interview. The information data sheet of 170 schools comprising 129 government schools and 41 private schools, were also filled up. One class from each school, was taken for class room observation.

**Main findings:** The community served by government schools was more in favour of separate school for girls than that served by private schools. There was better cooperation of community for providing facilities in the government schools.

The community served by government schools considered free textbook distribution, mid day meal, scholarships, sports facilities in the school and promotion of activities that children liked, as factors necessary for retention. The community served by private schools considered sports facilities, scholarships, more attention by teachers, more facilities in schools and activities liked by children as important factors for retention.

Both government and private schools gave importance to sports facilities (67% & 66%) respectively, activities liked by children (62% & 58%) and to providing more facilities in schools (47% & 58%). Parents of the children attending government schools gave 35% weightage to more facilities in schools as a factor responsible for retention.

In both type of schools the classrooms had favourable environment to retain children in school. While the participation of girl students was at par with that of boys in both types of schools, application of TLM and emphasis on activity based education was more visible in government schools.

Physical facilities for education, motivation of teachers, educational environment and satisfaction of parents with quality of education, sports and prayer items were better in private schools. However, meetings with the community were neglected in the private schools. In all the parameters except teachers' training, the facilities in private schools had an edge over the government schools. {GJ/34}

Sahu,N.(2006) **Role of family, community and school factors in improving retention and achievement level of disadvantaged children** Navinchandra Mafatlal Sadguru Water Development Foundation, Chosala, Dahod.

**Objectives:** (i) To identify the factors considered necessary by family for improving the retention and achievement of children (ii) To assess the perception of community about the factors influencing the retention and achievement of children (iii) To ascertain the school factors affecting retention and achievement (iv) To identify the difference, if any, among the regions.

**Scope and geographical coverage:** Five districts, Banas Kantha, Bharuch, Bhavnagar and Dahod from different zones of Gujarat Baroda (metropolitan area) were selected for the study

**Method:** Two talukas were selected randomly from each district and a zone from the Baroda corporation area. About 16 schools were selected at random from each taluka spanning over the jurisdiction of 4 CRCs. In the corporation area, 10-12 schools were selected randomly. The talukas were selected on the basis of backwardness and literacy rate. Randomised stratified cluster sampling method was adopted for selection of villages, households and other stakeholders from each village.

**Main findings:** Most of the parents (96%) had positive attitude towards girls' education. A few parents (4%) reported cases of minor children going to work. Two third (65%) reported positive motivation from Panchayats. While 93% participated in programmes to promote education and were receiving guidance for girls' education, different community groups (75%) were giving incentives to the children of their groups, parents (43%) favoured separate seating arrangement for girls. The efforts in the village for enrollment and the efforts for retention were rated as 3.3 and 3.2 respectively on a 4 point scale. The positive efforts for enrollment and retention indicated the positive environment for fulfillment of objectives of SSA.

Adequate teaching materials, adequate number of teachers in school, incentives for girls' education, mid day meal, providing school dress were considered as the most important five measures necessary for better enrollment and retention. Attention to homework, flexibility in vacation days and availability of school at walking distance were not that significant factors for enhancing retention.

Majority of community members (98%) said that girls' education was being promoted. Separate girls schools were advocated by some (18%), very few (7%) reported the practice of not sending girls to schools. Level of satisfaction on the teachers' inputs, level of contact of teachers with the parents for regularity and achievement (3.1) and co-operation of community for providing facilities in the schools were rated between 3.0 and 3.2 point scale on a 4 point scale. They perceived free textbook distribution, mid day meal, scholarship, sports facilities in the school, promotion of activities liked by children as most important factors necessary for retention.

**School children** liked to go to school (3.5 on a 4 point scale). They rated facilities in the school, behavior of the teachers with students, contribution of head-teachers as well as teachers in improving quality of education (3.3 on a 4 point scale) and participation of parents in the affairs of the school (3 on a 4 point scale ) as high.

**Classroom observation** reported adequate scores on a 4 point scale of cleanliness in the classrooms (3.29), cleanliness of dress of students ( 3 .0), emphasis on activity based education (3.1), application of TLM in classrooms (3.16), behavior of teachers with students from disadvantaged groups (3.13) and response of students from disadvantaged groups (2.73). Average students per room were just above 40. Majority (95%) of girl students were participating like boys. The classrooms provided favourable environment to create interest in children to remain in school.

**Sampled schools** were rated on a 4-point scale with regard to the effect of physical facilities in school on education (3.13), motivation of teachers because of the physical facilities (3.13), effect of physical infrastructure and co-education on the educational environment in the school(3.07), interest of Sarpanch in matters of school (3.0) and parents' impression on teaching in school (2.8).

Adequate attention being given to weak students was observed in nearly all (98%) schools. The average frequency of meetings in a year of parents' committee was 5.39 and of education committee, 4.59 which was rather low. {GJ/35}

Sahu, N.(2006) **Study of utilization of teacher-grant for preparation of teaching learning materials (TLM)** *Navinchandra Mafatlal Sadguru Water Development Foundation, Chosala, Dahod, Gujarat.*

**Objectives:** (i) To find out the impact of TLM on improving quality of education and the utilization of grants provided for preparation of TLM from teachers' perspective (ii) To understand the perception of BRCs/CRCs and school children about TLM as an effective tool for enhancing the quality of education (iii) To find out factors affecting enrollment and retention of children and (iv) To identify differences across various regions in respect of selected variables.

**Scope and geographical coverage:** The districts Baroda, Panchmahals, Rajkot and Sabarkantha from four different zones of Gujarat and metropolitan area of Ahmadabad were selected for the study.

**Method:** Two talukas were selected on the basis of backwardness and literacy rate randomly from each district and a zone from the corporation area. About 16 schools were selected at random from each taluka spanning over the jurisdiction of 4 ARCs. In the corporation area also 10-12 schools were selected. Randomised stratified sampling method was adopted for selection of the villages, households and other stakeholders from each village.

**Main findings:** All teachers had some training in the preparation of TLMs. The effectiveness of training was rated as good (3.2 on a 4 point scale). The most important factors responsible for increasing utilization of TLM grant were motivation for good work, guidance from good resource persons and adequate training. TLM grant was found adequate (2.8 on a 3 point scale) and was utilized almost fully (3.9 on a 4 point scale). The contribution of TLM for enhancing quality of education was rated as significant (3.4 on the 4 point scale). TLMs were mostly being prepared locally (2.8 on a 3 point scale) by utilizing local materials to a great extent (3.1 on a 4 point scale). TLM helped

students' learning (3.5 on a 4 point scale), enhanced teachers' innovativeness (3.3 on a 4 point scale). Majority (85%) of teachers perceived TLM grant as adequate and utilized it fully (66%).

BRCs/CRCs (82%) and school children (93%) perceived TLM an effective tool for enhancing the quality of education. According to them, the contribution of TLM for increasing quality of education was significant (3.3 on a 4 point scale). Contribution of training to preparation of TLM as well as innovativeness of teachers in preparation of TLM was rated as 2.9 on a 4-point scale.

According to the parents adequate teaching materials, providing school dress, Mid day meal, adequate facilities in the schools, and celebration of festivals in schools were the most important 5 measures necessary for enrollment and retention. Higher standards, flexibility in vacation days and automatic promotion in lower standards were not rated as significant factors for enhancing retention.

Regularity of attendance, free textbook distribution, preparation of teaching materials and their effectiveness were the three most conspicuous items in the meetings of community groups. According to the teachers, irregular attendance, illness of students and engagement in household work were the most important factors preventing children from getting benefits of education {GJ/36}.

Sahu, N. (2006) **Impact evaluation of free textbooks distribution on enrolment and retention of underprivileged students** Navinchandra Mafatlal Sadguru Water Development Foundation, Chosala ,Dahod, Gujarat.

**Objectives:** (i) To assess the impact of free text book distribution on enrolment and retention of underprivileged students (ii) To find out parents and teachers perception of this initiative (iii) To identify various other factors affecting enrolment and retention and (iv) To ascertain significant difference across various regions in respect of selected variables.

**Scope and geographical coverage:** The districts of Panchmahals, Rajkot, Sabarkantha, and Vadodara from four different zones of Gujarat were selected for the study.

**Method:** Two talukas were selected randomly from each district and a zone from the corporation area. About 16 schools were selected at random from each taluka spanning over the jurisdiction of 4 CRCs. In the corporation area also 10-12 schools were selected randomly. The talukas were selected on the basis of backwardness and literacy rate. Randomised stratified sampling method was adopted for selection of villages, households and other stake-holders from each village. The observations of BRCs/CRCs on various aspects were noted on a 4-point scale.

**Main findings:** Contribution of free textbooks distribution scheme for enrollment as well as retention and achievement was good with a response of 3.2 on a 4 point scale. According to majority of the school children (93%) books were received on time and have helped in promoting education. Textbooks were received by students in phases, before the beginning of session (15%), just after beginning of session (72%) and a month

after the beginning of session (13%). There was the need to streamline the distribution system.

According to parents, the efforts in the village for enrollment and retention were 3.1 on a 4 point scale. Majority (95.5%) got free text books. The perceived effect of textbooks on retention and achievement was high (3.3 & 3.8 respectively on a 4 point scale). Community satisfaction with teachers' performance (3.2), level of teachers' contact with parents for promoting regularity & achievement (3.1) and cooperation of community to provide facilities in the schools was also quite satisfactory (3).

According to the teachers the contribution of free textbooks to increase in enrollment, retention and achievement was satisfactory (3.2 to 3.5). However in most (89%) of the schools the quantum of textbooks supplied was less than what was required. {GJ/37}

Shah, V. K, Shah, K., I.K., Parikh, D.K, *et al* (2006) **Effectiveness of Cluster Resources Centres (CRCs) — An evaluation study** Sardar Patel Institute of Economic and Social Research, Thaltej Road, Ahmedabad.

**Objectives:** (i) To identify the CRC's role in providing academic support and guidance (ii) To find out the effectiveness of CRCs in school management and development (iii) To identify the problems of CRCs in planning and utilization of various grants sanctioned under SSA (iv) To understand the problems of CRCs (v) To assess the effectiveness of CRCs in school supervision and monitoring.

**Scope and geographical coverage:** The study was conducted in 4 districts: Surat, Surendranagar, Mehsana and Panchamahals.

**Method:** The blocks in each district were selected on the basis of concentration of SC/ST population. The blocks selected in the districts were - Mangrol, Bardoli & Mandvi in Surat; Patadi, Dasada, Muli & Sayala in Surendranagar; Kheralu, Vijapur & Mehsana in Mehsana and Halol, Jambughoda & Godhra in Panchamahals. Data was collected from 12 blocks and 108 schools, 12 BRC, 35 CRCs, 108 principals, 108 teachers and 4 DPCs through interviews and questionnaires. It was analysed using simple descriptive statistics.

**Main findings:** CRCCs were engaged in varied activities. Training constituted nearly half (46.2%) of their total workload. CRC coordinators also attended VEC/MTA/PTA meetings and discussed problems of children's enrolment, people's participation, quality of education, girls' education, distribution of text books, planning of syllabus, teachers guide and TLM etc. They also prepared lists of dropout students and repeaters in schools, out of school and never enrolled children and compiled the data at cluster level. They tried to enroll them by contacting parents. They created awareness about VEC/MTA/PTA by organising *sammelans*, regular meetings and community leader training.

Majority of CRC coordinators visited schools once a week. The average number of visits per school by CRC coordinator varied between 2 to 4 per month. Nearly half (53%) of the sampled CRC coordinators visited schools 11 to 20 times in a year. More than one

third (40%) of CRCCs visited schools more than 20 times and few visited schools less than ten times in a year.

Their activities included administrative work and providing help in infrastructure planning, building construction, repairing, sanitation, providing drinking water facilities and planning of education including girls' education. They examined the process of utilization of school grant and teacher's grant, provided guidance to schools about how to use these grants. They also arranged competitions, *melas*, science fairs etc. at cluster level for students.

CRCCs also visited Alternative schools, where they provided guidance to teachers, observed class rooms, ascertained the presence of students and checked their progress.

Majority of CRCCs reported problems of shortage of schools, lack of transport facility, bad condition of roads and neglect of remote areas. They felt burdened with the task of collection of information, supplying information repeatedly and being overburdened with training work. {GJ/38}

Shah, S.G. & Chaudhari, R.B. (2006) **Study on assessment of actual impact and outcomes in terms of girls participation, regular attendance and learning levels in NPEGEL blocks of Gujarat** *Education Department, Veer Narmad Suoth Gujarat University, Udhna-Magdalla Road, Surat.*

**Objectives:** (i) To identify teachers' opinion regarding girls education and teaching – learning process in NPEGEL blocks (ii) To know teachers' opinion regarding actual impact and outcomes of NPEGEL in terms of girls attendance, learning level and participation in activities (iii) To ascertain physical facilities available for girls in the schools (iv) To find out the role of teachers in increasing girls' attendance, learning level and girls participation in various activities (v) To identify the problems faced and solutions found by the teachers (vi) To identify the support for girls education at primary level (vii) To ascertain the opinion of girls regarding their attendance, participation in various school activities, learning process and role of their parents.

**Scope and geographical coverage** The study was conducted in 4 districts: Surat, Vadodara, Ahmedabad, and Banaskantha.

**Method:** From these four district 8 blocks, 2 from each district (Umarpada, Nizar, Kanwat, Nasvadi, Balva, Sanand, Danta and Deesa) were selected. From each block 3 CRCs, 3 schools per CRC were selected randomly. In all 24 CRCs, 72 schools, 216 teachers and 1080 girl students were covered. Data was collected through opinionnaire from teachers, principals and girls. Analysis of data was undertaken using simple descriptive statistics (frequency and percentage). The qualitative data was content analysed and summarized.

**Main findings:** About two-third of primary teachers and principals were satisfied with ventilation and light in the class room and other physical facilities for girls' education. They were of the opinion that regular attendance of girls in school depend on their

guardians' awareness (70.4%) and believed that this would lead to their all round development (69 %). They informed that the girls liked to participate in *Ras-Garba* (66.2 %) and in various games (64.4 %) but did not like to participate in dramas (65.3%) and hesitated to participate in debates (60.2 %). In teachers' view training provided by local experts was effective (63.2%).

Girls liked going to school (67%), enjoyed studying in the class (72.5 %) ; helped one another in learning in the classroom (77%) and were of the view that teachers were taking interest in their education (63.1 %). Their teachers taught them with the help of pictures and charts and used play-way method (76%). Girls' participated in various activities in the school; they liked to study with the help of teaching-learning materials in the school (69 %). Most of them liked to play games regularly in the school (61.4 %) and did not hesitate to play games with boys (59.1%). {GJ/39}

Shah, V.K., Shah, I.& Rawal, A. *et al.* (2006) **Causes of low enrolment and drop out of SC and ST girls in primary schools** *Sardar Patel Institute of Economic and Social Research, Ahmedabad.*

**Objectives:** (i) To identify reasons behind the low enrolment of SC/ST girls (ii) To identify reasons for dropout of SC/ST girls (iii) To suggest remedial action to improve enrolment and regularity in attendance.

**Scope and geographical coverage:** The present study was conducted in four districts, namely, Surendranagar, Narmada, Dahod and Banaskantha.

**Method:** The survey was conducted in two blocks in each of the four districts. These blocks were selected randomly and on the basis of SC/ST population to total population. The target groups of the present study were DPC (4), BRC (7), CRC (24), principals (48) and households (195). Data was collected through interviews of DPC and BRC and through questionnaires from principals and households. Information was also collected from secondary sources like school records. Data was analysed using simple descriptive statistics.

**Main findings:** Enrolment of SC/ST girls was found to be low in schools. Nearly half (45%) of the sampled schools had 60% to 90% enrolment of SC/ST girls. Low enrolment was due to children's involvement in domestic work, large family size, economical backwardness, lack of awareness about the benefits of education, migration, social customs such as polygamy and under-age marriages. Scattered houses, distance from school, obstacles, lack of proper transport facility, lack of health facility, keeping girls busy in agriculture, sending girls for cattle grazing and taking care of younger siblings were the main reasons for girls dropping out from school.

Teachers' non-teaching activities, their transfers, home not being in the village and lack of female teachers in the school also resulted in low enrolment of girls. Students' difficulty in understanding textbook language, lack of interest in mathematics and

deployment of teachers from other areas who faced difficulty in teaching in local language were factors responsible for dropping out of girls from school.

**Suggestions:** Suggestions for improvement included active community participation in increasing awareness of the importance of girls' education; improving attendance of girls, appointment of female teachers, teachers who stay in the same village and have knowledge of local language and customs. Flexible school timing, separate residential schools for SC/ST girls, Summer camps and seasonal residential camps for children of migrated families and dropouts, Availability of drinking water and toilet facility with water, library in the school along with provision of proper and regular transport facility, educational equipment and health facility would also increase enrolment and reduce girls' dropout rate. {GJ/40}

Shah, B.M., Singh, G. & Dabhi, K.(2006) **A comparative study of birth rate and enrolment rate of children in Gujarat** *ORG Centre for Social Research, (A division of AC Nielsen ORG MARG), Vadodara .*

**Objective:** The broad objective of the study was to compare the birth rate and the enrolment rate of children in Gujarat.

**Method:** The study used the DISE data for the years 2003 to 2006 for comparisons of births and enrolment. The ratio of enrolment (DISE) to the live births (projected) was used for the analysis and taken as an indicator of the change.

Data was also collected from parents regarding reasons for acceptance or non-acceptance of formal education systems and from teachers on the issues and problems faced by them.

**Main findings:** The ratio of the school going children to the total children in the age group of 5 to 12 was 84.1 % in 2003 that improved by 3.8 percentage points in 2004. The boys enrolment improved by 3.8 percentage points in two consecutive years while the girls enrolment improved by 3.7 percent points during one year. Analysis of the absolute numbers of the enrolment figures at the primary level indicate that the average annual rate of growth of enrolment among the girls was 4.8%. while that of boy's was 3.7 % as per DISE data of 2003 to 2006.

Better performing districts were comparatively smaller in size in terms of population. Districts like Ahmedabad, Rajkot and Surat which have a huge spread show a lower enrolment ratio despite having large enrolment in schools.

Districts like Dangs, Narmada and Banaskantha showed an improvement in enrolment ratio. However, equally important is to monitor the dropouts and the completion rate in these areas.

**Suggestions:** Micro level planning needs to be initiated in districts having problem of massive migration from other parts of the state like Ahemdabad, Surat and Rajkot, in order to identify pockets to be focused on to ensure complete enrolment. More innovative ways such as Alternative Schooling need to be strengthened. {GJ/41}

Shah,V.K, Raval,A.J. & Shah,I.K.(2006) **Impact of intervention of DPEP on enrollment, retention and quality of education at primary level** *Sardar Patel Institute of Economic and social Research, Ahmedabad.*

**Objectives:** (i) To find out the impact of DPEP interventions on enrollment and retention (ii)To identify the impact of DPEP intervention on improving access quality and reducing the gender gap.

**Scope and geographical coverage:** The scope of the present study was limited to three DPEP (Phase II & IV) districts, namely, Banaskantha, Sabarkantha and Bhavnagar.

**Method:** Vadgam & Danta blocks from Banaskantha district, Talod & Dhansura blocks from Sabarkantha district and Palitana & Vallabhipur blocks from Bhavnagar district were chosen for study. A total of sixty schools from above mentioned blocks were surveyed in the present study. The data was collected through questionnaires and interviews from head-teachers, teachers, VEC/MTA/PTA BRC/CRC and DPC. Data was analyzed using simple descriptive statistics.

**Main findings:** Teacher training programmes under DPEP/SSA have built teachers' capacity. Out of 59 teachers from sixty schools, majority were below 30 years; majority had SSC/PTC qualification & 50% of the teachers had 0-10 years experience. The bridge courses & alternative classes were functioning properly in three districts. The desired level of students appearing in examination & promotion of students to upper primary class is yet to be achieved. VEC/MTA/PTA committee members participated actively in enrollment drive, promotion of girls' education and ensuring regular children and involved the community in their work.

Teachers have benefited from the knowledge of dealing with hard spots, use of TLM has enhanced their capacity to provide quality education. Children became more regular, disciplined, clean and in good health. Increase in children's curiosity and their involvement in various activities indicated that educational environment is changing for the better.

Majority (80%) of head-teachers were males. Majority of CRCs had PTC/under-graduate qualification and 25% had PTC/post-graduate qualification. Most of the CRC had 0-5 years of experience.

Co-ordination between schools and CRC and BRC in these three districts was good. Majority of schools were getting financial help for their programme and school necessities through VEC/MTA/PTA & community partnership. {GJ/42}

Shah,V.K. (2003) **Impact of teachers' training** *Sardar Patel Institute of Economic and Social Research, Ahmedabad.*

**Objectives :** (i)To assess the adequacy of infrastructure, for meeting needs of in-service education (ii)To evaluate the quality of total learning packages, materials, human

resources, time and organizational inputs (iii) To understand the role and contribution of DIET and other sub-district structures in the total programme.

**Scope and geographical coverage:** The study was undertaken in Banaskantha, Panchmahals and Dangs districts.

**Method:** Nine talukas (one taluka from Dang, four talukas / blocks each from Banaskantha and Panchmahals) with high concentration of SC/ST population were selected for present study. Out of 150 schools in these talukas, 75 schools were sampled. Data was collected from teachers (93) through a questionnaire and analysed using simple descriptive statistics.

**Main findings:** All teachers had undergone in-service teachers' training. Majority of them were below 30 years with SSC/PTC as academic qualification (75%), some had 11-20 years experience (38%). All teachers were aware of DPEP objectives. Majority of teachers had awareness of new education system, quality improvement, enrolment and retention.

Majority of schools had activities like TLM (63), Metric Mela (39), *Balmela* (35), Bridge courses (29) and VEC/MTA/PTA assistance (47) for school improvement. Majority of teachers used poems, stories, dance, games and TLM to teach students.

Teachers benefited from the knowledge of hard spots in subjects and use of TLM. Majority of the head-teachers had attended two teachers' training programmes; only 5 head-teachers had not attended any teachers' training programme. {GJ/43}

Shastri M. C. (2006) **Comparative study of the perception of primary school teachers in government and private schools towards different attributes of SSA programme** *Department of Education, Gujarat University, Ahmedabad.*

**Objectives:** (i) To identify teachers' perception toward SSA programme (ii) To understand the attitude of teacher towards students and society (iii) To find out the efficiency of teacher (iv) To ascertain the effects of teaching method (v) To identify the need of teachers in the context of their perceptual level (vi) To find out the problem of teachers in the context of their perceptual level.

**Scope and geographical coverage:** The study was conducted in government and private schools of Ahmedabad Municipal Corporation (AMC) and Surat Municipal Corporation (SMC) and Olpad taluka.

**Method:** Using stratified randomly sampling method, five schools of each type were selected from each ward and taluka. All teachers (1186) working in these schools were selected for this survey, out of these 626 were from government schools and 560 from private schools. Teachers' perception of SSA, their attitude, teaching methods, efficiency and needs were captured through administration of specialised tools developed specially for the purpose. Teachers were classified as low, medium and high on the basis of their perception of SSA programme. Teachers from different areas were compared on their attitude, teaching methods, efficiency, needs and problems.

**Main findings:** Difference in attitude of teachers from private and govt. schools was observed across areas. However, it was not related to their perception of SSA. Similar was the case with teaching methods, with teachers from private schools doing better in middle level group and govt. school teachers from Olpad taluka doing better in high perception

With regard to efficiency teachers classified as having middle level perception differed from other two categories, more teachers from private schools got significantly higher scores than teachers in govt. schools. In other two categories teachers from govt. schools were found to be significantly high on efficiency in SMC (low perception group) and Olpad taluka (high perception group). With regard to awareness of needs and problems, teachers in govt. schools (AMC, SMC, Olpad taluka) were more aware than their counterparts in private schools. Overall with the single exception of AMC Govt. schools, perception of teachers in govt. schools was more favourable towards SSA as compared to teachers from private schools. {GJ/44}

**SARED (2009) Effectiveness of ADEPTS phase-1 implementation in Gujarat State**  
**Executive Director, Society for Applied Research in Education & Development, Noida, (U.P.)**

**Objectives:** (i) To assess the implementation of ADEPTS in phase I (ii) To identify the dimension-wise progress in teachers' performance (iii) To know the opinions of teachers regarding ADEPTS and (iv) To ascertain the opinions of support staff namely BRC and CRC coordinators.

**Scope and geographical coverage:** The study was confined to primary schools in 10 districts of Gujarat state.

**Method:** Multi-stage sampling design was used for the selection of schools. Ten districts were included in the sample to give proper representation to all areas of the state. Blocks, clusters and primary schools were the second, third and fourth stage of sampling units respectively. Simple random sampling (SRS) method was used at each stage of selection. The sample size of the study was 50 blocks, 50 CRCs, 100 primary schools (50 ADEPTS and 50 non-ADEPTS) and 276 teachers (143 from ADEPTS schools and 133 from non-ADEPTS schools). Data was collected through questionnaires and observations from ADEPTS and non-ADEPTS primary schools, teachers, BRC and CRC coordinators who were monitoring/ supervising these schools. Quantitative data was analysed using simple descriptive statistics. Qualitative data was content analysed.

**Main findings:** The head-teachers reported maximum improvement in teachers' 'use of TLM' and 'cooperation with each other'. Improved use of TLM has also been supported by other respondents namely teachers, CRCCs, BRCCs and field investigators. More than 90% of the head-teachers were of the view that the teachers were dealing with SC/ST or poor children in a non-discriminatory manner, seeking assistance from their colleagues/seniors and knew more about the home background of students.

The head-teachers, teachers, CRCCs and BRCCs reported that ‘involving children in the process of learning’ has improved. Almost all teachers (97%) reported that the physical environment of the schools had improved to a great extent. The project has made them think about their work, they discuss their doubts and difficulties with their colleagues and head-teachers more freely. More than 80% of the teachers reported that their interaction with students as well as students’ participation in the classes has improved. A fairly large group of teachers (77%) felt that pupil’s learning has also improved. Teachers from both categories of schools said that they planned their lessons in advance.

Difference was seen in use of TLM; more ADEPTS teachers let the children use it for learning than use it themselves for clarifying a point.

Practice of continuous evaluation was followed in both types of schools; differences were seen in its use, more non-ADEPTS schools used it for promotion. Many of them also used it to evaluate their own teaching. In general, teachers seem to be well aware of use of evaluation beyond promotion to next class. More group activities were organized by the ADEPTS teachers (4% more), the difference was more for taking children to field trips (15% more ADEPTS teachers). More teachers in ADEPTS schools used able students to help weaker students – a more practical practice. Maintenance of clean and attractive environment was somewhat better in ADEPTS schools. Same was the case with access to essential material needed for teaching.

As per the field investigators’ observations, 90% of ADEPTS schools had prepared and updated children’s profiles. About 33% of non-ADEPTS schools too had prepared and maintained the profiles. Students’ portfolios too were prepared and updated in 82% schools. The corresponding figure for non-ADEPTS schools was 33%. Reading corner was accessible to children in the classrooms in 80% of ADEPTS and 52% of non-ADEPTS schools. ADEPTS teachers were more conscious of the desirable practices as also willing to put in extra effort required. Large percentages of teachers – both in ADEPTS (80%) and non-ADEPTS (75%) schools said they involved pupils in preparation of TLM. All schools were familiar with activities and practices and would develop desirable values among students. However, there was more enthusiasm among the teachers who were participating in the project. Only 33% BRCCs and 20% CRCCs said their workload had increased due to the scheme. Impact of the project was rated very positive by both CRCCs and BRCCs. By rating schools on 14 variables on a five point scale ‘before’ and ‘after’ the scheme was introduced, average improvement was noted as 1.0 by CRCCs and 1.3 by BRCCs. More than 60% of them felt that students’ attendance, retention and achievement too had improved. Finally, the project seems to have activated the teachers to perform, assess and reflect on their work, but they do need more assistance and appreciation of their work. Reducing the objectives of activities in the project and communicating the same in simpler language is likely to help.

**Suggestions:** The language of the ADEPTS document may be rendered simpler to the extent it is possible. Training needs to be strengthened. CRCCs can be trained more intensively in small groups and they can help the teachers. There is need to understand the objectives behind the activities recommended in the project. Assessments should be made for achievement of objectives rather than implementation of activities. {GJ/45}

Trivedi, S., Goswami, M,& Mehta R. *et al* (2006) **Study of impact and usefulness of bridge/ condensed courses** *Shikshan Ane Samaj Kalyan Kendra, Amreli*

**Objective:** To study the impact of bridge/condensed courses and to ascertain the usefulness of these courses.

**Scope and geographical coverage:** The study was confined to five districts: Patan, Kheda, Amreli, Bhavnagar and Navsari.

**Method:** The survey was conducted in 13 blocks from 5 districts (1)Amreli - Savarkundala, Amreli, Dhari, Rajula (2) Bhavnagar-Sihor, Gadhada, Palitana (3) Patan-Sami, Harij(4) Kheda -Matar, Nadiyad, (5) Navsari - Gandevi, Chikhali. Data was collected through interviews and questionnaire from BRCCs, headteachers, Kendra Sanchalaks, guardians and students. Chi square test and frequency distribution methods were used for analyzing the data statistically.

**Main findings:** Majority (92.3%) of BRCCs were of the opinion that the bridge/ condensed courses would help in solving the problems of dropouts and bring about increase in attendance rate in schools (84.6%) and would assist children in completing their primary education (61.5%). All BRCCs stated that necessary guidance was provided to the centre administrators (Kendra Sanchalaks).

Majority of head-teachers (96%) perceived the attitude of guardians as positive towards admitting their wards. Public co-operation for environment building and promoting mass awareness (91%) was received for starting Bridge course centres. Children who passed bridge course successfully were admitted to higher standard (89.8%). Head-teachers (60%) reported that timely payment was not made to Kendra Sanchalaks after completion of bridge course.

Kendra Sanchalaks (78.4%) perceived their centres as playing a useful role in increasing stabilization and literacy; they (77 %) also perceived their centres as playing an effective role in bringing awareness about role of education amongst children and guardians. Their activities included contacting the guardians of irregular children (79%), making guardians responsible for regular attendance of children (48%) and arranging cultural programmes at the centre (72%).

Guardians stated that the centre functioned regularly in the village (83.7%) and their children studied with interest at the centre (81.3%), their mental growth was good (79.5%) and they became sincere after attending the courses at the centre (80.7%). They (70.5%) stated that the family / economic/ social situation was no more an obstacle to the child's further studies due to these centres. Principals issued them the migration card whenever they migrated for labor work/ other reasons (75.3%).

Students stated that their enthusiasm to study grew due to the centre (78.6%); they would like to get promoted to the higher standard instead of studying in the same class (76.6%) and that they would complete their primary education (80.5%). Kendra Sanchalaks visited their guardians when they were irregular (64.5%) and cultural

programs had been organized at the centre (71.5%), The study concluded that such courses were beneficial for the students of target group. {GJ/46}

Vagadia H.,Bana,S.& Goswami, H. (2006) **Role of Computer education as an innovative programme in developing social awareness** *Shikshan Ane Samaj Kalyan Kendra, Amreli.*

**Objective:** To know about the role of computer education (under SSA) in developing social awareness.

**Scope and geographical coverage:** Study was conducted in 5 districts- Junagadh, Rajkot, Mehasana, Anand and Panchmahals.

**Method:** Survey was conducted in two blocks in each of the selected district. Data was collected through questionnaires and interviews from BRCCs, CRCCs, head-teachers and teachers.

**Main findings:** All BRCCs stated that computer education programmes had enhanced enthusiasm in students to attend school and enhanced their learning level.

Majority of CRCCs agreed that the objectives of child friendly equipment were significantly fulfilled (95%), child friendly equipment (CFEs) should be allocated to every school (90%), these had been utilized for the children (80), PTA /MTA meetings were held on time (85 %).

Majority of head-teachers agreed that such programs increased attraction of school to society (70%), utilization of innovative program equipments enhanced learning of children (77%) and received positive responses from the guardians (66%).Sports competitions infused positive attitude in children (98%). Occasional competitions were organized in school under Innovative program (91%).

Majority of the teachers agreed that impact of CFE was good (81%). Children used CFE regularly (78%). Nearly half (49%) of the class teachers agreed that guardians gave positive feedback about computer education. Both teachers and students still face difficulties in computer education. To make this program more successful some concrete steps should be taken {GJ/47}

Verma, M. C and Verma, M. (2006)**Role preferences of the Educational administrators** *Society for Applied Research in Education and Development (SARED), Noida.*

**Objectives:** (i) To understand the preferences of DPCs recruited or promoted from within the education department in terms of their roles within the SSA (ii) To understand and evaluate recent changes that might have been made in the duties/responsibilities of a DPC (iii) To understand and verify the existing modes of expressing the feedback of individual officials regarding the implementation of the SSA in their districts (iv) To assess the extent of improvement in the perception of the role and morale of the these officials over the last few years of implementation of SSA (iv) To compare and contrast data collected from the educationally advanced and backward districts.

**Scope and geographical coverage:** Eight districts were selected from different regions of Gujarat.

**Method:** Two districts from each region were selected representing both educationally advanced and educationally backward districts. In all, the survey was conducted in eight districts -3 non-tribal and 5 tribal districts. Data was collected through interviews and questionnaires targeting each category of the key respondents which included key officials viz State level SSA officials and District Project Coordinators.

**Main findings:** The study pointed out urgent need for a transparent transfer policy in the light of likely extension of the SSA mandate (beyond 2010). Increase in importance of the role of DPCs over the years should be considered in formulating new 'transfer policy' making it possible for some of them at least, to repeat as a DPC in another district. The study suggests provision of incentives to District Project Coordinators to take up similar challenges in another district in the same capacity to avoid loss of rich and complex experience gathered by them in implementation of SSA in one district.

Roles of the DPEO/DPCs have not been stated either in the letters. 'Appointment and in the orders Promotion'. There is urgent need to compile the sets of instructions/clarifications issued to them.

GCERT has the mandate for training DPCs, but this has not worked out. It is essential to find alternative mechanisms for such training and re-training. Also having a single coordinator for SSA at the district has its own merit in the sense of avoiding conflicting instructions to the team of SSA. However, these officers are overburdened and there/ is need for a supporting officer. The additional officer, full-time for SSA, could be designated as Additional DPC, SSA.

As the grants under the SSA are many and the amounts could even be rising. It is necessary that a full-time Accounts Officer should be appointed on a long term contract instead of short term contract.

Currently most teacher-training programmes are being held during the busy academic session. This should be re-directed to the vacation periods, including festival holidays during the mid-session.

Present administrative structure of having a separate Secretary for the Primary Education/ SSA in the state exclusively should be watched carefully to draw lessons for educational administration in the country.

There have been no formal assessments of the levels of job-satisfaction of the DPCs and this study also could not gather much objective data on job-satisfaction in quantitative terms. There is, therefore, an urgent need for a formal study of job-satisfaction levels either through the GCERT or by out-sourcing it to outside research organizations. {GJ/48}

## HARYANA

Arora, Y. Huria, R.P., Sharma, A.R. & Singh, V.K B.(2002) **Terminal Assessment Survey in DPEP Phase – II districts of Haryana** *SIEMAT, Bhiwani*.

**Objectives:** (i) To measure the students achievement on competencies based achievement tests in language & mathematics at the end of class I and class IV during TAS (ii) To compare students achievements at BAS, MAS and TAS (iii) To find out the differences in achievement as per area, gender and social groups in BAS, MAS and TAS (iv) To understand the effect of home and school factors on students' achievement.

**Scope and geographical coverage:** DPEP Phase – II districts (Bhiwani, Mohindergarh & Gurgaon) in Haryana.

**Method:** Cross-sectional survey design was used for conducting TAS. Fifty (50) primary schools from each district comprising 40 rural and 10 urban primary schools were selected utilising a multistage sampling procedure. A maximum of 20 students from class I/II and 30 students from class IV/V were sampled randomly, Five teachers including the head teacher and two others who had taught the sampled students of class I/II and class IV/V were selected for the study, other teachers were selected randomly from amongst the remaining teachers. In case, no lady teacher got included in the sample, one lady teacher was selected randomly from the list of lady teachers, by dropping the last male teacher from the list. Data was collected from schools, teachers and students through the tools supplied by NCERT. Achievement tests in language and mathematics were also administered to students of class I/II & IV/V.

**Main findings:** In language, average score of students of class I/II in Mohindergarh was highest (72.7%) followed by Bhiwani (71.9%) and Gurgaon (56.7%). Students from urban areas performed better than those of rural areas in all the three districts. In mathematics, students of class I/II in Bhiwani scored highest (78.5%) followed by Mohindergarh (77.6%) and Gurgaon (62.3%). In districts Bhiwani and Gurgaon, significant difference was observed in the mean achievement levels of SC and general category (75.7%, 58%, 79.7%, 63.2% respectively). Improvement was seen in the achievement scores on mathematics from MAS to TAS in the districts Bhiwani and Mohindergarh; but the score declined in Gurgaon. The extent of gain in Bhiwani was seen to be 22.2% and in Mohindergarh it was 11.2%.

In Language, in the test of word meaning, students of class IV/V in Mohindergarh scored highest (64.1%) followed by Bhiwani (54.9%) and Gurgaon (50.6%). In the test of Reading Comprehension, students of class IV/V in Mohindergarh scored highest (48.9%) followed by Bhiwani (47.6%) and Gurgaon (39.6%). Overall in language composite score of both sections of the tests, students of class IV/V in Mohindergarh scored highest (56.5%) followed by Bhiwani (51.2%) and Gurgaon (45.1%). An improvement was seen in the achievement scores on language from MAS to TAS in the districts Bhiwani and Mohindergarh while a decline was seen in Gurgaon. The extent of gain in Bhiwani and Mohindergarh was 5.3% and 6.5% respectively while a loss of 3.2% was seen in Gurgaon. In Mathematics, students of class IV/V in Mohindergarh scored highest

(49.7%) followed by Bhiwani (43.8%) and Gurgaon (29.5%). An improvement was seen in the achievement scores on Mathematics from MAS to TAS in Bhiwani and Mohindergarh districts while a loss was seen in Gurgaon. The extent of gain in Bhiwani was 7.4% and in Mohindergarh it was 8.9%. A loss of 8.5% in mean achievement scores was observed in Gurgaon. {HAR/01}

Sharma,V.K & Yadav,B.K (2008) **Study of the impact of providing cycles to girls education in upper primary schools SIEMAT, Bhiwani.**

**Objectives:** (i) To identify the pattern of distribution of cycles in schools (ii) To track the change of girls' enrolment (iii) To assess the retention & dropout of girls who received cycles (iv) To assess the achievement level of girls who received cycles (v) To know the views of parents and teachers about the distribution of cycles as an incentive.

**Scope and geographical coverage:** The study covered five districts- Rewari, Karnal, Sirsa, Bhiwani & Yamuna Nagar, where maximum number of cycles were distributed to the girls at Class VI level.

**Method:** From each of the five districts 30 schools were selected based on the criteria that at least 15 cycles were provided to the girl students in each school. From each school 3 teachers including one head-teacher and one in-charge of cycle distribution and 10 girl students who received cycles were selected. Parents of 4 such girl students and 2 VEC members were also sampled. In all, the sample comprised of 150 schools, 150 head-teachers, 300 teachers, 1500 girl students, 300 mothers, 300 fathers and 300 VEC members. Data was collected from sampled respondents through questionnaires. It was analysed using simple descriptive statistics.

**Main findings:** At class VI level the percentage of girls coming from a distance of 3-4 km (11.6%) and more than 4 km (7%) was not very high. During the last three years (2004-07) majority of eligible girls received the cycle (range 87-89%) in good condition at the beginning of the session. Percentage of dropout girls changed from 3.2. in 2004-05 and 4.3 in 2005-06, to 2% in 2006-07. Across the years the percentage of girls who returned cycles after dropping out ranged from 18% to 32%. There has been an increase (10.4%) in enrolment of girls who were eligible for cycles. Overall increase in enrolment of girls was 4.4%.

Majority of girls (74.3%) bring cycle to school daily and 11.6% never bring their cycle to school. Reasons being un-usability of cycle, bad roads, not knowing how to cycle or some other person at home using the cycle. Majority of schools (91.3%) had open space for standing of cycle. Very few schools (4.7%) had cycle pump in schools.

**Suggestions:** Teachers suggested that rules for distributions of cycles to girls should be defined well in advance. Cycles should be given to all eligible girls. Cycle, should be given as per the girls' height. Some money for repair of cycles may be given to girls. {HAR/02}

Sharma,V.K.& Yadav,B.K.(2006) **A comparative study to know the effect of NPEGEL on girls education in educationally backward block with non-NPEGEL blocks in Haryana SIEMAT, Bhiwani.**

**Objectives:** (i) To know the enrolment, retention dropout rates of girls up to elementary level (ii) To assess the achievement level of girls (iii) To ascertain the infrastructure of schools (v) To enlist the aids provided for girls under SSA (vi) To identify impact of gender sensitization on parents.

**Scope and geographical coverage:** The study was limited to 32 blocks in 10 districts. The districts selected were Bhiwani (Tosham ,Bhiwani), Jind (Uchan ,Jind) , Sirsa (Nathu Shri Chopta & Sirsa); Fatehabad (Fatehabad ,Ratia); Hisar (Hisar, Hansi-I & Narnaund, Hansi-2, Agroha & Adampur) ; Mahendergarh (Nangal Chaudhary, Mahendergarh); Panipat (Bakoli, Panipat) ; Gurgaon (Nuh, Tauru & F.P. JHirka, Gurgaon, Sohna & Manesar); Faridabad (Hodal & Palwal, Ballabgarh & Faridabad) ; Kaithal (Kaithal & Kalayat, Pundri & Gulha)

**Method:** A survey was undertaken in 16 educationally backward blocks (EBB) of these 10 districts along with 16 non EBB blocks adjacent to these blocks. From each blocks, 10 schools were selected with proportionate representation of middle, high or sr. sec. schools. At the second stage of sampling 3 teachers from each school were selected for the study. Care was taken to include at least one lady teachers, out of these three teachers, one was the head teacher , second one was science or mathematics teacher and the third was Hindi /Sanskrit teacher. At the third stage 6 parents were selected from each sampled school, out of which 50% were male and 50% female. At the fourth stage of sampling 10 girls were selected from each school for interview. In all, 1600 girls each were selected from NPEGEL & non-NPEGEL blocks.

Data was collected from school teachers and students through questionnaires, parents were interviewed. Observations by field investigators were recorded in interview schedule. Each school was visited for 2 days for data collection. Data was analysed using simple descriptive statistics.

**Main findings:** In NPEGEL blocks, findings showed decrease in enrolment at primary level from 2002-03 to 2005-06. In upper primary classes there was an increase in enrolment; for SC category the increase was 13.4% and for backward category 9.1%; overall increase being 5%. In non NPEGEL blocks the enrolment decreased by 7% (overall) at primary level. No difference was observed in enrolment at upper primary level from 2002-03 to 2005-06. However, increase in enrolment was observed for SC (11.5%) and OBC (8.8%). Overall dropout rate was observed to be higher in NPEGEL blocks at primary (25.5%) and upper primary (4.3%).

Over the three years an overall decrease of 17% (from 88.4 in 2002-03 to 71.5% in 2004-05) was observed in retention rate of girls at primary level in NPEGEL blocks. In non-NPEGEL blocks the decrease was relatively less (2.6%) from 87.1% in 2002-03 to 84.5% in (2004)-05. In the case of SC students ,retention rate increased marginally from 74.6% to 78.8% in NPEGEL blocks and from 80.8% to 82.4% in non-NPEGEL blocks. However the retention rate of girls from backward classes (OBC) decreased from 92.4% to 77.8% in NPEGEL blocks and from 86.7% to 83.4% in non-NPEGEL blocks at primary level.

At upper primary stage, there was marginal increase in retention rate of students over the three years from 94.9% to 95.7% in NPEGEL blocks and from 95.7% to 100.7% in non

NPEGEL blocks .This could be due to increase in retention rate of SC girls in non-NPEGEL blocks (from 88.1% to 101.7% over the three years). Lateral entry of girls from other schools is responsible for retention rate being above 100%.

Average attendance at upper primary stage was 88% in NPEGEL and 88.4% in non -NPEGEL blocks. At primary level attendance in NPEGEL blocks (82.8%) was lower than that in non-NPEGEL blocks (85.7%)

TLM (Globe, Charts, Science Kits, Maps etc.) were found in more than 80% schools. Majority of schools had play ground (70%), drinking water facility (82%), toilets (84%), electricity (60%), tat-patties & dual desk for students (74%) All sampled schools were having library books, on an average of 630 books per school. Percentage of boys being sent to private schools was higher (30%) than girls (10%). {HAR/03}

Sharma, V.K. (2004) **To study the utilization of School Improvement Grant in primary and upper primary schools SIEMAT, Bhiwani.**

**Objectives:** (i) To find out the participation of VEC in decisions making about the utilization of School Improvement Grant (ii) To find out whether the records had been maintained properly (iii) To identify the items on which expenditure had been incurred by the schools in general (iv) To assess the extent of utilization of the grant (v) To assess the usefulness and adequacy of the grant (vi) To identify the problems if, any, faced by the head-teachers and VEC members in the utilization of the school grant (vii) To suggest measures for effective utilization of the grant

**Scope and geographical coverage:** All educational blocks from four districts namely Bhiwani (9), Jhajjar (5), Jind (6) & Fatehbad (4) were covered.

**Method:** Out of 19 districts four were selected randomly for the study. All educational blocks of the selected districts were included in the study. Four schools were selected randomly (2 primary, 1 middle and 1 high / senior secondary school) from each educational block. Five VEC members, including two female members from each school were also selected .Data was collected from VEC members and head-teachers through interview/questionnaires.

**Main findings:** Formation of Village Education Committee was as per norms. Nineteen percent of VEC members were illiterate, 42% of them had studied up to secondary /senior secondary level; only 10% were graduates. Nearly one third (30%) of VEC members had adequate knowledge of Sarva Shiksha Abhiyan . Less than half of the (44%) members had adequate knowledge of different grants. Only 48% VEC members knew about School Improvement Grant. Most VEC members (78%) discussed school problems in meetings. The grant was utilized mostly for maintenance (white wash), purchase/repair of furniture, purchase of black boards, writing of motto & maps etc. About half (50%) schools considered the grant to be adequate; Heads (40%) recommended the grant should be according to the condition of the school. Overall one fifth (20%) of members of VEC were contributing to the schools; the contributions ranged from Rs.2000 to Rs.6,00,000. Majority of VEC members (83%) wanted training about SSA.

**Suggestions:** School improvement grant should take into consideration the level of school (primary, middle, secondary), strength of the students in school and condition of school building. Orientation to the teachers and community about increasing partnership in managing school affairs is needed. {HAR/04}

Sharma, S.K. (2004) **Study on the role of Village Education Committee (VEC) in Sarva Shiksha Abhiyan SIEMAT, Bhiwani**

**Objectives:** To ascertain the constitution, capacity, capability and awareness level of the VEC of their responsibilities and VEC's actual performance in community mobilization and participation in the school activities.

**Scope and geographical coverage :** The study covered 24 VECs from 6 educational blocks of the two districts, Rohtak (2) and Gurgaon (4).

**Method:** Multistage random sampling technique was used to select two districts (Rohtak & Gurgaon) from 19 districts of Haryana. The selected districts include one DPEP district and one non DPEP district. Data was collected through Observation and interviews from 217 VEC members (133 males + 84 females). The study was conducted in participatory research mode.

**Main findings:** Most of the VECs have been constituted as per the norms set by the state government with adequate representation of various groups. Out of the total 217 members, 25% members were illiterate, 42% had education up to secondary level, 10% members were graduates and 4 % were post graduates. More than two thirds (74%) members stated that they participated in the VEC meetings. Close to two thirds (63%) of VEC members were of the opinion that school improvement grant was utilized by the head-teachers and VEC; a few (15%) stated that it was utilized by the head-teacher alone and around 18% members had no knowledge of it. Most VEC members were not fully aware of the role of VEC. Its roles were described as looking after cleanliness of the school (36%), checking teachers' attendance (13%), education of students (47%), education of weak students (24%) and results of the school (15%). Nearly 13 % of the members did not respond. More than 81% members had not received any training; the need for training about the role and responsibilities of VEC was expressed by almost all (97%) members. A few VECs were found taking initiative on their own to generate resources from the village community by way of donations to meet demands of infrastructure e.g. class rooms, boundary wall etc. for the school. {HAR/05}

Singh, R. (2003) **Study of teachers' perception of various roles performed by head-teachers of primary schools for school improvement DIET, Jind, Presently in DIET, Mattarshyam, Hisar, Haryana.**

**Objective:** To ascertain perception of teachers toward head-teachers' role in school improvement.

**Scope and geographical coverage:** Two educational blocks (Jind & Naguran) in Jind district of Haryana.

**Method:** The sample comprised 120 primary teachers from 40 government primary schools from two blocks (20 schools from each block and three teachers from each school) of Jind district selected through multistage random sampling method. Data were collected through interviews to ascertain teachers' views on six dimensions of head-teachers role as an organiser, as an academician, as a facilitator of examination process and his/her rapport with students, teachers and community in school improvement .

**Man findings:** Data indicated no significant difference between six dimensions of head-teachers role -as organiser, academician, facilitator of examination process and rapport with students, teachers and community, as per teachers perception. Majority of the teachers(80-90%) stated that their head teacher delegated work to all teachers and supervised different activities of the school such as keeping the school records, morning assembly, arrangement of clean drinking water, maintenance of school property and distribution of food grains under mid-day meal scheme. Majority of head-teachers followed the time table and taught their classes regularly (85%), their subject knowledge was considered good (65%) and they guided and inspired other teachers. However few of them studied books available in the school library or discussed articles published in the newspapers/magazines. Their rapport with students and teachers was satisfactory though their rapport with community needed improvement. However, it was observed that head-teachers in the rural block (56%) took less interest in the organisation of co-curricular activities as compared to their urban counterparts (73%) and were also less democratic (66%) in their dealing with teachers than the urban head-teachers (86%).{HAR/06}

Yadav,A.K & Gupta,K.P.(2005) **Barriers in achieving universalisation of elementary education by 2010** *Institute of Applied Manpower Research, Delhi.*

**Objectives:** (i) To identify availability of educational facilities at primary level in Haryana (ii) To assess out of school children in age group 6-11 (iii) To ascertain socio-economic background of the children not attending primary schools (iv) To ascertain the factors responsible for not allowing the children to attend primary schools (v) To find out reasons for children dropping out of primary schools.

**Scope and geographical coverage:** The scope of the study was limited to state of Haryana.

**Method:** Data base created by IAMR through a household survey of Haryana for developing human development indices was used as secondary source of information to provide data related to socio-economic background of the out of school children in age group 6-11 years factors hindering children going to school. Data about educational facilities was collected from document of the ministries and Educational Surveys of NCERT.

**Main findings:** From the secondary data it appeared that Haryana had not been able to ensure 100 percent enrolment. Experts were of the opinion that around 5 percent of children were still out of school. Apart from the out of school children, there was the problem of dropouts. Opinion of the experts varied; some attributed students' dropout to lack of interest and others to repeating the same class. There were few takers of the

economic factors as barrier at entry level or responsible for dropping out of the school. {HAR/08}

Yadav, B.K. (2004) **To assess utilization of Teacher Grant and its impact on elementary education** *SIEMAT, Bhiwani*.

**Objectives:** (i) To find out the process of mode of accessibility/ availability & distribution of TLM grant to teachers (ii) To ascertain the extent of training given to teachers on TLM and its impact (iii) To assess the knowledge of teachers about aims and objectives of TLM grant and use of the grant (iv) To know about the preparation, procurement and utilization of TLM from TLM grant (v) To find out system of record maintenance of TLM grant. (vi) To enlist teachers' views on the utility of TLM (vii) To study the effect of TLM on students' learning & to assess their participation in preparation of TLM.

**Scope and geographical coverage:** - All educational blocks of Fatehabad, Hisar, JHajjar & Jind districts of Haryana.

**Method:** Multi-stage random sampling technique was used to select 280 (140 primary & 140 upper primary) teachers from 84 schools (42 primary, 42 upper primary) from all educational blocks of the four selected districts. The data was collected through interview & observation schedule

**Main findings:** Majority (83%) of the teachers had adequate knowledge about the TLM grant and were receiving the grant (cash) in the months of November & December. All teachers admitted that the use of TLM had good effect on teaching; it increased motivation/ interest among students (59%), improved understanding of the content (21%) and enhanced students' curiosity and homework performance (8%). Majority (81%) of primary school teachers purchased readymade TLM from the market whereas only one fifth (19%) of upper primary teachers did so. The practice of partial purchase and part preparation was also prevalent (28%). Few (16%) teachers prepared TLM in school with the help of students. Young teachers generally preferred to prepare the TLM with the help of students in the school as compared to the old teachers. Teachers' qualification had no significant correlation with preparation of TLM in schools.

No special training for TLM development was given to the teachers. Teachers were facing problem in the use of the grant. Many (74%) teachers demanded separate TLM training. The pattern of utilization of teachers grant varied. By end of February some of the teachers had utilized the TLM grant fully (51%), some partially (11%) and nearly one third (38%) had not initiated action for utilization of grant till then. Teachers spent grant either for TLM only (38%) or for purchase of stationary articles for students (37%) from TLM grant; some teachers (18%) used this grant for both i.e. TLM & stationary for students. Other teachers (7%) utilized the grant on items other than these two. Half (51%) of the teachers used TLM in classroom teaching as and when required. Use of TLM varied from district to district (44-70%). Majority (84%) of teachers maintained records and felt that the amount of grant was adequate (77%). Most of the teachers spent the whole grant in one go in the last few months. Most of them were scared of the intricacies of purchase procedures, maintenance of vouchers and even keeping of the TLM (77%). {HAR/07}

## HIMACHAL PRADESH

Chand, R. (2006) **Cohort study at primary level in four districts of Himachal Pradesh**  
*Himachal Pradesh University, Shimla.*

**Objectives:** (i) To assess promotion rate, repetition rate, cohort dropout rate of the students at primacy level (ii) To ascertain transition rate of the students from class I to V (iii) To know the indicators of efficiency of the school system.

**Scope & geographical coverage:** The study was conducted in four districts: Hamirpur, Kinnaur, Shimla and Chamba.

**Method:** From each district one block was selected. All primary schools in the selected blocks were covered under the study. Tracking of cohort was done from the year 1998-99 to 2004-05. The number of schools in the selected blocks varied from 50 to 98. In all 3046 students from 325 schools were tracked.

**Main findings:** In all 80% of students completed the primary cycle within the specified period of study. District wise variations were evident with the percentage of students completing primary level ranging from 70.2% in block Kotkhari of district Shimla to 90% in Hamirpur block of district Hamirpur. In Banikhet block of district Chamba, the percentage was nearly 80% while it was 74.3% in Kalpa block of district Kinnaur. Percentage of students not being able to complete the primary level was as high as 11.6% in Kotkhari followed by Banilkhet (6%), Kalpa (2.5%) and Hamirpur (0.26%).

The repetition rates were high in the case of Kotkhari, Banikhet and Kalpa blocks as compared to Hamirpur block. These were as high as 27.79%, 35.85% and 34.29% in case of Kalpa, Kotkhari, and Banikhet blocks as compared to 9.57% in Hamirpur block.

There was a decrease in repetition rate for the repeaters in the subsequent classes and after two repetition chances, the rates had come down to nil. The repetition rate in Hamirpur and Banikhet blocks were a bit high (12.77% and 11.59%) in the year 2001 as compared to Kalpa and Kotkhari blocks (6.54% and 8.29%).

The drop out rate was nil or very low in the selected blocks (Hamirpur, Kalpa, Kothai and Banikhet) for the students who got promoted to the next class without repetition in any class from class I to V. The drop out rate in the case of students who had to repeat class twice was also very low. Nearly one sixth (15%) of the students had taken school leaving certificates to get admission in the schools outside the selected block.

As per the indicators of internal efficiency of the system, output –input ratio was best in Hamirpur (90%) but not bad in Kalpa (78%), Banikhet (75%) and Kothai (74%). The system took about 0.6, 1.4, 1.8 and 1.6 years more to produce a graduate at primary level in Hamirpur, Kalpa, Kothai and Banikhet respectively. The wastage ratio as defined by the author was above 1% in all the cases; it was more in Kothai (1.4) followed by Banikhet (1.3), Kalpa (1.3) and Hamirpur (1.1). Maximum wastage on account of repeaters was in Hamirpur block (45.5%) followed by Banikhet (40%), Kalpa (35.7%) and Kotkhari (31.2%) respectively. {HP/01}

Krishan, B. & Gupta, D.R. (2006) **Dropout children in Himachal Pradesh** *Himachal Pradesh University, Shimla.*

**Objective:** To find the extent of dropout and its causes at primary and middle level classes of government schools.

**Scope & geographical coverage:** Study was conducted in primary and middle level classes of the government schools in four districts- Hamirpur, Una, Chamba and Sirmour.

**Method:** Present study was carried out in primary and middle level classes of the government schools in four districts of the state. Multi-stage sampling was used to select 200 schools, 50 from each district. Data was collected from head-teachers, teachers, parents of dropout students and dropout students through well tested questionnaires and schedules.

**Main findings:** The overall dropout rate at primary level was found to be low (0.7%) with marginal variation in the selected districts under study ranging from 0.08% in Una district to the highest of 1.8% in Chamba district. However, it was found high (5.38%) in Tissa block of Chamba district with higher rate of dropout among girls. The overall dropout rate at middle level of the secondary education was high as compared to primary level and ranged from 0.57% in Hamirpur district to 4.36% in Sirmour district. The overall dropout rate was found to be slightly higher among boys in comparison to girls.

The dropout rate among Scheduled Caste students at primary level was marginally higher than the overall dropout rate. At middle standard of education, the dropout rate among Scheduled Caste students was 5.7%, which was significantly high as compared to overall dropout rate. At the middle level the dropout rate was higher among boys (6%) than the girls (5.4%) with significant variation in each district.

The overall dropout rate for Scheduled Tribe students was 3.57% at primary level with no dropout among girls. The dropout among Scheduled Tribe boys was restricted only to Tissa block of Chamba district. At middle level of education, the overall dropout rate among Scheduled Tribe students was found to be 5.7% only in Chamba and Sirmour districts. The dropout rate in other backward classes was negligible (0.13%) at primary level and low at middle level.

The dropout rate in general category of students both at primary and middle level of the secondary education was low (0.5% at primary level and 2% at middle level). The dropout rate in general category students at primary level was high in Chamba and Sirmour districts. The overall dropout rate at primary level was high in rural area (0.8%) as compared to urban area (0.3%). Sex-wise, the dropout rate among girls at primary level was marginally higher than that of boys in the rural area.

At middle level, the overall dropout rate in rural and urban areas varied marginally. In Chamba district, it was high in rural areas. Sex-wise, the dropout rate at middle level in rural area was high among boys, while in urban area it was high among girls.

Among other backward classes, at primary level boys' dropout was marginal in rural areas, at middle level the dropout was high in rural areas with marginal difference between boys and girls. There was little difference in the dropout rates of rural and urban areas in general category students with no significant difference between boys and girls.

At middle level, the dropout rate in rural areas was high in comparison to urban areas. Sex-wise, the dropout rate of boys was found higher in the general category.

The dropout rate in the exclusive primary schools was found to be low for primary level of education, while it was high at the middle level of schools. On the other hand, the dropout rate for primary standards in upper primary schools for all categories of students was found to be high in comparison to the dropout rate at middle level.

The head-teachers' and teachers' perceptions of school infrastructure and other aspects of schools reveals that in most of the schools there was considerable shortage of toilets, play grounds and sports facilities. Majority of the schools did not have teachers as per the sanctioned strength and enough rooms to accommodate students for teaching.

According to head-teachers and teachers, lack of interest in studies, engagement in ancestral occupation, illiteracy of parents and domestic problems were some of the causes of dropping out of school. In the case of girls, providing assistance in domestic work including sibling care, indifferent attitude of parents and social taboos were mentioned as reasons for leaving school.

Various steps taken by the government to reduce the dropout rate are in the form of scholarship to poor students, free textbooks, awareness through Village Education Committees and *Gyan Vigyan Smitis* etc. Various schemes or programmes suggested by the head-teachers are mainly in the form of financial assistance to students and special workshops for parents to reduce the dropout.

Majority of the teachers and head-teachers felt that Parent Teacher Associations had an important role in preventing the dropping out of the students from schools. In majority of the schools, Parent Teacher Association exists. Parent Teacher Association meeting in majority of the schools is held either on quarterly or half yearly basis. Only 21.8 per cent parents attended the meetings regularly, whereas majority of parents (70.7%) attended such meetings only sometimes.

The level of education of parents has been found inversely related to dropping out. As the educational level of father and mother goes up, the dropout rate declines. Similarly, where the fathers' occupation is either agriculture or labourer, the dropout rate is high both among boys and girls.

Repeated failures and lack of interest in studies were perceived by the parents of dropout children as important reasons for their leaving the studies. To some extent, personal reasons such as illness of the children and their physical impairment also caused the dropout from the school.

Engagement in the occupational work and lack of interest in studies were the reasons stated by those parents who had shown no interest in the re-admission of their children in school. Beside economic problems, long distance between home and school particularly in case of girl students is one of the factors responsible for dropout.

The dropout children pointed out 'lack of interest in studies' as the most important reason for leaving their studies. Other reasons for dropout were their being needed to help in occupational/ domestic work, poverty and repeated failures.

**Suggestions:** Suggestions included up-gradation of primary schools to middle schools as per the need especially in rural areas; filling up of the vacant posts of teachers preferably local; rationalization of teacher-pupil ratio and not engaging teachers in other duties like census, election duty etc. {HP/02}

SIEMAT (2009) **Teachers' absence in Himachal Pradesh** *State Project Office, Himachal Pradesh, Shimla.*

**Objectives:** (i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school because of different reasons (ii) To find out the difference between the absence rate of male and female teachers, regular teachers and para-teachers, primary and upper primary teachers, and teachers belonging to different social groups in primary and upper primary schools (iii) To find out the average number of teachers present on a typical working day in relation to the number of teachers in position in schools according to the norms (iv) To find out the reasons of absence of teachers from school.

**Scope and geographical coverage:** Study covered 11 districts out of total of 12 districts in the State (viz. Bilaspur, Chamba, Hamirpur, Kangra, Kullu, Kinnaur, Mandi, Solan, Shimla, Sirmour & Una).

**Method:** Overall 286 schools (221 primary and 65 upper primary) were sampled from 11 districts. For the selection of schools, stratified circular systematic sampling strategy was used. In all 218 schools were selected from rural areas and 68 schools were selected from urban areas. Each sampled school was visited thrice. The visits were made at an interval of about one month by teams of different investigators to maintain high degree of data reliability. Last two visits were made by a team of two investigators without prior intimation. The teams collected data on attendance of students and teachers through head-count and recorded activities of teachers who were present in the school. Data was analyzed using simple descriptive statistics.

**Main findings:** The percentage of teaching days lost was 16.6% in case of primary schools and 15.85% in case of upper primary schools. More teaching days were lost by community teachers at primary level as compared to upper primary level. Majority of teachers were found to be present and teaching classes in primary and upper primary sampled schools. Not a single teacher was found absent without any intimation to the school authorities. The attendance rate of male teachers in primary and upper primary school was 78 % and 75% respectively. Attendance rate of female teachers at primary and upper primary school was 83% and 81% respectively. On an average 3-5 days were spent by teachers in attending training/meeting at CRCC/BRCC/DIETs during 2007-08. Eight to ten days were spent by teachers of different categories working in primary and upper primary schools in attending training or meeting. Majority of Principals opined that

the reasons for teachers' absence were their family problems, health problems and participation in political/ social activities. {HP/03}

SIEMAT & State Project Office (2009) **Cohort study** *State Project Office, Himachal Pradesh, Shimla.*

**Objectives:**(i) To determine the number of children educated/graduates produced who entered the school system (ii) To determine the average number of years taken to complete a primary cycle of education (iii) To determine the number of students who completed a primary cycle of education in a normal duration of 5 years (iv) To determine the stagnation & wastage i.e. the number of students who could not complete primary schooling (v) To calculate the input- output ratio.

**Scope and geographical coverage:** The scope of the present study was restricted to eight academic sessions i.e. 2000-2001 to 2007-2008 in all government primary schools except cluster schools in the state.

**Method :** Information was obtained from head-teachers, teachers & the community members on parameters like enrolment and admission number of children who got enrolled in class-I in all Government primary schools (as on 30<sup>th</sup> December, 2000 for winter closing schools and 30<sup>th</sup> March, 2001 for summer closing school) who moved through the primary cycle of education (up to 31<sup>st</sup> December, 2007 for winter closing schools and 31<sup>st</sup> March, 2008 for summer closing schools) by experiencing either promotion or repetition or dropping out using 'Students flow chart'. Data was analysed using True Cohort method. In this study, various economic, social, geographical, educational and social factors were taken into consideration to identify the reasons as to why students could not complete the primary cycle of education.

**Main findings:** The number of children who got enrolled in the year 2000-2001 in school system was 41,503. The number of students who graduated or completed primary cycle of education in 5 years was 24,031 (57.9%). The number of students who repeated once was 11,391(27.4%). While 3,438 student's repeated twice (8.3%) and a few (1130 i.e., 2.7%) repeated thrice.

Over all 39,990 students (96.4%) out of those who entered the school system at the primary level in class-I in the year 1999-2000 completed the primary cycle of schooling. The average number of years taken by graduated students to complete the primary cycle of education was 6 years. The number of students who could not complete primary schooling was 1513 (3.64%). The survival rate (% of students reaching the end of the cycle of education, independent of the number of years spent in school) for the group under study was 96.5%. The input–output ratio, which is the actual indicator of internal efficiency of the education system was been found as 1.13 and Internal Efficiency of the education system was 0.88. {HP/04}

## JHARKHAND

ASSERT (2005) **Terminal Assessment Survey (TAS)-DPEP** *Jharkhand Education Project Council, Ranchi.*

**Objectives:** (i) To measure the average achievement of students of class I and IV in language and mathematics (ii) To compare the average performance of students' achievement on the Baseline Assessment Survey (BAS) tests administered during the initial survey with that of students' performance on the same test re-administered during Mid-term Assessment Survey (MAS) (iii) To find out the achievement difference on the TAS achievement test with regard to gender, area and social groups and to compare them with BAS and MAS (iv) To prepare district-wise profile of schools, teachers & pupils and students achievement (v) To assess the impact of relevant variables on the achievement level of class I and IV students.

**Scope & geographical coverage:** Study was limited to six districts- Dumka, Ranchi, Chatra, East Singhbhum, Hazari Bagh & West Singhbhum in JHarkhand.

**Method:** The schools for TAS were selected from four rural and two urban blocks of the six DPEP districts.

**Main findings:** Students' mean achievement in class I showed an increase of 6% (51% in TAS against 45% in BAS) in language and 4% (52% in TAS against 48% in BAS) in mathematics. At class IV stage too the trend was similar with an increase of 8% (46% in TAS against 38% in BAS) and 9% (44% in TAS against 35% in BAS) in language and mathematics respectively.

**Suggestions:** Provision for pre-school teaching should be enhanced and strengthened. As far as possible text-books should be available in mother tongue. Periodic evaluation of the students, regular inspection of schools and active participation of BRC/CRPs in the teaching learning process was recommended. {JH/01 }

Chadha,A. *et al* (2005) **Evaluation of Inclusive Education under DPEP – III in Jharkhand** *Jharkhand Education Project Council, Ranchi.*

**Objectives:** (i) To evaluate the programme in terms of enrollment, attendance of Children With Special Needs (CWSN) in selected schools (ii) To find out whether the required inputs have been provided to them (iii) To evaluate impact of above interventions on attendance and learning achievement of CWSN placed in regular schools (iv) To assess the impact of teacher training on teaching strategies adopted by teachers in schools (v) To review the involvement of community in the IE programme (vi) To identify teachers' attitudes towards CWSN (vii) To observe peer attitudes towards CWSN (viii) To make suggestions for improving the quality of IE.

**Scope & geographical coverage:** Study was limited to 5 districts - Dumka, Ranchi, Chatra, East Singhbhum & West Singhbhum.

**Method:** In all 241 schools with CWSNs were sampled from 56 blocks of 7 DPEP districts. Data was collected through questionnaires from teachers/head-teachers and students. Secondary information was gathered from school records. Data was analysed using simple descriptive statistics.

**Main findings:** Data indicated that out of 66721 children enrolled in these schools, there were 1023 CWSN (58.7% boys and 41.3% girls). Enrolled boys (CWSN) were 1.8% of the total boy population and enrolled girls (CWSN) were 1.3% of the total girls population. These children included children with orthopaedic impairment (28.5%), visually impaired children (19.8%), hearing impaired children (16.1%), children with mental retardation (17.8%) and others (17.7%). Attendance of CWSN ranged between 151-200 days.

In the schools visited only 7.1% of such children were using aids and appliances and the rest (92.9%) were not using any assistive devices. Out of the CWSN using assistive devices, 11.8% children were using visual aids, 7.1% children were using hearing aids and 58.9% children were using orthotic and prosthetic aids.

As per teachers' rating, performance of majority of CWSN (56.6%) was average. Teachers (79.2%) needed extra support in the class, either through special training (58.7%) or in the form of an additional teacher to address the learning needs of CWSN (41.4%).

This study revealed that, out of the 241 schools visited, most schools had teaching learning material (66.1%), adequate lighting (63.3%) but lacked learning corner with special TLM for CWSN (85.8%). Some schools had resource rooms (22.8%), ramps (8.19%), handrails (1.3%) and had attempted toilet modifications (5.22%) .

Nearly one fourth (23.8%) children were found to be confident, open and interactive. Most teachers were warm in their interaction with children and 49.3% were neutral. Teachers (56.5%) gave adequate time to the children. Most (74.9%) of the classrooms had learner friendly atmosphere, joyful activity was being conducted (47.1%) and in some, participatory approach was adopted (18.4%), It was observed that other children in the class (59%) were friendly with CWSN. Majority (89.5%) of the peers in the classrooms helped CWSN. Respondents (96.6%) felt that the teachers treated all children alike; remedial teaching was not practiced (76.3%) and very few (1.36%) children in the observed classrooms were actually using TLM.

Peers (35.4%) helped the CWSN by copying their notes and in bringing them to school (21.1%). They carried the material for CWSN (14.5%) and offered assistance in one way or the other (29.0%). Most (96.5%) of them offered help voluntarily and 3.5% offered help only when asked to do so. They also took help from CWSN (67%). Most of them had CWSN as their friends (96.1%), involved them in play activities (91.75) and peers also visited the homes of CWSN (92.1%).

Under DPEP, (65.2%) teachers received training for IED; some (29.4%) had been provided training on Integrated Education project. Most (82.1%) of the teachers had no prior experience of teaching CWSN. Training period ranged from 1 to 5 days. Focus of

the training was on how to deal with CWSN (22.6%), teach them using games (13.28%) and use of TLM (10.2%). TLM development was not a part of their training programme (53.6%). Some (30.4%) teachers said that they used TLM according to the topic and disability of the child. BRCCs (28%)/ CRCCs (56.6%) provided on-site academic support to them.

Some (5.5%) teachers reported that they taught more carefully after being trained. Most (75.4%) teachers expressed the need for more training on how to teach CWSN. Training should be more hands-on (67.7%). Training increased the number of teachers with positive attitude towards CWSN from 60.9% initially to 95.7% after training. A few (5.1%) teachers prepared Individualised education plans (IEPs) for CWSN, or provided remedial teaching to CWSNs. Teachers interacted with the parents of CWSN (71.5%)

Community members were aware of the number of CWSN in their village (64.3%) VEC/ PTA/ MTA, and felt that they were involved in the implementation of the project (36.0%). VEC met once a month (41.0%). In the monthly meetings held, the issues related to CWSN were discussed (56.7%). A few (13.3%) of the VECs had parents of a disabled children as members.

Majority of children with special needs (97.7%) liked coming to schools. Some (41.2%) reported difficulty in understanding the teacher. Teachers taught them by using TLM (46.5%), through activities. (42.5%), books (7.4%) and games (3.6%). Two third (66.2%) were given extra time by the teacher. Only a few (17.70%) were scared of the teacher. Most (95.2%) had non- disabled children as their friends and their parents (86.9%) treated them at par with their non- disabled siblings. More than half (57.4%) of these children's siblings took extra care of them. Nearly one fourth stated (25.9%) that they had the same attitude towards them as towards other siblings but some were ignored by their siblings (16.7%). One third (36.26 %) of the children had some problems in coming to school and (36.9%) were teased in the school. {JH/02}

**Kumari,S. & Kumar,N. (2009) Impact study on functioning of NPEGEL programme in Jharkhand** *Madhur Muskan, Ranchi.*

**Objective:** To assess the functioning of NPEGEL programme in JHarkhand.

**Scope and geographical coverage:** All twenty two districts of the state were covered in this study.

**Method:** Ten model cluster schools were sampled from three blocks of each district. Data was collected through questionnaires, interviews and focus group discussions from head-teachers, cluster gender coordinators, members of Mata- samitis and girls studying in Model Cluster schools.

**Main findings:** Benefits of NPEGEL scheme were not reaching the prime target groups i.e SC/ST, minority girl children and out of school girls. Girls from formal schools received its benefits. Lack of good trainers was a problem in rural areas. Irregular flow of funds further de-motivated trainers to continue working and caused problems for ground level implementers. {JH/03}

Prakash, A. (2005) **Early Childhood Care and Education (ECCE) under DPEP district III in Jharkhand** *Jharkhand Education Project Council, Ranchi.*

**Objectives:** (i) To identify the contribution of ECCE component in achieving the goals of DPEP (ii) To evaluate different aspects of ECCE and to assess the outcomes of these component (iii) To assess the sustainability of the ECCE centres after the project period.

**Scope and geographical coverage:** The study was conducted in five districts - Chatra, Dumka, Ranchi, East Singhbhum & West Singhbhum.

**Method:** A survey was undertaken in 5 districts. From each of the selected 5 districts, two blocks were sampled. From each block 10 ECCE centres were sampled. Overall 100 ECCE centres were covered. Data was collected through questionnaires and observation schedule from ECCE centres, teachers and community members.

**Main findings:** The ECCE component has achieved a GER of 82%. Participation of girls in this programme (81%) was almost at par with that of boys (83%). Nearly the same number of girls and boys (80%) were enrolled in class I of primary school. Teachers and community members reported a high retention rate of children with ECCE experience in elementary schools.

Infrastructure of ECCE centres was found inadequate with only 74% of the centres running in classroom; other centres were functioning in open air or temporary arrangements. More than half (59%) of these classrooms did not have adequate space and ventilation for the young children. Basic amenities like drinking water was available in only half on the centres and toilets were present in even lesser number (42%) of the centers. Only one third (31%) of the centers were looking after the younger siblings of the enrolled children to retain the targeted children in the class.

**Suggestions:** The shortfalls are indicator of issues that need attention in further expansion and sustainability of ECCE programme. There is a need to coordinate the activities under ECCE with that of ICDS. Inclusion of nutrition component into the programme is both desirable and necessary. {JH/04}

Pandey,S. & Tripathi,R.N (2008) **Mid-term assessment of pupil achievement** *Midstream Marketing & Research Pvt. Ltd. New Delhi.*

**Objectives** (i) To conduct achievement test in language (Hindi & English) and Maths of class III and VII and also in Science and Social Science in class VII (ii) To compare the average performance of class III and class VII student's with that of achievement in the Baseline Assessment Survey (BAS) (iii) To assess the role of community, parents, teachers, and VECs in motivating children to achieve quality education (iv) To provide suggestions for further improvement of students' achievement.

**Scope and geographical coverage:** All 22 districts of the state were covered under the study.

**Method:** Multistage systematic random sampling procedure was used for the study. Four blocks were sampled from each of the 22 districts. List of primary and upper primary

schools sampled for BAS was treated as sampling frame for selection of schools. From each district, 30 schools were sampled. Data was collected through questionnaires from schools, teachers, parents and community members. Achievement tests in Hindi, English & Maths were administered to students in class III. Students in class VII were administered tests in languages (Hindi, English); Maths, Science and Social- science. Simple descriptive statistics was used to analyse the data.

**Main findings:** Mean achievement score of students in class III was 70% in language and 72% in Mathematics indicating improvement in performance of students over their achievement in Baseline Assessment Survey, which was 62% in language and 65% in Mathematics. Students in urban areas performed better than those belonging to rural areas; students from SC community performed better than other groups. At class VII level mean achievement score of students was 55% in language, 56.5% in Maths, 52% in Science, 59% in Social Science indicating improvement in their achievement compared to BAS. Which was (41% in language, 36.1% in Maths, 44 % in Science and 48% in Social Science).

**Suggestions:** There is need to strengthen the in-service training programme for the teachers. Teachers involvement in mid-day meal and other administrative work need to be minimized. Village Education Committee members need to be trained for effective monitoring of school activities. {JH/05}

Mandal, P. (2007) **Contribution of Kasturba Gandhi Awasiya Vidyalaya (KGBV) on SC/ST girls education** *Jharkhand Education Project Council, Ranchi.*

**Objectives:** (i) To find out the physical status of KGBV including the infrastructure and facilities available (ii) To assess resources available in KGBVs to impart quality education to the children (iii) To explore the role of KGBVs in educating ST girls in JHarkhand.

**Scope and geographical coverage:** This study was conducted in 25 KGBVs spread over 21 districts of 5 divisions.

**Method:** A survey was undertaken in each of the five divisions by selecting five KGBVs randomly. In all, 25 KGBVs were selected for this study. Data was collected from schools, students, parents and Block Education Extension officers through questionnaires and observation. Data was analysed using simple descriptive statistics. Qualitative data was content analysed.

**Main findings:** Most (71% approx) KGBVs had four teachers, others (29 %) had only three teachers. They lacked mathematics teacher. Two third (64 %) of teachers in KGBVs had no prior teaching experience in schools. In most of the KGBVs. TLMs were available. Only science laboratory was available in more than half (56 %) of the schools. In nearly one third (32 %) of KGBVs there were less than three classrooms.

As per majority of ST students, the behavior of teachers in school was very cordial (67 %) or cordial (32 %). Parents (96 %) were satisfied with the teaching methodology

followed in the schools. KGBVs have increased interest of people in rural areas to send their daughter/s to schools..

**Suggestions:** Effort should be made to appoint separate teachers for all subjects being taught to the students. Preference should be given to recruit trained teachers only. Provision of separate classrooms for separate classes is essential for proper conduct of teaching learning processes. {JH/06}

Sharma, V. (2007) **Evaluation of EGS upgraded into primary school** *Skill Development Institute, Lucknow, U.P.*

**Objectives:** (i)To examine the process followed for setting up an EGS centres and its up-gradation to primary school (ii)To assess the performance of these schools with regard to teachers' training, facilities available, learners'achievement, utilization of grants, implementation of mid day meal etc.

**Scope and geographical coverage:** This study was conducted in all 22 districts of JHarkhand.

**Method:** A survey was undertaken in all the districts of the state by selecting two blocks from each district. From each selected block four schools, recently upgraded from EGS centres, were sampled giving due representation to rural and urban areas. Overall, data was collected from 176 schools, 352 teachers and 704 students through interview, questionnaires, and focus group discussions. Data was analysed using simple descriptive statistics.

**Main findings:** Most of the schools were functioning in some villager's residence or in open spaces. During opening of EGS centre and their subsequent up-gradation, the prescribed procedure had been followed. The sampled upgraded schools in the initial year of their establishment as EGS centers enrolled, on an average, about 52 children per centre including boys and girls in almost equal members. In the last year of their existence as EGS centre, that is, during the year preceding the up-gradation, the average enrolment per centre had increased to about 79 which included 51.5% boys and 48.5% girls. In most of the sampled upgraded schools highest enrolment was in class I. In most of such schools there was no child in classes III to V.

Some of the untrained teachers in schools had made efforts to improve their qualification by enrolling in IGNOU courses in Mathematics (8.1%), English (6%) and Guidance (17%). Only one third (36%) of them were satisfied with the functioning of the school. Major cause of dissatisfaction was late payment of their salaries (80%) and lack of facilities in school (59%). Some of the teachers (20%) were concerned about low achievement of children. In most of the villages (89%) parents were satisfied with the progress of their children. {JH/07}

Srivastava,V. (2007) **A study on effectiveness of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs), remedial measures and functional evaluation of Block Resource Persons and Cluster Resource Persons** *A.M.S. Consulting (P) Ltd.*

**Objectives:** (i) To find out the functional status of the BRCs and CRCs (ii) To identify the role being played by BRCs and CRCs vis-à-vis their envisaged role under SSA (iii) To find out the functional status of the BRPs and CRPs (iv) To suggest action points with regard to improving the functioning of BRCs & CRCs.

**Scope and geographical coverage:** The above study was undertaken in all the 22 districts.

**Method:** From each district two blocks were selected. From each BRC, three CRCs were selected. From each CRC, 2 Village Education Committees were selected. From each BRC and CRC all BRPs and CRPs were covered. Data was collected through questionnaires, interviews, focus group discussions and observation. It was analysed using simple descriptive statistics.

**Main findings:** In three fourth of the BRCs (75%) some training program for the teachers had been developed. In most (80%) BRCs, training programme were conducted during the reference period and details of the training were available in the BRCs. In a few BRCs (19%) there was no record of the training conducted.

In nearly two third (64%) of CRCs some meetings /experience sharing sessions or discussions were organized for the teachers during the reference period and details of the training were available in the CRCs. In some of the CRCs (16%) some kind of training was organized without any record. More than half BRCs (57%) were functioning from their own building. Electricity connection was available in only 41% of BRCs. Around 70% of the BRCs had hand- pumps as the source of drinking water. In one third of the BRCs boarding facility was not available. More than half (54%) posts of BRCs were vacant and only two third (67 %) of the posts were filled at CRC level.

Around one third of BRPs and CRPs felt that there was lack of mutual cooperation between them. They felt a sense of prejudice amongst the teachers towards the BRPs & CRPs

**Suggestions:** Teachers need to be sensitized about the fact that the BRPs and CRPs act as supporting arms of the system and should be utilized as resource persons deputed by the administration to complement the efforts of the teachers. {JH/08}

Sinha, H. & Mukherjee,S. (2007) **Study on transition status of children from class V to class VI along with reasons of low transition in JHarkhand** *Asian Institute for Sustainable Development, Ranchi.*

**Objectives:** (i) To assess the status of completion and drop out rate in primary and upper primary classes along with transition of children from class V to Class VI (ii) To ascertain the reasons for high drop out rate in primary classes along with reasons of low transition from class V to Class VI (iii) To provide suggestions for formulating a strategy to ensure rise in the transition, completion rate.

**Scope and geographical coverage:** The study was conducted in all districts of the state.

**Method:** From each district two blocks were selected and four schools were selected from each block. The study collected data from primary and secondary sources. Primary data was collected through questionnaires, focus group discussions and interviews from parents, teachers, children, project functionaries and the VECs. Secondary data was collected through study of records and relevant literature. Data was analysed using simple descriptive statistics.

**Main findings:** It was found that irrespective of sex, caste and religion, parents' attitude, their poverty, seasonal migration, engaging children in income generating activities, their attitude towards girls' education etc. were some of the major factors responsible for low transition.

At school level unavailability of books on time and inadequate facilities in schools or non conducive school environment were highly responsible for low transition. Teachers' attitude had moderate to low impact on transition. Child's own attitude, VEC functioning, project functionary related reasons and government's policy and norms were to some extent responsible for low transition of students.

**Suggestions:** Parental poverty/seasonal migration can be countered effectively by converging SSA activities with other welfare programmes. {JH/09}

Singh, P.N. (2008) **Impact study of implementation of Radio programme in schools in Jharkhand** *Asian Development Research Institute, Ranchi.*

**Objectives:** (i) To assess the extent of outreach of radio programme 'Learning English is Fun' among the students and teachers (ii) To find out the extent to which it has catered to the needs of teachers and students (iii) To ascertain level of interaction between students and teachers after the programme (iv) To identify its impact on disadvantaged groups, who find it difficult to attend classes (v) To enlist the problems involved in implementing the programme.

**Scope and geographical coverage:** Study was limited to ten districts.

**Method:** From each sampled district ten schools were selected. Data was collected through questionnaires and interviews from students, teachers and Village Education Committee members. Qualitative data was content analysed. Quantitative data was analysed using simple descriptive statistics.

**Main findings:** Majority of the sampled schools (84%) owned radio. Transmission and audibility of radio broadcast were the two major hindrances in four districts viz Pakur, Palamu, Deoghar and Dhanbad. Radio broadcast was observed to be an important medium of instruction for the target groups particularly for visually handicapped children. Most of the respondents (77%) reported that programmes could not capture their attention till the end. Very few of the sampled schools (3%) displayed the schedule of the radio broadcast. {JH/10}

Sarkar, M.C (2008) **Distribution of free textbooks and their effect** *JHarkhand Education Project Council, Ranchi.*

**Objectives:** (i) To evaluate the distribution pattern of textbooks and to find out whether all children got text book (ii) To find out the gap between demand and supply of textbooks (iii) To know the effect of free textbooks distribution on retention and quality of education to the children (iv) To examine how work books are being utilized by children and supported by teachers

**Scope and geographic coverage:** Study was limited to 12 districts of JHarkhand.

**Method:** Three hundred schools from 48 blocks in 12 districts were sampled using multi-stage stratified random sampling procedures. Data was collected through interviews from teachers and students and through group discussions with Village Education Committee members. The information thus gathered was content analysed.

**Main findings:** Distribution of free textbooks had contributed positively towards enhancing the school enrollment, retention and quality education. Records of delivery of textbooks were not available at school, block or district level. Use of workbooks in the class needed to be improved.

**Suggestions:** Ensure timely supply of books. Books should be supplied as per requisition. Teachers need to be trained to use workbooks effectively in the class. {JH/11}

Sharma,C. & Phull,M. (2009) **Study on teachers' absence in primary and upper primary schools in JHarkhand** *Datamation Research Analyst,Delhi.*

**Objective:** (i) To assess the number and percentage of teaching days lost due to teacher remaining away from the school (ii) To find out the average number of teachers present on a working day (iii) To find out the reasons of absence of teachers from school (iv)To assess the impact of teachers' absence on attendance of the students and quality of education.

**Scope and geographical coverage:** Study was confined to ten districts of the state.

**Method:** Twenty five schools were sampled from two to three blocks of ten sampled districts. Data was collected through head-count during three unannounced visits made to schools, with an interval of three to four weeks between two visits. Data was analysed using simple descriptive statistics.

**Main findings:** Absence rate of teachers was 21.6%. District wise variations were observed with absence rate being highest in Jamatra (28%) and lowest in Lohardaga (15%). Overall the percentage of teaching days lost due to teachers remaining absent from school was 13.6%. Conduction of teachers' in-service training during working days was one of the reasons for it. Health problem/s of self and family members was the main reason for teachers' absence. Distance from residence to school also emerged as one reason for teachers' absence. Head teacher/ Assistant -teacher spent more than six to seven hours per week on administrative work.

**Suggestion:** There should be a team of block and cluster level functionaries to monitor teachers' presence. {JH/12}

Singh,P.N. (2008) **Impact study of implementation of *Yoga-Vipasana* Education in schools in JHarkhand** *Asian Development Research Institute, Ranchi.*

**Objectives:** (i) To assess the extent and outreach of *Yoga* and *Vipasana* among the students and teachers (ii) To ascertain its effect on concentration power, memory and inclination to study.

**Scope and geographical coverage:** Study was conducted in ten districts in the state.

**Method:** Fifteen schools were sampled from two blocks of each of the ten districts. Data was collected through interviews and focus group discussions from students, teachers, parents and Village Education Committee members and was content analysed.

**Main findings:** *Yoga* programme was implemented in all schools of the sampled districts though date and year of implementation varied greatly. All students were made to participate in *Yoga* programme. However, in most of the schools the programme was still in its infancy.

**Suggestions:** Implementation of *Yoga* education is possible as main activity in a multi-grade environment. However, implementation of '*Vipasana*' should compulsorily be grade wise as it is a, small peer group activity. {JH/13}

## KARNATAKA

Barnhardt, S. & Khemani, S. (2005) **Why do some schools do better than others in the same region** *Azim Premji Foundation , Bangalore.*

**Objectives:** (i) To identify school characteristics/ policies that are relevant for improved learning levels, (ii) To examine the differences between schools that are participating in the *Learning Guarantee Program* (LGP) and those that did not join the programme.

**Method:** One hundred and twenty nine schools (65 LGP participating schools and 64 non-participating schools) were selected randomly from Bellary district. Information on sources and uses of funds, teacher management, school facilities, local government administration, and community participation in monitoring the schools was collected through observation and interviews of school's head teacher, teachers, School Development and Monitoring Committee (SDMC) Presidents, and study of school records. In addition, students in Classes III and V of the non-participating schools were administered the same written tests in mathematics and Kannada that were used in schools participating in Learning Guarantee Programme. Further, data on neighborhood (social) parameters was collected from the Census of India (1991 and 2001) at the village/ward level and the block level. Mean test scores were regressed on key factors relating to the school, neighborhood, teachers and community participation to determine correlation between resources and students achievement.

**Main findings:** The mean test score was significantly (approx. 21 percentage points) higher for *LGP Schools*. When test scores were regressed on the variables of interest several additional factors showed a significant relationship with test scores. Significant and positive relationships were seen between test scores and two school characteristics, namely, care taken for existing infrastructure and ensuring students attendance. Both the factors can be controlled to some extent by the teachers.

In terms of teacher characteristics, significant variables that emerged were: teachers (%) found teaching (rather than reading or doing something else personal) when evaluators arrived at the school (0.112), classrooms (%) with educational materials TLM (0.204), teachers (%) educated beyond secondary school (0.146), and mean number of years since teachers were assigned non-teaching duties (-0.030).

Looking at community participation, particularly the influence of the School Development and Monitoring Committee, a significant and positive relationship between mean test scores and *SDMC visits school at least every other day* (0.104) emerged. There also existed a significant, positive relationship between mean test scores and the SDMC having a *President whose education is above the village average* (0.095) and a significant but negative relationship between mean test scores and the percentage of teachers stating that the SDMC was the principal decision maker for allocating resources.

Many significant relationships with neighborhood characteristics were also found. The correlation between test scores and regular provision of mid-day meals for young students was also investigated, but no significant relationship was found.

Overall, LGP and Non-LGP schools were remarkably similar on a great number of dimensions studied. Differences were noticed on some of the variables, for example, 34% of LGP schools charge an *Exam Fee* while only 20% of Non-LGP schools charged exam fee. On the day of researchers' visit to the schools, student attendance at LGP schools was 77% while in non-LGP schools it averaged 70%. The teachers in LGP schools were nearly twice as likely as Non-LGP teachers to be from the area where school was located. Data on parameters like location of Post office facility, distance from the nearest town etc suggest that Non-LGP schools were 'more remote' than LGP schools.

A very high percentage of teachers said that having Rs. 20,000 (an award given to winning school under the LGP) would make a difference in learning outcomes in their schools.

Study concluded that significant relationship between learning levels and school resources; positive correlation of test scores with maintenance of existing classrooms and placing/ painting educational materials (TLM) in classrooms as well as teacher attendance and teachers' educational levels indicate that quality of available resources both human & physical in schools are important for better achievement. {KT/01}

Banerjee, R. & Mehandale, A. (2006) **Understanding Inclusive practice and community initiatives to make education accessible to all** *Seva in Action Association, Bangalore.*

**Objectives:** (i) To understand the prevailing perspectives on Inclusive Education in Karnataka among the Government and Non- Government Organizations (ii) To find out the extent to which the practice of Inclusive Education facilitates access, retention and achievement among children with impairments (iii) To understand the practices, processes adopted to institutionalize these practices within schools (iv) To identify the initiatives of local community for realizing education for all (v) To review the various teacher training programmes on Inclusive Education and assess teachers' understanding of the practice of inclusion.

**Scope and geographical coverage:** This study covered four districts: Belgaum, Bangalore Rural and Urban and Tumkur.

**Method:** Districts were sampled on the basis of prevalence of disability, education status and presence of inclusive education inputs by NGOs and government. Data was collected from NGOs implementing the IEDC scheme in the state, IE- resource teachers, faculty members of DIETs, general teachers, heads of institution, School Development & Management Committee's members, Cluster resource personnel and resource teachers through observations, discussions and analysis of secondary data. Quantitative data was analysed using descriptive analytical statistics. Qualitative data was content analysed. Broad and recurring trends and issues were triangulated with responses from various stakeholders.

**Main finding:** NGOs working in the field of IEDC have progressive perspective of Inclusive education. In their view children with special needs need not be treated as a separate section of human beings.

Resource teachers for Inclusive Education and regular teachers were of the view that integrating children with special needs in regular schools makes it difficult for teachers. Quite a few of them were of the opinion that education of such children should be in special schools or home based. Resource teachers under IEDC scheme pointed out that educating a challenged child with normal school children would provide opportunities to such children to develop an awareness of their abilities rather than their disabilities.

In parents' view special resource teachers are needed to cater to these children; already over-burdened teacher without proper training and motivation would not be able to do justice to the needs of these children.

Teaching aids and appliances specifically for children with special needs were not available in the schools. Physical environment in terms of disabled friendly buildings, playgrounds, toilets, furniture etc. also need to be made more disabled friendly. Community in general was by and large indifferent to the needs of the children with special needs. School Management and Development Committees have not played a direct role in improving the status of these children. {KT/02}

Betsur, N.C., Swamy,S.S., Geetha, T.M. & Jamal, M. (2006) **An evaluation of integrated education of the disabled (IED) programme in Karnataka** *School of Education, Karnataka State Women's University, Bijapur.*

**Objectives:** (i) To find out the impact of the Integrated education of the disabled (IED) programme on the educational status of children with special needs (CWSN) (ii) To evaluate the nature of IED programme (iii) To assess the effectiveness of the IED training programme for teachers (iv) To evaluate the facilities provided for the children with special needs under IED (v) To assess the status of districts regarding the implementation of IED programmes.

**Scope and geographical coverage:** The study covered children with special needs and teachers trained for integrated education in all 27 districts in the state.

**Method:** Overall 1192 children with special needs and 102 teachers trained in integrated education were sampled using stratified random sampling technique. Data was collected through questionnaires and observation. Simple descriptive analysis was used to analyse the data.

**Main findings:** District wise variations were observed in the number of schools for children with special needs as well as type of disabilities amongst the children. Tumkur had the highest number of IED schools (3975) and teachers (1930) having received some training. Davangare had highest number of resource teachers (42) while there was only one resource person in Chikkmagalor and Raichur.

Among the teachers who underwent training majority (65%) found the training effective and were implementing the training skills in classroom (84%). Most (60%) of them were of the view that there was scope for improvement in the training. In teachers' view these children got along well with normal children (75%) and their performance was at par with normal students (58%). Large number of students were taught by resource persons

in Belgaum, Hassan and Mysore. Centres in Kodagu, Hassan, Begaum and Bellary districts received highest number of books. Centres in Mysore & Bellary had more equipment compared to others. More children with special needs received scholarships in Bagalkot, Kodagu and Mysore district. Hostel facilities for students was available in Mysore district.

**Suggestions:** Study suggested that there should be greater interaction with teachers to get their opinion on training and facilities provided and there should be provision of incentives to teachers for better performance. {KT/03}

**CMS (2008) Teachers' absence and students' attendance in primary and upper primary schools of Karnataka state** *Catalyst Management Services Pvt. Ltd, Bangalore.*

**Objectives:** (i) To find out the extent of teacher absence in primary schools and the reasons for absence (ii) To identify the personal and school level factors for teacher-absenteeism (iii) To measure the effects of teachers' attendance on students' attendance and achievement.

**Scope and geographical coverage:** The study covered primary and upper primary schools from across thirty two districts of Karnataka

**Method:** In all 2418 schools were sampled from two educational blocks of each district using multi- stage stratified systematic sampling method representing both rural (2121) and urban (297) areas. Data was collected through questionnaires and observation and analyzed using simple descriptive statistics.

**Main findings:** Attendance rate of teachers was 78% in government schools and 87% in private aided schools. More teachers from government schools were away from schools on account of official duties (7%) compared to aided schools (5%). It was found that as against 235 working days 38.5 days were lost due to absence from school. The reasons for teacher absence were: taking leave on personal grounds -15.5 days (6.6%); in- service training - 5.5 days (6.6%); meeting- 4.4 days (1.9%), examination related work- 4.4 days (1.9%); Census work-3 days (1.3%) and other departmental work- 6 days (3%). The absence of urban teachers was higher (17%) as compared to rural teachers (15%). Attendance was found to be higher among teachers in the coastal regions (86%) as compared to other regions, the lowest being 77%. Tumkur district had the highest attendance (88%) while the lowest attendance rate was in Bangalore Rural district (76%).

There was also no overall influence of 'number of students per classroom' on the teachers' absence. In government schools for every one percent increase in teachers' attendance there was 0.11 increase in students' attendance. However, no significant relationship was observed between teacher's absence and students' achievement as per exam results for 2008 in both class V and class VII.

The three main reasons for teacher absenteeism according to the head of the school were- family problems (78%), involvement in religious functions & festivals (10%) and transportation problem (6%). The strategies adopted by schools during teacher absence

were: another teacher taking up the additional class, activities given to students and the class leader handling the class with support from other teachers. {KT/04}

Dhakshinamurthy , K (2007) **Contribution of the Non- governmental agency, ‘The Akshaya Patra Foundation’ under the Akshara Dhasoha (Bisiuuta) Project of the Government of Karnataka, in North Karnataka** Post Graduate Department of Education Karnataka University, Dharwad.

**Objectives:** (i) To understand the *Akshara Dhasoha Programme* as worked out and implemented by the *Akshaya Paatra Foundation* in North Karnataka (ii) To find out the effect of the programme on the academic performance and achievement of primary school children (iii) To elicit the views of the school administrative committees and officers towards the functioning and benefits from this programme.

**Scope and geographical coverage:** Study was undertaken in three districts of North Karnataka, (Dharwad, Haveri and Bellary) where Akshara Dhasona Project was functioning.

**Method:** The survey covered three hundred schools. Data was collected through questionnaires and discussion from coordinators and chief cooks of Akshaya Patra Foundation, teachers, head- teachers, SDMC presidents, students and their parents. The data obtained was content analyzed and frequency computed.

**Main findings:** It was found that about 1,32,000 children from five hundred schools were the beneficiaries of the programme during the year 2006-07. There had been continuous requests from several more schools, which they would be able fulfill with greater support from the government and voluntary associations. Major support was obtained from the INFOSYS foundation. Government supplied rice and one rupee per child but quality of rice was not up to the mark. The expenditure of NGO was up to five to six rupees per child with the daily expenditure of about twenty lakh rupees per day and about 25 vehicles were being used for the supply of meals to the schools in time.

As per parents (83%) and SDMC Presidents (95%) view children were taking grater interest in studies and performing better after project’s implementation (83%). Heads of schools and teachers stated increase in attendance (20%), improvement in health (30%) and greater interest in co- curricular activities (10%). Heads of schools (75%) had been given orientation about the project. Most of them (78%) were relieved of the burden of arranging mid-day meal for children. On the whole the SDMC support was praiseworthy.

Most (95%) of the Nodal officers had visited the schools, evaluated their functioning, solved problems and gave suggestions. As per the opinion of parents (94%), SDMC presidents (95%), teachers (92%) and students (90%) the mid-day meal prepared and supplied by the foundation was better that the meals prepared by the school. The quantity of food supplied was as fixed by the department and it reached schools in time. {KT/05}

Jalaluddin, A.K., Prasad, S. N. and NEEV research team (2004) **Study of pedagogical practices and learning achievements in LGP schools** Azim Premji Foundation, Karnataka.

**Objectives:** The overall objective was to capture the characteristics of the LGP schools and further identify whether any special characteristics emerge for the winning schools with respect to class room practices.

**Scope and geographical coverage:** The Learning Guarantee Programme (LGP) was launched in 2002 to improve the quality of learning in government elementary schools in North East Karnataka (among the most educationally backward regions of the state). First evaluation of schools which participated voluntarily in the programme took place during August – October 2003.

A total of 896 schools participated in the programme and 40 of these were successful having demonstrated achievement of minimum levels on all three criteria. i.e enrolment (100% enrolment in the habitation of the school), attendance (at least 90% children showing regular attendance) and learning achievement (at least 60% children demonstrating 90% achievement in competency based test).

**Method:** The classroom practices of teachers which conformed to the learner centered approach to teaching and learning in formal school settings were taken to be “good practices” and their reflection in teacher and student behaviors were observed and analysed in relation to the school average learning achievement scores of students. It also observed awareness level of the SDMCs’ (School Development & Management Committee) and parents’ about the programme. The study included a pilot phase.

For the main study 12 LGP schools were selected from 3 blocks of Bellary District. The parameters observed and analysed in the sample schools are: the teaching-learning situation; interaction with the SDMC and parents on school related issues; student competencies on the basis of skill test designed by the research agency and performance of students in the internal school exams. The ‘top 3 schools’ were selected from the group of 12 based on the performance of the students on various parameters. These 3 schools were studied further at two levels – at the macro level the teaching learning processes were captured and at the micro level interaction with head-teachers and teachers were conducted. Of these 3 schools one school won the LGP award (High Achieving School /HAS) and this school is compared with the other two schools (Low Achieving Schools /LAS) to identify if any special characteristics are evident in the award winning school.

**Main findings:** The findings regarding the teacher behaviour and student behaviour indicate that the High Achievement School (HAS) teachers follow the same methods adopted by the teachers in the LAS in most of the observed cases. On some aspects, however, there are small differences but in the negative direction. For example, in the HAS ‘opportunities for oral expression’ are not provided to the students and the teaching methodology followed is not interactive in nature. However, with regard to ‘doing the work’ the students in the HAS were always observed to be involved in their respective work, thereby indicating that this discipline may be a possible contributing factor towards higher achievements.

No clear picture emerged with regard to influence of availability of infrastructure, effectiveness of the School Development and Management Committee, teacher characteristics and student behaviour on the scholastic achievements of a school.

It was observed that most of the teachers had undergone in-service training of various kinds and durations, but it did not reflect in their classroom practices as 'good practices' were seldom observed. However the silver lining is that there were exceptions in almost every school with some teachers, believing in themselves being able to make positive contributions even in 'not so encouraging' situations. Most parents 'seemed satisfied' with the performance of the teachers.

Observations indicate that 'sound pedagogical practices' have not necessarily resulted in better performance of students. For example, 'good practices' were not evident to the extent desired in the LGP winning school while another school displayed a much wider range of 'good practices' but failed to win the LGP award. It is felt that the interplay of a number of factors make the winners stand apart from the others. {KT/06}

Jayalakshmi, T.K. *et al* (2003) **Terminal Assessment Survey in DPEP Phase II districts in Karnataka** *RV Educational Consortium, Banaglore.*

**Objectives :** (i) To assess the average performance of students' achievement in Mathematics at the end of class I and at the end of penultimate class of primary in the Baseline Achievement survey (BAS), Mid- term Achievement Survey (MAS) and Terminal Achievement survey (TAS) (ii) To compare the average performance of students' achievement during BAS with that of students' performance on the same/ parallel test during MAS (iii) To compare the average performance of class I students during MAS with that of TAS (iv) To assess the overall change in students' achievement from BAS to TAS both in class I and classes III/IV (v) To find the achievement differences by area, gender and social groups and compare them across the three cycles of achievement survey (vi) To ascertain the effect of variables like home, school, teacher classroom practices, incentive schemes etc. on students' achievement.

**Scope and geographical coverage:** Study covered all 7 DPEP districts – Bangalore , Rural , Bellary, Bidar, Bijapur, Dharwar, Gulbarga & Mysore.

**Method:** Survey was conducted in all 7 DPEP districts. Multi- stage random sampling design was used giving due representation to area, social category and gender. From each district four blocks were selected randomly. Fifty schools were selected from each district. Number of sampled students of class I/II and III/IV ranged from 680 to 1150 in language and Mathematics. In all a total of 3914 students were covered in Baseline Assessment Survey (1997), 6902 in Mid-term Assessment survey (MAS) and 6902 in Terminal Assessment Survey (2002); number of teachers covered ranged from 180 to 217. Data was collected through questionnaires, interviews and administration of achievement tests to students. Data was analysed using suitable statistics.

**Main findings:** The overall increase in achievement during TAS was about 20% over the BAS and MAS in both Language (Karnada) and Mathematics at the class I/II level in

all the districts. However, at the class III/IV level only in four of the seven districts, namely, Bangalore Rural, Bijapur, Dharwar, Gulbarga there was significant improvement during TAS over BAS and MAS. The disparities in performance in terms of gender as well as social category were not marked. Between the two subjects, achievement in Language (Kannada) was better than Mathematics.

At the class III/IV level Mathematics was learnt better than Kannada with minimal urban and rural variation at class I/II level. The mean scores in Language for rural students were slightly better. In Mathematics, boys had an edge over the girls.

Gender-wise too the variation was minimal with boys performing slightly better than girls in language in all three surveys. Performance of SC and ST students had been good in all the three surveys. Achievement of students in class III/IV was poor in all the three surveys as compared to the lower class. Only slight improvement was seen in TAS.

The overall comparison of the three surveys, namely, BAS, MAS and TAS, has shown consistent improvement in the mean percentage of marks in class I/II in language (55.49%, 70.75%, 71.6% respectively) and mathematics (49.8%, 70%, 71.63% respectively) and in class III/IV in language (35.67%, 46.65%, 50.86% respectively) and mathematics (39.75%, 45.52%, 47.5% respectively). {KT/07}

Krishnamurthy, H. *et al* (2004) **Impact of computer aided learning on children with specific learning disabilities** *Spastics Society of Karnataka, Bangalore.*

**Objective:** To assess the effectiveness of computers in enhancing learning for children with learning disabilities.

**Method:** The schools for the study were selected through a screening exercise first carried out in September 2002 followed by a baseline study in December 2002. An end line follow up study was carried out in January 2004. Four schools with Computer Aided Learning Centres in Anekal Taluk of Bangalore rural district were selected for the study. These were Thindlu, Hebbagodi, Bannerghatta and Ballur. The universe comprised all the students from classes II, III, IV and V in these schools.

Children from the relevant classes were screened through psychological and psycho-educational assessment to identify those children with skills in reading, mathematics or written expression substantially below than that expected for their age, schooling and level of intelligence. The children identified were ruled out for any signs of visual, hearing, motor disabilities or mental retardation. The anthropometric measurements were done to identify the current health status of the target group to rule out any effect of physical deformity. Out of 1010 children from the 4 selected schools, 73 children were identified as having learning problems representing a proportion of 7.2%, out of which assessment could be carried out only for 42 children.

**Main findings:** A significant number of children (64%) showed great improvement in the area of reading. At the time of the baseline test, the children were seen to perform below grade level reading and when tested at the end line they were seen to demonstrate grade level reading abilities. While some improvement was seen in spelling, areas of

comprehension, written work but numerical reasoning showed only marginal improvement.

Most of the children (88.1%) showed improvement in 'Social Intelligence' which measures practical common sense understanding of everyday social situations and acceptance of conventional standards of behavior. There was also significant improvement in 'Visual Motor Coordination' (78.6%) that involved the sensory perception (visual), their interpretation in the brain, along with the ability to voluntarily control muscles and relate them to manipulative skills of handling material.

There was improvement in many children (26.2%) in 'language' indicating improved ability of the children to use language to communicate their mental images to another person as well as to understand language meanings and functions. 'Non Verbal Reasoning' (42.9%) was another area of improvement where children were seen to perceive and analyze patterns better and experience enhanced comprehension of abstract units non-verbally.

Marginal improvement was seen in the areas of 'Meaningful memory' (child's ability to recall organized knowledge of the world, the verbal world of words and how they were used). 'Conceptual thinking' (logical processes, intellectual maturity, ability to handle abstract ideas, to see relationship and the ability and generalize) and 'Numerical reasoning' (powers of arithmetic reasoning, ability with numbers and numerical operations and stimulate concentration attention skills) showed relatively less improvement (under 15%).

Most children showed improvement in visual motor coordination, social intelligence and non-verbal reasoning. There was also tremendous improvement in social behavior, attention, language (oral) and communication and motivation. Observations indicated a positive impact in promoting the reading skills of the children, especially automaticity in reading and generalized reading capabilities. Improvements were also seen in aspects of speed and expression, accuracy and clarity. To an extent, the technology enhanced language processing and memory of the children. Though very few children showed improvement in written expression, their motivation to write and use a variety of words improved. Improvement was also seen in writing meaningful sentences (i.e. content and vocabulary) and the length of sentences.

However, there was no clear impact on higher order comprehension of factual information. i.e. analytical thinking and reasoning skills. The children required guidance in using the curriculum software meant to improve comprehension and concept understanding skills. Numerical reasoning and thinking skills needed improvement and it required an intensive application and coaching as number work involves analytic thinking and reasoning. But the use of technology does show beneficial impact on the children with specific learning disabilities. Further improvement in other areas is possible by providing orientation and suitably training the concerned teachers. {KT/08}

Karant, G.K. & Debi, S. (2008) **Post Enumeration Survey to check DISE data** *Centre for Multidisciplinary Development Research, Dharwad.*

**Objectives:** (i) To examine the role of DISE (ii) To verify and validate the data collected through DISE earlier at different levels (iii) To assess the competence and awareness of head- teacher and the computer personnel about DISE (iv) To suggest measures for improving the quality of DISE data.

**Scope and geographical coverage:** The survey was limited to three districts of Karnataka, namely, Haveri, Raichur and Udupi.

**Method:** Survey covered 6% of the total primary and upper primary schools with due representation of different areas, management type and social groups. The data was collected during September 07 – April 08. PES data was compared with DISE data to estimate the deviation.

**Main findings:** All the three districts showed deviation of 1% between DISE and PES data in the case of number of teachers, enrolment, repeaters, attendance and textbooks. The overall deviation was lowest for Haveri district and highest in the case of Udupi district. Highest deviation was observed in respect of number of teachers, enrolment of SC children and results of class V in Haveri, Raichur and Udupi districts respectively.

**Suggestions:** Adequate time needs to be provided for scrutiny and tabulation of data. Extensive training needs to be given to larger number of teachers to overcome the problem of unavailability of trained teachers. {KT/09}

Karant, G.K. & Devi, S. *etal* (2008) **A study on validation and quality of the children's census data 2008- A sample study in five districts of Karnataka** *Centre for Multi Disciplinary Development Research , Dharwad.*

**Objectives:** (i) To estimate the divergences between 2008 Child Census data and the validation survey in respect of school enrolment data and estimates of different types of out of school children (ii) To examine and analyze the functional efficiency of the tools and procedures of 2008 Census (iii) To capture the perception of community members regarding 'Missing children' in the Census 2008 and the children who might be working as labourer or otherwise.

**Scope and geographical coverage:** The study was confined to five districts- Gulbarga, Yadgir, Bagalkot, Chikamagalur and Ramnagar.

**Method:** The districts were purposively chosen on the basis of educational administrative division and higher prevalence of out of school children. A total number of ten thousand households, based on their size as per census, 2001, were randomly chosen from a minimum of ten villages and one urban ward in each district. A larger quota of households was chosen from smaller villages. Validation exercise was undertaken in 6331 households having children below thirteen years. The questionnaire used for canvassing during the 2008 Child Census with a few additional questions on socio- economic status and gender of out of school children was the main instrument used for data collection in Validation survey.

**Main finding:** A difference of 0.79%, (that is 335 children) was found between the SSA data and Validation data pertaining to the entry of names of children below fourteen years of age, the largest difference being in Bagalkot (15.20%) and the least in Chikmagalur (3.97%). The total number of births since the 2008 Census was 704 and deaths were 34. Variations between the validation survey and the child Census 2008 were mainly on account of changed respondents, wrong coding of data in Census 2008, ambiguity related to caste & other concepts, lapse of time and error in data entry. {KT/10}

Kulsum, U. (2008) **Effect of school and home factors on the attendance of children at primary stage in Karnataka** *Department of Post Graduate studies in Education, Bangalore University, Bangalore.*

**Objectives:** (i) To estimate the attendance status of primary school children (overall, by gender and by area) (ii) To find out the effect of school and home environment on learners' attendance in primary schools (iii) To identify the reasons for children not attending school.

**Scope and geographical coverage:** The study covered primary schools from five districts, namely, Bellary, Gulbarga, Raichur, Mysore and Shimoga.

**Method:** The study covered 14 schools each from Bellary, Gulbarga and Shimoga districts, 15 schools from Raichur and 12 schools from Mysore district representing both rural and urban areas. The data was collected through observation, interviews and questionnaires from 69 schools, 1380 children from classes I to IV and their parents. Attendance data was obtained through head-count. Data was analysed using simple descriptive statistics and t-test and multiple regression was also carried out. Qualitative data was content analysed.

**Main findings:** Variation were observed in attendance rate of students across districts. It was highest in Mysore and lowest in Raichur and Gulbarga. Children's attendance was observed to be most irregular in Raichur followed by Gulbarga district. The phenomena of irregular attendance and dropout was observed to be highest in class IV followed by class one and class III. Irregular attendance was found to be higher amongst rural children whereas drop-out was higher amongst urban children. Long absence, irregular attendance and dropout of students was prevalent more in schools with unfavorable environment, having untrained teachers, lacking TLM and Midday meals and having children from families with low socio- economic status and disadvantaged social groups (SC/ST).

A significant positive relationship was observed between attendance and home variables. The reasons for the children not being in school were poor economic status of parents, lack of home support for education, strict teachers, non- availability of learning material and lack of basic facilities in schools.

**Suggestions:** Teachers need to be skilled in dealing with diversity in class rooms. More academic support should be provided to children mainstreamed from Bridge Courses.

Community members/ agencies should be involved to tackle the problem of long absence. {KT/11}

Lalitha,M.S.(2003) **Evaluation of Nali -Kali approach under Janashala programme in Karnataka** *Deptt. of Studies in Education, University of Mysore, Mysore.*

**Objectives:** (i) To assess Nali-Kali Curriculum in relation to national Minimum Levels of Learning (MLLs) (ii) To analyse the context variables where Nali-Kali approach is implemented (iii) To analyse the impact of the process of implementation of Nali-Kali programme on classroom quality, student achievement (iii) To understand the processes of monitoring and perceived problems in the implementation of Nali-Kali programme (iv) To identify the community perception on this programme.

**Scope and geographical coverage:** Study was conducted in Mysore district.

**Method:** Schools were selected from all the 10 Janashala blocks in six districts and HD Kote taluk in Mysore district using proportionate random sampling. The total number of students covered from the sampled schools was 2,529.

Data was collected from teachers, students, community members, CRPs and BRCs. Criterion referenced tests based on MLLs were administered to students. The data collected was analysed.

**Main findings:** Although the sequencing of competencies in national MLLs was not in a teaching/ learning sequence, Nali-Kali steps correspond sequentially to the teaching / learning sequence.

The context variables indicated that schools still needed facilities like drinking water, large classrooms, toilets and the like. Teachers were not totally successful in implementing the training they were given. Parents of nearly half of students were illiterate. {KT/12}

Research & Documentation Team (2005) **Factors affecting success in Learning Guarantee Programme** *Azim Premji Foundation, Karnataka.*

**Objective:** To identify parameters/ features that differentiate ‘successful’ schools from the other participating schools

**Scope and geographical coverage:** The Learning Guarantee Programme (LGP) was launched in North East Karnataka in 2002 to improve the quality of learning in government elementary schools. A total of 896 schools participated in the programme and 40 of these were found to be successful. This comparative study was undertaken (August – October 2003) for schools that won the LGP award (40) and schools that participated in the programme but could not succeed in winning the award (40 other schools).

**Method:** The sample size for the study was 80 schools comprising 40 winning schools and 40 other schools which ‘matched’ the winning schools on basic geographic parameters like district, block and type of school (LPS/Higher Primary School and Girls/Boys/co-ed) and the approximate school strength. The schools were assessed on

three parameters - enrolment attendance and learning achievement. Simple structured / semi-structured questionnaires were used to collect the required data on socio-demographic, infrastructure and environment indicators as also attitudinal and behavioural data.

**Main findings:** The findings indicate that there were almost an equal number of Lower Primary Schools (57%) and higher Primary Schools (42%) among the 'winners'. The comparative analysis of the 'winning schools' with the 'other schools' shows that there was hardly any difference between the two categories of schools on parameters related to infrastructure, teacher profile and indicators relating to Government functionaries .

Difference was observed in *school practices*. Winning schools were better on parameters indicating discipline in the schools, cleanliness, neatness, orderliness, presence and usage of varying Teaching Learning Material (TLM) in the classrooms, maintenance of records regarding teachers and students. motivation and commitment of teachers, SDMCs active interest in such activities as improving students' attendance, their participation in school activities, supplying learning material, providing infrastructure along with closer interaction between the schools and the parents on a regular basis. {KT/13}

Research & Documentation Team (2004) **Community perception on education in North East Karnataka** Azim Premji Foundation, Karnataka

**Objective:** To assess the community members' perceptions in North East Karnataka regarding education in their region, quality of education in their schools and to determine their involvement in the education system. There was also an attempt to assess their awareness about the Learning Guarantee Programme.

**Scope and geographical coverage:** The study was undertaken in the North East region of the Karnataka state (NEK), which is educationally most backward. Azim Premji Foundation launched efforts in 2002 to improve the quality of primary education in government schools in this region.

**Method:** The study covered a total of 3977 respondents from 41 blocks in all the eight educational districts of NEK where the schools were participating in LGP. In each village, between 15 and 20 respondents were interviewed.

**Main findings:** The findings indicated that a large proportion of respondents (72%) felt that educating children was very important. However, this proportion dropped to 65% for the education of the girl child. The reasons were analysed separately for any child and for the girl child in particular. The most important stated reason was to improve the child's knowledge levels (more than 50% ) followed by a better future for the child (15% ); less than 10% of the respondents perceived education as an instrument helping in securing employment or any financial improvement; some indicated 'to become good citizens' as a reason (6%). Less than 5% felt that education was useful in development of the child and to reduce inequalities.

The stated reasons for educating the girl child were somewhat different because chance for 'equal opportunity' makes a strong appearance here with nearly a quarter of the respondents mentioning it as the main purpose of providing education to the girl child. The other reasons are largely similar for both boys and girls.

Almost half of the respondents (46%) indicated that the quality of learning in the school in their area was good with a further 8% indicating it to be excellent. Majority (89%) was of the view that with some efforts, it will be possible to improve the quality of learning in the schools. The three categories identified as the maximum contributors towards improving the quality of the school were the head teacher, other teachers and parents.

The prime responsibilities of the parents were viewed as ensuring enrolment of the children and their attendance (80%) and meeting the teachers and allowing children to complete homework (65%). Less than half the respondents considered monitoring the teachers' attendance or interacting with the SDMC (School Development & Monitoring Committee) as priority for parents.

As per respondents a 'good school' is the one which a child finds interesting followed by the child being able to demonstrate learning, child getting good marks in school and parents interacting with teachers regularly. Facilities available at school were considered relatively less important.

The findings indicated that about 39% of the respondents were aware of the LGP. However, differences between districts were sharp. The most common source of knowledge about the programme were the teachers, followed by mass media publicity, children and SDMC or other members of the community to a lesser extent. This underlines the less than effective role played by the SDMC since the initial communication from the AP Foundation was to the head teacher and the SDMC president. {KT/14}

Research & Documentation Team (2004) **Study of perception of cluster resource persons in North East Karnataka -Learning Guarantee programme** Azim Premji Foundation, Karnataka.

**Objective:** The aim of the study was to understand the perceptions, attitudes and expectations of the cluster resource persons (CRPs) in all the eight educational districts of North East Karnataka (NEK) where the schools participated in LGP

**Scope and geographical coverage:** The study was undertaken in the North East (NEK) region of the Karnataka state, which is educationally most backward.

**Method:** The study covered 248 CRPs from 41 blocks in all the eight educational districts of NEK where the schools were participating in LGP in North East Karnataka.. Data was collected through questionnaire and analysed using simple descriptive statistics.

**Main findings:** There were detailed guidelines indicating the roles and responsibilities of the CRPs in Karnataka; however more than half of the the CRPs (53.7%) thought that no such guidelines existed. The lack of role clarity comes through fairly clearly.

CRPs gave conflicting statements with respect to their involvement in different activities. On the one hand, they claimed that feedback and discussion on classroom practices took most of their time and on the other , more than 50% said that the administrative workload

hindered their performance. More than 40% of them sought assistance in methods to motivate teachers and to evaluate learning outcomes of children.

The CRPs were keen to participate in the LGP program and indicated areas where they would like to contribute such as working with the community and parents. {KT/15}

Research & Documentation Team (2004) **Study of Computer aided learning initiations and teacher involvement in the programme** *Azim Premji Foundation, Bangalore.*

**Objectives:** (i) To assess the impact of the Computer Aided Learning (CAL) initiatives in two states, Karnataka & Andhra Pradesh (ii) To identify which of the two models of implementation is a better model.

**Scope and geographical coverage:** The study was conducted in two states, Karnataka and Andhra Pradesh.

**Method:** A ‘control group’ and ‘experimental group’ design was followed. The schools where the students of classes III, IV and V had exposure to the computers and 3 CDs selected on the basis of *use and competencies* formed the experimental group while the schools which did not have access to the computers and CDs comprised the control group. To minimize the effect of other variables, control group schools in the vicinity of the experimental group schools (within a radius of about 5 kms.) were identified and an equal number of schools were selected randomly. A total of 12 schools (6+6) in Karnataka and 20 schools (10+10) in AP formed the sample for the study. A total of 2933 students (1161 students In Karnataka & 1772 students in A.P.) were tested in these schools.

**Main findings:** In Karnataka the average marks across the two groups of schools were fairly similar. In addition, the average marks obtained by class 5 students were much less than average marks in class 3 and class 4 in both groups. The results of the ANOVA test indicated that there was no significant difference in the marks of two groups. In other words, exposure to computers and the CDs for the students in the experimental group schools did not seem to have increased their level of learning (as measured by the achievement test) in any way.

In Andhra Pradesh, marks obtained in the experimental group schools were significantly higher than the control group schools indicating that the computer-based inputs had some impact on the students in the experimental group schools.

The findings in Andhra Pradesh point to the experiment being successful in the context of the environment and the model adopted there; it may be stated that the involvement of teachers in the computer-based learning had a beneficial impact. It would, however, be necessary to understand how precisely the involvement of the teachers was helpful. A clearer assessment of this in terms of parameters like the time spent by teachers on the CD content, the type of linkages that they drew between the class room teaching and the computer exposure, the type of follow-up exercises, if any, that they exposed the students to, the sequencing of the class room teaching and the computer exposure and the quality of the class room processes in general, would be helpful in further improving the CD based learning process. {KT/16}

Research & Documentation Team (2004) **Accelerated Learning Programme – An end line evaluation** *Azim Premji Foundation, Bangalore*

**Objectives :** (i) To measure the impact of the programme in terms of the learning achievement of the children (ii) To determine relation of attendance of the children with learning achievements (iii) To identify aspects that aid or hinder the successful implementation of the program.

**Scope and geographical coverage:** The study was undertaken in the North East region of the Karnataka state (NEK), which is educationally most backward. Azim Premji Foundation launched efforts in 2002 to improve the quality of primary education in government schools in this region.

**Method:** The ‘experimental’ and ‘control’ group method was followed. The actual sample of schools comprised 71 experimental group and 15 control group schools. The intensive study related to 24 schools. The responding sample for the study comprised 3347 children in Kannada experimental group and 440 in Kannada control group. The corresponding numbers for Mathematics were 3413 and 394 respectively. Learning achievement levels were determined with the help of competency-based tests (which included both written and oral testing) for Kannada and Mathematics.

**Main findings:** The findings showed a mixed result of the Accelerated Learning Programme (ALP) effort. On a total sample basis, about 30% of the experimental group children had achieved (or exceeded) their target competency levels in Kannada. Further about 39% were able to reach beyond 50% of their target. On an overall basis, about 18% children had not benefited from the programme at all. Higher success rate (in terms of reaching target levels) was seen in the lower classes where the ‘gap needing to be covered’ was smaller. The success rate dropped sharply at class IV level where the gap from baseline was the highest. An interesting pattern that emerged was the ‘plateau’ noticeable in the gains after class II, particularly in classes IV to VI in Kannada. On an overall basis also, the gains were in a narrow band of about 29 to 36 competencies with an average competency gain of about 33.

The findings in Maths also showed a similar pattern. Here too the mean end line achievement levels increased steadily but slowly with class and ranged from about 6 competencies in class II to about 15 competencies in class VI. The proportion reaching target levels was highest (47.2%) in class II, it declined sharply thereafter to just about 6% children in classes V and VI. The mean proportion across all classes was just under 20%. As in the case of Kannada, the target achievement was dependent on the ‘gap’ from baseline levels which was the lowest (3.7) in class II and the highest in class V (26.1). The average number of Maths competencies which the children seem to be able to learn in a year ranged from about 5 to 8.

Other general findings emerging from the study were that there was no correlation between attendance in the regular class and achievement of competency gains as per the end line test. This was, however, based on the attendance data collected from the school registers and hence needs to be viewed with caution. Significant mismatch was observed between the final competency markings in the progress report and the endline test based

competency levels of the children. There was no significant difference between the performance of boys and girls in any class on any of the parameters. Age wise analysis showed that there was an improvement in performance by age. Within the same class, the older children acquired more competencies than the younger children. This trend was more clearly noticeable in Kannada than in Maths. Qualitative feedback indicates need for a relook at the ALP package as there were opportunities to make improvements and to fine tune it for better results, particularly in Maths. {KT/17}

Research & Documentation Team (2005) **Observation study of school practices** *Azim Premji Foundation, Bangalore.*

**Objectives:** (i) To assess the factors responsible for the success of schools in the Learning Guarantee Programme (ii) To understand the difference between the LGP and non-LGP schools with particular emphasis on student and teacher behaviour aspects and class room practices.

**Scope and geographical coverage:** The study was undertaken in the North East region of the Karnataka state (NEK), which is educationally most backward. Azim Premji Foundation launched efforts in 2002 to improve the quality of primary education in government schools in this region.

**Method:** Twenty one schools from seven districts were randomly selected for the observation research to obtain qualitative information on functioning of schools, classroom processes, administrative tasks, etc., for a deeper understanding of what was actually happening in the schools. These schools belonged to 3 categories: LGP winners, LGP non-winners and non participants in the programme. Of the 21 schools 10 were LPS schools and 11 HPS schools. Of the 21 schools selected 10 were winning schools, 4 non-winning schools and 7 non-LGP schools.

Data was collected from the 21 schools covering 103 teachers through classroom observation on the aspects – teacher management and administration; classroom practices; children’s perspectives, etc. for 3 days. The teachers observed for this study were elementary school teachers from class I – V of LGP (winning and non-winning) and non-LGP schools. Observations were also made on educational, recreational, community and social service opportunities provided by the schools.

**Main findings** The head-teachers across the 3 groups of schools received a similar level of co-operation from their colleagues and across the 3 categories of schools. They played an equally significant role during the mid-day meals. But in the LGP winning schools all the head-teachers always arrived on time, whereas this was true only in few schools among the other categories. The head-teachers in half of the LGP winning schools stayed back after school and again this was not so in the other categories.

In 90% of the LGP winning schools all teachers arrived on time. In this category there were schools in which teachers made and executed a work plan. This was also true among the non-winning LGP schools. Teachers in most of the LGP winning schools encouraged their students to ask questions and this was observed in less than half the schools in the other categories. The classroom sessions in all the LGP winning schools were interactive in nature and it was so in a majority of participating schools and in less than half of the non-participating schools.

In all the 3 categories there were a few schools that considered the help from the Education Department officials insufficient or completely absent. However, most schools across the 3 categories considered all the Education department officials (CRP, BRC, BEO) helpful. There was a huge difference in the number of schools in the 3 categories that considered the School Development and Monitoring Committee behaviour as 'positive'. SDMCs were active and the school staff considered them to be a positive influence on the schools' development in all LGP winning schools, but this was true in only half the non-winning schools and among none in the non-participating. It was clear that the parents were involved in the academic progress of their students in all the LGP winning schools whereas that was true for only half the schools among the non-winning and only one school in the non-participatory category.

Among all the 21 schools in the 3 categories a functional library existed in only 5 schools. Of these, 4 belonged to the LGP winning group. And with regard to co-curricular activities, 7 of the 10 LGP winning schools had scheduled activities for their students; however, it was hardly evident in the schools belonging to the other 2 categories. The discipline among students in other matters was also evident in a majority of the LGP winning schools, but not in many schools of the other 2 categories.

The analysis of the study clearly indicated that more schools in the LGP winning category adhered to the desirable principles in terms of the pedagogic practices than in the other 2 categories. In the non-winning schools though the head-teacher was found to be active and disciplined, maintained the records and arriving on time in most of the schools, the difference was in the fact that s/he lacked the supervisory spirit. No difference emerged between the 3 categories of schools with respect to infrastructure.

The findings broadly indicate that the answer to the good performance of schools lies in 3 aspects – a head teacher in command of the situation and leading by example, professionally behaved teachers and an active and 'understanding' SDMC. {KT/18}

Vaijayanthi K, Aradhya,N. *et al.* (2004) **A study to evaluate the functioning of School Development and Monitoring Committee in Karnataka** *Policy planning Unit, DSERT, Bangalore.*

**Objectives:** (i) To assess the awareness among SDMC members of the objectives, powers and duties of the SDMC (ii) To assess the participation of SDMC members (iii) To assess the perception of the government functionaries, community, parents, and students regarding the existence and functioning of the SDMC.

**Scope and geographical coverage:** Study covered 460 schools from eight blocks .

**Method:** Survey research design was used for the study. Stratified purposive sampling method was used to select schools Primary data was collected from SDMC members, govt. functionaries, community, parents, and students through interviews and focus group discussions. Secondary data sources - official records, Government documents & Committee reports were also analysed.

**Main findings:** There was some confusion about the constitution and composition of SDMCs amongst the members. Most of the SDMCs have prioritized civil works. Frequent visits by SDMC members to schools resulted in mutual support and constant monitoring of school development. Illiterate members were as effective as literate members. There was ambiguity on perception of SDMC role among the student members. There is a need to involve teachers also in the SDMCs. Community ownership of school has to be ensured for the success of UEE. {KT/19}

Sekhar, S., Nair, M., Prabhakar, K. & Rao, P. (2008) **Study of Sarva Shiksha Abhiyan initiatives on universalisation of elementary education in Karnataka with special reference to concerns of quality and equity** UNICEF & Public Affairs Centre, Bangalore.

**Objectives:** (i) To obtain feedback from children in school and their parents on the quality of schooling in terms of accessibility, reliability and satisfaction with the services delivered, particularly in relation to the quality of education received and in meeting the equity goals (ii) To ascertain from teachers on their assessment of the quality of services they provide, the efficacy and helpfulness of the training imparted to them in improving the quality of their performance, in increasing retention and preventing dropouts and the challenges and problems they face in delivering the services (iii) To assess schools in terms of adequacy and quality of infrastructure provided and their utilization (iv) To suggest measures to improve the ongoing initiatives in the direction of equity and quality of SSA in Karnataka.

**Scope & geographical coverage:** The study was carried out in four districts of Karnataka- Gulbarga, Raichur, Shimoga and Bangalore (Urban).

**Method:** In each district two talukas/ zones were selected as per their access rate net enrolment ratio, out of school children and geographical location along with Raichur (as required by UNICEF). Five Gram panchayats/ wards were selected randomly from each taluka. All villages in the Gram panchayat were covered in the survey. From two Gram panchayats two villages were selected in both Hassan and Raichur for case study. Data was collected through observation interviews from 19 AIE centres, 13 incharge of AIE, 79 teachers in AIE, 229 schools, 442 head-teachers, 222 teachers, 4000 parents of children in AIE, 7278 children, 442 SDMC members and 90 Public officials.

**Main findings:** Most teachers were of the opinion that SSA has contributed to the improvement of overall education and training programmes have improved their competence. However, it still has not greatly impacted on the quality of teaching and knowledge transfer as is reflected in their responses to children not being able to understand the subject taught (49%) or that all of them are not able to complete their home assignments (44%) or respond to questions in the class (67%). Teachers find lack of constructive engagement from the community, especially parents also a major impediment to improvement in quality of education. Observations of schools in terms of their quality of infrastructure (physical, financial and human) do show availability of facilities, but the fact that there are still toilets without water (55%) and there is a

continuing lack of drinking water facilities (31%), indicate that utilization of grants need to be channeled in the proper direction.

Accessibility and reliability of education facilities have improved according to parents and children. Proximity of primary schools, timely receipt of incentives such as text books, uniforms etc. and regular holding of classes in the schools seem to be motives for the same. Children like going to school and find teaching interesting but they also reported crowding (42%), lack of toilet facilities (42%) and practices of corporal punishment (26%). In terms of equity, parents' responses by caste and income groups do indicate the continuance of favouritism by teachers towards forward caste and APL parents. Children dropped out (around 3%) because of their involvement in additional income generation, household work and sibling care. Assessment of AIE programmes show that they have helped children in mainstreaming and relocating though the lack of maintenance of proper records by the institutions impedes the reflection of success rate of these programmes.

**Suggestion:** The most immediate measure for improvement is to conduct capacity building exercise of all stakeholders for successful continuation of the SSA programmes. {KT/20}

Seetharamu, A.S. (2007) **Census of children in Karnataka State: A study in validation and quality of data** *Institute of Social and Economic Change, Bangalore.*

**Objectives:** (i) To examine the diversities, if any, between estimates of projected population in Karnataka State/ districts (6 to 14 years) and estimate of Census 2006 and to arrive at error indexes (ii) To estimate divergences between Enumeration survey (March, 2006) and results of Sample survey of this study (June, 2006) with reference to general school enrolment data, as well as estimates of variety of out- of- school children from the villages and the wards (iii) To examine the functional efficiency of Enumeration survey (iv) To capture perceptions of communities regarding missing children (v) To examine the social class and gender related aspects of children, identified in the June, 2006 survey as being out- of-school.

**Scope and geographical coverage:** The study was undertaken in Chamrajnagar and Kolar districts.

**Method:** The study was undertaken in two educationally backward districts of Karnataka State in the southern Region, namely, Chamrajnagar and Kolar districts. It involved a complete enumeration of all 6 to 14 years old children of two villages one with lower primary school (LPS) facility and the other with Higher primary school (HPS) facility in five blocks of each of the two districts. In all, the data was collected from 20 villages. ICR format of March 2006 with a few additional questions was used for the validation of census data. Data was also collected from community leaders to capture perceptions of communities. Census data of 2001, projections of population for 2006, Census Enumeration of the Department of Education, June 2006 were analysed to gain insight.

**Main findings:** Deviations were observed between estimates of projections of 6-14 population of the 2001 census of India and the figures of the same age- range population obtained in 2006 Enumeration survey of the Department of Education.

There were three 'never enrolled' children in Kolar district and 43 dropout children in both districts, a significant chunk of these children had 'Telugu' as mother tongue. Incorrectness in entry and errors in transfer of information from non- ICR to ICR format was noted with special reference to age of children. {KT/21 }

Venkatesh, M.N.(2006) **An evaluation of the schemes and programmes of Inclusive education of the disabled children in Karnataka** *Department of Folklore and Tribal Studies, Dravidian University Kuppam, Chittor district, A.P.*

**Objectives:** (i) To assess the impact of inclusive Education of the disabled in Karnataka (ii) To find out improvement in the facilities available and quality of education of the children with special needs (CWSN) in Karnataka (iii) To evaluate the effectiveness of teacher training programmes (iv) To identify the problems in planning and organizing medical camps for identifying severity of disability (v) To understand the status of the inter- departmental coordination.

**Scope and geographical coverage:** All districts were covered under the study.

**Method:** The target group for the study included the SSA District Project Officers, BEOs, DIET Principals, Resource Centre Coordinators, NGOs working for the children with special needs and IED trained teachers from various districts of Karnataka along with peer group of children with special needs, parents, community leaders, NGOs and special schools run by private organizations.

Secondary data was collected from official records. Primary data was collected through open- ended interviews of officials and teachers, participatory observation of training programmes, medical camps and visits to schools. The data was content analysed and frequency computed.

**Main findings:** The facilities included providing suitable physical infrastructure and equipments, district level planning, budgeting and conducting training programmes for persons involved in providing service to children with special needs and awards to exceptional persons among the specially challenged.

Different programmes organized for the education of children with special needs include identification of such children through home to home enumeration work, providing scholarships and medical assistance, organising medical camps, training teachers as IED teachers and organization of awareness programmes for the classroom teachers, parents and public.

**Suggestions:** Programmes for developing sensitivity and awareness among community for the needs of such children need to be organized. {KT/22 }



## KERALA

Naseema,C.(2008) **Sarva Shiksha Abhiyan programme in Kerala State: Concurrent evaluation** *Department of Adult, Continuing Education and Extension Services, University of Calicut, Kerala.*

**Objectives:** (i) To assess the functioning of Block Resource Centres and Cluster Resource Centres in the implementation of SSA programme (ii) To analyze the implementation of different interventions under SSA (iii)To study the collaboration of DIETs and SSA in the implementation of different programmes (iv)To study the teacher training programmes (v)To analyze the effectiveness of teaching learning process in different subjects (vi) To understand the status of implementation of continuous evaluation of students in primary schools of Kerala (vii)To assess the learners' achievement in language, science and mathematics at class IV and VII (viii) To identify the best activities which the district/s implemented in different areas of SSA and problems faced in their implementation.

**Scope and geographical coverage:** Study was limited to six districts of which 3 were DPEP districts. The districts were Kasaragod, Kozhikode, Malappuram, Thrissur, Alappuzha and Thiruvananthapuram.

**Method:** Stratified random sampling method was used to select 6 districts (3 DPEP and 3 others) giving due weightage to characteristics of the population as well as the geographical features of the state. DIETs of the selected districts, DIET faculty, randomly selected BRCs of each district, DPOs, BPOs , BRC trainers, multigrade MGLCs (Multi grade learners' Centre), education volunteers, IEDC resource teachers, Anganwadi teachers, helpers, members of local self government, head-teachers, primary school teachers, parents, primary school students in IV and VII class constituted the sample. Attempt was made to have representation of all types of primary and upper primary schools. Data was collected through observation, questionnaires, interviews and focused group discussion and use of achievement tests in Malayalam, English, Environmental Science/ Science and Mathematics for students of classes IV and VII.

**Main findings:** Number of programme officers and BRC trainers were less than required; BRCs conduct activities for empowerment of head-teachers/teachers; SC/ST education; girls education; IEDC. They organize camps/workshops, programmes with community participation, evaluation and research. Main problems faced in the implementation of programmes include financial constraints, increased work load in BRC and small number of BRC trainers. Majority (98.5%) of the schools stated that school handbooks facilitated better training of teachers. But non-availability of handbooks as per requirement, their availability in only some subjects, distribution of handbooks not being on time etc. created problems.

In most (83%) of the schools, distribution of school grant and teacher grant achieved the target. Majority (84.6 %) of schools utilized the grants in time. The analysis of civil works carried out in schools revealed that when the works were under control of PTA the

same was carried out smoothly. Involvement of Panchayats in civil works caused delay due to many reasons.

Functioning of AIE centres was found satisfactory to some extent. Modification of Self Learning Material (SLM cards) and enough training to Education Volunteers should be considered by SSA.

For strengthening school teachers in IEDC, resource teachers helped them for lesson adaptation for CWSN. They also made school teachers aware of the reasons for learning disabilities and how to solve them. Resource teachers (RTs) conducted awareness classes for the parents. Classes about home visits and home based education were also conducted by them. In order to adapt the CWSN with the mainstream school atmosphere, ramps and rails were provided and adapted toilets, special seating arrangements etc were made in schools. To ensure the continuous utilization of devices distributed to CWSN, school visits were conducted by resource teachers. Home tuition was highly beneficial to the disabled children. RTs demanded the convergence of activities by different agencies and a common platform for planning activities.

Majority (91 to 100%) of the teachers and helpers of ECCE centres were trained in all districts except Kozhikode (78.4%) A complete picture of ECCE programme was not available at DPOs of SSA.

Analysis of the data revealed that SSA utilized its grant for distributing computers to schools. But the grant distribution should be continued in order to provide computers in all schools in every district.

Intervention of girls' education programmes conducted by SSA was successful to a great extent in empowering girl students of Kerala state. Programmes such as Learn to Earn, training in Bicycle riding, Community living camps, Exposure trips etc. were highly beneficial to the students. More than 50 % of the schools conducted the programmes.

With regard to SC/ST education it was observed that many activities for the empowerment of SC/ST students were carried out in all districts which increased self confidence of students. But very few activities were carried out to maintain the cultural identity of ST students.

Responses from parents, teachers, head-teachers, LSG members and BRC functionaries revealed that community mobilization needed to be strengthened and made effective. Proper training in school monitoring should be provided to LSG members.

In the opinion of 50% of the DIETs, activities were conducted with mutual cooperation between SSA and DIETs whenever necessary. No constant and continuous cooperation between the two agencies was noticed. Different types of useful programmes were carried out by all DIETs for the improvement of Continuous Evaluation. DIETs conducted programmes for promoting action research in schools. Financial and technical support was provided by SSA in conducting action research.

The study revealed that all DIETs were in need of more physical facilities and equipment for improving their educational technology laboratory, computer lab or audio visual room. Drinking water facilities and toilet facilities should also be improved.

Teacher training was satisfactory. But there was boredom due to repetition. In the case of training during vacation, 62.5 % opined that venue arrangements and coordination, modules, RP's performance, products, documentation and follow up were satisfactory. 57.3% of the teachers expressed satisfaction with the modules. Majority (75.5%) of teachers opined that enough importance was given to teaching skills. In the opinion of 48.1% teachers, performance of resource persons was efficient.

Cluster training was reported as effective by nearly half (49.4%) of the respondents. The academic support provided through monthly cluster meetings helped (36.3%) them in comprehensive planning, sharing of learning experiences, locating hard-spots and in preparation of TLM. Action researches were carried out by a few teachers to find solution of their classroom problems and applying it at class room level and / or use in teacher training

Teaching learning process in grades V to VII lacked in effectiveness; participation of students in classroom activities was noted as low. Teachers expressed ambiguity in the process of Continuous and Comprehensive Evaluation.

Achievement of learners in class IV was higher in mathematics and environmental science, with 54.7% students scoring 50 % and above whereas in language only 47.9 % students scored more than 50 % of the total marks. Same trend was observed in class VII with 51.7% scoring above 50% in Science and Mathematics compared to only 40% students of standard VII scoring 50% or more marks in language achievement test.

**Suggestions:** Availability of enough classrooms, cluster rooms, drinking water, toilets, compound wall, separation wall, electrification in every classroom etc should be ensured in all schools. There is need to provide a definite framework and clear idea to the teachers regarding implementation of Continuous Evaluation (CE). A uniform procedure of CE among different subjects will make the implementation of CE more effective and easier. In-depth analysis of the reason for low participation of students in class room activities need to be conducted and suitable measures should be taken for increasing the effectiveness.

Appointment of competent BRC trainers, competent and academically interested DPOs/ BPOs, convergence of activities of DIET and Officials of Education department, strengthening of DIETs and monitoring under SSA are some of the suggestions put forth by DIET faculty. Resource persons should be trained well to guide the teachers. Training modules need to be modified. More frequent use of multimedia and learning aids and essential print media should be made. Training through distance mode may be undertaken. .

Monitoring of the LSG in schools should be made effective and result-oriented. Healthy involvement of LSG should be encouraged. Convergence of all agencies related to CWSN will make the functioning more effective. SSA should ensure the Saturday

classes/home tuition etc. to be conducted during the vacation time also. Monitoring of the utilization of computers should be carried out to ensure effective use of computers for educational purposes. {K1/01}

Vijay Kumar, B. *et al.*(2005) **A study of teacher training under Sarva Shiksha Abhiyan** *University College, Trivendrum, Kerala.*

**Objective:** The prime objective was to acquire information on basic aspects related to teachers' training

**Scope and geographical coverage:** Study was limited to three districts. The districts were Kollam, Trissur & Palakkad.

**Method:** Data was collected from teachers including head-teachers, teachers' trainers, parents and experts through questionnaires. Main focus was in self evaluation in training, impact of training on students, major problem areas and training need analysis. Questionnaire for parents focused on difficulties encountered and suggestions for improvement. In all, the study covered 788 respondents. Data was analysed using simple descriptive analysis. SWOT analysis (Strength, Weaknesses, Opportunities & Threats) was undertaken to identify major strengths, weaknesses, opportunities and threat to the implementation of training inputs.

**Main findings:** Most of the respondents were females (80%). Nearly two third worked in rural setting (72%). Teachers experience varied from 20 years (37%) to less than five years (16.6%). Maximum number of teachers were being trained through BRCs.

In general quality of training given was rated as average. Out of the nine areas of the training programmes (Planning, management, subject knowledge, evaluation, computer, continuous evaluation (CE) components, co-scholastic activities, Action research and learning materials), highest dissatisfaction appeared to be in the training on Computer and Action research with 85% and 87% of teachers rating it as average followed by co-scholastic activities (75%) and learning material (71%). Only four areas i.e. subject knowledge, planning, using computer and carrying out evaluation were rated as good (50% and above).

Teachers stated that students showed improvement in their ability to understand and had acquired proficiency in language, creativity, reading habit, self study and problem solving ability as a result of the impact of the training. Improving students' hand writing and decreasing their mistakes while writing was also a cause of concern.

Teachers needed training in preparation of study material (73%), art work experience (67%), participatory training (63%) and CE components (53%). Lack of teaching aids, lack of learning material, inadequate site support and non co-operation of parents were cited as some of the major problems at class level.

All trainers in the BRCs of all districts possessed reasonably good general and technical qualifications. Most of them had good teaching experience too. While 68% of trainers already worked as DPEP trainers, the remaining 32% had no previous training experience at all. Majority of trainers rated quality of training as average. Majority also perceived

teachers performance to be average (76%). Lack of interest among teachers, lack of accountability and poor environment were the major causes for the poor performance of teachers.

A good number of parents were not fully aware of the details of the new system. They found it difficult to help their children due to the non availability of supportive materials. Parents expect more participatory learning from schools and feel that the students should be provided with more and better facilities.

The major strengths of the training programmes were favourable environment, institutional net work, human resources, curriculum, IT at schools, local bodies and support systems.

Lack of coordination, improper planning, poor quality training, poor monitoring and fund deployment emerged as weaknesses of the programme. Proper utilization of local bodies, expertise and support system will improve the situation. The major problems faced in improving the class level transactional processes were multiple curriculum, tuition, high student teacher ratio and lack of co-operation by community.

**Suggestions:** The important policy suggestions by experts include co-ordination of various training agencies; year planner for training; training need analysis; procedure for selection of trainers; provision of IT and materials; monitoring ; participation of local bodies giving stress on quality; formation of core team; provision of faculty improvement programme; strategy for participatory teaching and promotion of research and development. {K1/02}



## MAHARASHTRA

Garinella,R.R., Sayeed,U. *et al* (2004) **A study on declining trend in enrolment of children in Std. I & II in Maharashtra** *International Institute for Population Sciences, Mumbai.*

**Objective:** To explore the reasons for the decline in enrolment of children in Standards I & II in selected districts of Maharashtra.

**Scope & geographical coverage:** Study covered nine districts, viz. Ahmednagar, Buldhana, Dhule, Gadchiroli, Jalna, Nanded, Solapur, Sangli & Thane. Among these, four districts, Gadchiroli, Dhule, Jalna & Nanded had District Primary Education Programme (DPEP) from 1997 onwards.

**Method:** A multi-stage stratified random sampling method was adopted to select the blocks, villages and households. About 22-30 households were selected from each of the selected villages. In the household survey information about school attendance of children, dropout and non-enrolment was collected. All schools in the villages were covered and enrolment statistics were collected from the year 1998. Data was also collected from schools and households through interviews.

**Main findings:** From the base year 1998-1999 to 2003-2004 enrolment of children in classes I and II declined by nine per cent. This was more pronounced in the DPEP districts, in the case of non-DPEP districts the decline was only three percent from the base year. This may be because when most of the children of age five get admitted in the first grade in a certain year, in the next year the availability of children goes down.

Birth rates in most of the selected districts declined during 1991 to 2001; however, the decline was not evident in absolute number of children in the age group 5-14 years in the district from 1991 to 2001. On the contrary, the rural child population aged 5-14 years in the same districts increased from 39,57,084 to 45,08,543 (increase of 14 %).

The household data collected from the selected districts indicated majority (92%) of children as currently attending school. Dropouts (5%) and never gone to school children (3%) were very few. In case of the DPEP districts, majority (90%) of children were attending school, and few were dropout (6%) or never been to school children (4%). In case of the non-DPEP districts majority (94%) of children were attending school.

In most of the districts it was found that the dropout was higher in case of children belonging to the scheduled caste and scheduled tribe categories. The level of never-enrolled and dropout was also higher for children belonging to households having poor economic status. Among the dropout children in the age group 6-14 years, a large proportion of them were working; seasonal migration was another factor. The dropout rate was found to be higher for girls after class IV as compared to the boys on account of household work.

The impact of the *Household Enrolment Survey* was visible in many of the districts. In DPEP districts where this survey was initiated in the year 1997-98, changes in the form

of bulk enrolment in classes I and II were noticed. Study revealed a sharp difference in infrastructure facilities among the schools. Decline in enrolment was evident in significant number of schools with poor infrastructure facilities. {MH/01}

Kulkarni, V. & Sadolikar, P. (2004) **Evaluation of infrastructural grants under DPEP (1994 to June,2003)** *Jnana Prabodhini, Pune*

**Objective:** To evaluate use of infrastructural grants with reference to its disbursement, utilization, record keeping, role of VEC and community, quality of work, appropriateness of expenditure and congruence with other grants.

**Scope & geographical coverage:** Study covered 16 DPEP districts in Maharashtra.

**Method:** Present study covered 912 schools from 43 blocks of 16 DPEP districts; from each of the 16 districts, 3 blocks – one urban, one rural and one remote block was selected. The 5% sample of the district was distributed in the selected blocks more or less equally. Within the block, schools having only primary classes and schools with upper primary classes were selected in proportion to their district level proportion. Data was collected through observation, interviews and questionnaires. It was analysed using simple descriptive statistics.

**Main findings:** All the schools had bank accounts with two signatories. School Grant (SG) was disbursed by district to blocks after the approval of AWP&B at Delhi. This caused delay and most of the schools received grant in the last quarter. There were instances of missing the grant occasionally in almost every district. Decision about utilization of SG was affected by guidelines and VEC interaction. A feeling of biased interference on part of VEC was detected among the schools' officials. The BRCs and district offices had no control on VEC chairpersons. Training on utilization and record keeping was generally given in monthly block meetings.

The SG was utilized on the following items in order of priority, colouring of walls, furniture, TLM, repairs, minor constructions, picture painting and black strip on walls, seating mats, stationary, banner-boards, music instruments and sports material. However, district specificity and prioritization of needs was also observed, sometimes due to different interpretations of the guidelines. Average expenditure was highest in phase-II (Rs.1922/- per year) and lowest in phase I (Rs.1645/- per year).

Generally, the grants got spent within 2 to 3 months with prior sanction of VEC. Balance amount was carried forward in the next year. There were some cases of significant amounts being returned to districts without utilization. The accounts were generally submitted in the 'C' form once a year after all the amount was spent. Head-teachers faced problems in accounts and record keeping. Various grants were getting mixed in the records. However, all books and registers were maintained in most of the schools. VEC meetings were held regularly and minutes were maintained in the schools.

In the visited schools, bad grades on all three variables of physical verification were rare. Most head-teachers and VEC members were satisfied with the quality of work done under SG.

**Suggestions:** Various grants, yearly or one time, given to schools should be considered holistically. Especially the collective usage of SG with Sadil and Repairs – Maintenance grant would help in implementing high cost items and simplify the complicated record keeping task in the schools. {MH/02}



## MADHYA PRADESH

Chaturvedi,N & Sharma,A. (2007) **Impact of teacher training at elementary level.** *JHarneswar Mahila Avam Bal Vikas Shishan Samiti,Bhopal.*

**Objectives:** (i) To ascertain the methodology used in the training programmes (ii) To analyse the strengths and weaknesses of the training programmes (iii) To identify the areas for further training (iv) To understand the attitude of the teacher towards training programmes (v) To find out the changes occurring in teachers after training.

**Scope and geographical coverage:** The study was limited to districts Vidisha and JHabua.

**Method:** Survey method was adopted for the research. Data was collected from master trainers and participants (teachers in the training programme and head teacher). In all, the study covered 20 master trainers (10 from each district), 119 teachers (60 from Vidisha & 59 from JHabua) 21 head-teachers (6 from Vidisha, 15 from JHabua).Data was collected through questionnaires from the teachers who took the training, trainers and head-teachers of the school.

**Main findings:** Almost all the teachers attended the training and got training material within time (89%). Training was conducted mainly by using lecture method. Teachers were not able to share the misconceptions, problems about the concepts with the trainer during training courses. Electronic instruments were used rarely, they did not give opportunity to teachers to get used to it. Training material was considered most useful by them. In general teachers were of the view that objectives of teacher training were achieved (89%). Less than half of the (41%) teachers stated that their academic needs were fulfilled to a major extent. As per the head-teachers there was no change in teachers or teaching methodology after training. {MP/01}

Jain, N. (2005) **A critical appraisal of primary level textbooks on Environmental Studies prescribed by Madhya Pradesh Government** *Govt. College of Education Institute of Advanced study in Education (IASE), Bhopal.*

**Objectives :** (i) To find out the opinion of teachers and educationists regarding the textbooks on Environmental studies (ii) To analyze the integration of Environmental concerns in the textbooks of English, Hindi and Mathematics for class I and II (iii) To analyze the textbooks on Environmental studies for classes III to V on the basis of their academic and physical features (iv) To find out the relationship between course content prescribed in the syllabus and that present in the textbooks (v) To know the relationship between course content prescribed in the syllabus and that proposed by the NCERT.

**Scope and geographical coverage:** Textbooks on Environmental Studies at primary level in Madhya Pradesh.

**Method:** Study involved a mixed research design -survey along with desk analysis of relevant documents. Text-books of English, Hindi and Mathematics of classes I and II and text-books of Environmental Studies of classes III to V prescribed by M.P. govt.

were desk analysed. Data was also collected through questionnaires from 60 primary school teachers and 12 educationists. Views of teachers and educationists were analysed using *chi-square* test.

**Main findings:** Most of the teachers were satisfied with the different aspects of the textbooks. In their opinion, separate textbooks for classes I and II would be better than integrating the content in other subjects. Content of textbooks was in accord with official curricula, it enhances awareness about environment among students and could be covered within the prescribed time limit. The language used was simple, clear and suitable, illustrations were appropriate, examples provided were related to daily life. There was sufficient material for evaluation; exercises provided were adequate in number; physical features like cover page, size of textbooks, print and stitching were suitable. Use of colour illustrations in books was suggested.

However in educationists' opinion the content was not sufficient to enhance awareness on environmental concerns; it could not be covered within the prescribed time limit; the principle of teaching learning 'from simple to complex' had not been followed while framing exercises. These exercises also lacked variety. {MP/02}

Joshi, S.(2007) **Effectiveness of remedial teaching on learners achievement at elementary level** *M.P. Institute of Social Science Research, Ujjain.*

**Objectives:** (i) To evaluate effectiveness of remedial teaching (ii)To identify the interest and aptitude of teachers towards remedial teaching (iii)To know the views/ perceptions of the parents about the remedial teaching.

**Scope and geographical coverage:** The study was undertaken in Ujjain and Dhar district.

**Method:** Forty upper primary schools in Ujjain and Dhar districts were covered under the study. Remedial classes conducted for students of class VIII were observed in these schools. Data was also collected through questionnaire from head master, regular teachers, remedial teachers and President/ Vice President of Parent Teacher Association. Data was analysed using simple descriptive statistics percentages.

**Main findings:** Majority (95%) of head-teachers were of the view that C & D category of students belong to economically weak families and their attendance was irregular. Mathematics was reported as the most difficult subject followed by English and Science. In (91.7%) schools in both the districts only one remedial teacher was appointed under the scheme. Head-teachers and majority of regular teachers (90%) all the experimental schools of the sample were of the view that level of achievement of students improved after appointment of remedial teachers in their respective schools. Majority of the head-teachers were of the view that the period for which remedial teachers are appointed needs to be increased and proper training need to be provided to the remedial teachers to improve the quality of their teaching. Remedial teachers (67%) in Ujjain stated that they are using innovative methods while teaching the students in C & D grades. Remedial teachers stated that they usually contact the parents to discuss academic achievement levels of their wards in Ujjain (92%) and Dhar (33%). {MP/03}

Joshi,S. & Gautam,N. (2009) **A study of effectiveness of Cluster Resource centres ‘Jan Shiksha Kendra’ in Madhya Pradesh** *Madhya Pradesh Institute of Social Science Research, Ujjain.*

**Objectives:** (i) To understand functioning of cluster resource centres (ii) To find out the effectiveness of selection procedure of Jan Shiksha (iii) To know the status of Jan Shiksha kendras’ with specific focus on monitoring of schools, level of academic support provided to teachers, coordination with schools and CRC (iv) To ascertain the functioning and effectiveness of cluster resource centre (v) To find out extent of support given by DIET to *Jan Shikshak*.

**Scope and geographical coverage:** The study was conducted in primary and middle schools in six districts – Shahdol, Harda, Katni, Sheopar, Barwani and Damoh.

**Method:** In all 30 CRCs were sampled randomly from 6 districts with equal representation of urban and rural areas. Three schools were sampled from each CRC. Data was collected through interviews and observations from cluster resource centre coordinators (30) and a cluster academic coordinator (CAC) (30), head- teacher/ teachers (90), member of PTA and Principal DIET (6). Secondary data was collected from relevant documents and content analysed. Quantitative data was analysed using simple descriptive statistics.

**Main findings:** Majority of CACs were graduate / post graduates with degree in education and above 10 years of experience as teachers. Trainings were organized mainly at cluster level with occasional support from BRCs and DIETs. Duration of the training ranged from 2-4 days on themes like PTA training , computer training, *Dakshitta Samvardhan* programme, content based training etc and were stated to be highly/moderately effective. CAC in rural area appeared to receive relatively less support from BRC in their activities compared to their urban counterparts. Their activities included budget preparation, coordination with higher officials, providing training & guidance to teachers and quality monitoring (of CRC, schools, AIEs & EGS, NPEGEL, KGBV), preparation and submission of reports, supplying data and record keeping and community mobilization.

The issue of lack of facilities was raised more in rural areas. In their view teachers need support in making proper use of TLM, diagnosing hard spots in learning and acquiring adequate subject knowledge. Head-teachers/ teachers mostly expressed their satisfaction with the training programs conducted. In their view training programmes had lengthy schedules. Teachers suggested training focus to be on knowledge (82%), multigrade teaching (48%), innovations in teaching learning (61%) and use of TLM (63%). More than half (58%) of teachers found the training programmes as ‘some what beneficial’. Suggested measures to improve training included involving external resource person (71%), use of information technology (78%) and enriching content knowledge (74%).

Teachers expressed dissatisfaction with support received from CRC on maintaining proper records and accounts (52%), preparation of TLM (51%), meeting with PTA members (56.7%), enrolling out of school children (55.6%), filling up of monitoring

formats (50%), MDM (51%), use of contingency & teacher grants (46.7%) and providing school level data (44%).

CRC coordinators were head-teachers with graduation or post graduate degree along with professional degree/diploma in Education. Most of them needed support from BRC in use of contingency and teacher grants (73%) preparation of TLM (67%), filling up of monitoring formats (60%) monitoring civil works or supporting EGS centres (60%) organizing cluster level training and assistance in class room transaction (53%). Most of the CRCCs (53%) were satisfied with the support from BRCCs. The problems faced in coordination pertained to irregular visits by BRCC and access to them. Workload was perceived as heavy (50%), it affected the quality of their out-put (67%), and too much administrative work hampers academic work to certain extent (77%).

Orientation training was not given to PTA members. Lack of interaction with PTA and community members was also reported. Proper guidance with regard to maintenance of records and accounts, greater interaction with PTA/community were suggested as measures to improve their functioning.

Visits by CRCCs & CACs to schools were few (46%) and some had not visited at all (47%). Mostly they distributed material to schools including text books (33%), administered test in the class at random (28%) and participated in training teachers (32%).

Issues discussed in CRC meetings included record maintenance (40%) enrolling out of school children (37.8%), capacity building (34.4%), official orders (30%) etc.

Quite a few academic and non-academic posts were lying vacant. None of the DIETs had modified state level training module though they participated in training the teachers. They provided guidelines to cluster level functionaries and schools in monthly assessment meetings. DIET also evaluated CRCs under its purview. {MP/04}

Khare, M. (2007) **Effect of classroom culture on the learning level of girl child** *Jan Mangal Institute Chhindwara, Madhya Pradesh.*

**Objectives:** (i) To find out the behavior of teachers towards girls (ii) To assess the participation of the girls during classroom teaching (iii) To identify the reasons responsible for girls not learning in the school (iv) To ascertain views of leaders striving to bring about a change in the view of the society towards girls' education.

**Scope:** The study was conducted in 3 districts- Mandla ,Chhindwara and Naringhpur of Madhya Pradesh.

**Method:** Survey was conducted in 2 blocks of each district, one block with low literacy rate and another had high literacy rate. From each block, 4 primary and 6 upper primary schools were selected with equal proportion of urban and rural schools. Data was collected from school records. Primary data was collected from head-teachers, teachers, students and community through questionnaires and interviews. Data was analysed using simple descriptive statistic percentages.

**Main findings:** Attendance of girls have increased. Their examination results were better than boys. Mutual cooperation among boys and girls was high. The content and reading material was perceived by teachers as insufficient for girls. Illiteracy, economic status of the parents, social and family reasons along with unhygienic condition of the schools were reported as the reasons for girls not being able to learn in the schools. {MP/05}

Khare,U., Palker, A. & Khatana,Y.S. (2007) **A study of teachers' absence at primary and upper primary level** *IASE,Bhopal*

**Objectives:** To find the effect of teachers' absence on classroom management.

**Scope and geographical coverage:** Study was limited to primary and upper primary schools in three districts of Bhopal Division.

**Method:** In all 432 teachers from 74 primary and 43 upper primary schools of were sampled from three districts- Raisen, Betul and Bhopal of Bhopal division. Data was collected through questionnaires and observation and analysed using simple descriptive statistics.

**Main findings:** Attendance rate of teachers was 90.5%. Nearly 6% teachers were on leave and 1.6% were assigned government duties, 2.1% were away due to non- academic tasks. Of the teachers present majority (78%) were engaged in teaching activities, rest were busy in teaching related activities (9.4%), administrative activities (4.1%) supervision work (6.5%) and rest (1.9%) were not engaged in any such teaching management related activity.

Quite a few (35-40%) teachers were engaged in wither multigrade or multi- level teaching. Personal health and family related problems were the main reasons for teachers' absence. Majority of the teachers lived within a distance of 8 Km. form school (90-95%). Pupil – teacher ratio was 40%

**Suggestion:** Free the teachers from work other than teaching. Provide training on multi-grade and multi level teaching. Teachers' attendance should be closely monitored. {MP/06}

Khan, F.S., Asif, A. *et al* (2007) **A study of the impact of teachers training at primary and upper primary of level** *Institute of Advanced study in Education, Bhopal.*

**Objectives:** (i) To ascertain the impact of teachers training at primary and upper primary level (ii)To assess its impact on teachers belonging to various groups (iii) To assess its impact on the various inputs provided.

**Scope and geographical coverage:** The study was confined to primary and upper primary schools in seven districts namely: Betul, Bhopal, Hoshangabad, Raisen, Rajgarh, Sehore, Vidisha.

**Method:** One group, pretest- post test design was used for the study. In all the study covered 1190 Primary teaches and 280 upper primary. Art teachers 280 were upper primary science teachers. These three groups were pre tested before the training

programme as well as after the implementation of the training programme. The data was analysed using t- test, analysis of variance, Pearson's coefficient of co- relation were also computed.

**Main findings:** Results indicated a significant impact of training. District wise variations were observed with impact being prominent in Hoshangabad and Sehore district and least in Raisen. The impact of training was more prominent on teachers with higher academic qualification. No significant difference on impact of training was evident by age, area and gender.

The impact of training was highest followed by Hindi, EVS and Maths and teacher effectiveness for teachers in primary school. For upper primary art teachers impact of training was most prominent in teacher effectiveness and Hindi for arts teachers and in Teacher effectiveness, EVS and Mathematics in case of upper primary teachers in science.

**Suggestion:** In addition to content training should also focus on pedagogy and child psychology. {MP/07}

Lochan, R.(2007) **A study on the increasing rate of dropout in different cases at primary level** *Shuruat, Bhopal.*

**Objectives:** (i)To ascertain class wise dropout rate and to assess the repetition rate (ii)To identify the factors for dropouts .

**Scope and geographical coverage:** The study was conducted in 3 districts Gura, Mandla and Panna.

**Method:** Survey was conducted using one rural and one urban block from each of the three districts. In each selected block all primary and middle schools were covered. Data was collected through questionnaires from parents of dropout students & PTA members. Data was also collected from secondary sources. Both qualitative and quantitative analysis of data was carried out.

**Main findings:** Major reasons of dropping out of school include repeated failure in the same class, promoting students upto class IV without conducting the examinations, single teacher schools, lack of quality teaching, teachers involvement in non – academic assignments, lack of sufficient physical and other facilities in the schools and teachers, poor condition of the school buildings, social conventions, financial conditions and the personal and family circumstances of the particular child etc. {MP/08}

Malviya,S.& Rajput,M.(2007) **Diagnostic study to find out the reasons of average and below average marks in Mathematics and English in class IV and VI** *Abhivayakti Janshiksha Evam Sanskriti Samiti- Bhopal.*

**Objectives:** (i) To assess the current skills of students in learning English and Mathematics (ii)To ascertain the requirement of academic support to teachers and students (iii) To find and analyze the reason for low achievement in English and Maths

**Scope and geographical coverage:** The study was limited to Vidisha and Gwalior districts.

**Method:** The study covered schools from five blocks – 3 blocks of districts Vidisha and 2 blocks from district Gwalior. In all 62 schools were selected from these five blocks. The selected schools were categorized according to their V and VIII board result. Ten students each from class IV and V of these 62 schools were administered tests in English & Mathematics Data was also collected from teachers teaching English and Maths in these schools. The data was analysed using simple descriptive statistics.

**Main findings:** Achievement of students in both subjects was low. Students of class IV were unable to write the numbers. Students writing and speaking skills in English were inadequate. Teaching learning aids were not used in the classroom during teaching of English. Interaction between parents and teachers was minimum. Academic support by family to students was lacking. Students were irregular and also had health problems. Teachers made no effort to motivate the students. They lacked interest in using new teaching skills and had no academic support from higher authorities. {MP/09}

Rajya Shiksha Kendra (2003) **Rapid Assessment study** *Rajya Shiksha Kendra, Bhopal.*

**Objectives:** (i) To assess the enrolment status at primary and upper primary level (ii) To ascertain the attendance pattern of the students at primary and upper primary level (iii) To assess the achievement levels of the students of class I to class VIII.

**Scope and geographical coverage:** The study was undertaken in 45 districts of M.P.

**Method:** Three EGS and 3 primary schools were sampled from each district. Data was collected through observation, desk analysis of secondary data and administration of achievement tests to student of class I to class V of government schools.

**Main findings:** The enrolment of students was found to be 100% to 105% in the districts. The average attendance of students was 69% at the primary level and 73% at the upper primary level. Students' attendance at primary level was between 63% to 80% and 69% to 88% at upper primary level.

The achievement level of students of class I and II in Hindi and Maths ranged between 34% to 83%. The students of class III, IV & V ranged from 29% to 78% in Hindi, Maths and EVS. Most of the children scores fell between 45% to 76%. {MP/10}

Shrivastava, R.S. (2007) **A study on the Head Start programme of RSK** '*Spandan*' *Research Awareness and Programme Implementation Institute.*

**Objectives:** (i) To assess the appropriateness and relevance of the Head Start programme being run in district JHabua (ii) To ascertain the effect of the Head Start programme on the students and to study the role of this programme in qualitative development of education (iii) To know the problems regarding management , administrative and technical aspects (iv) To put forth – various problems regarding educational development through Head Start Programme run in district JHabua and to suggest solutions for them.

**Scope and geographical coverage:** The study was conducted in district JHabu.

**Method:** Thirty Head Start Centers in district JHabu and other 20 centres with no Head Start centres were randomly selected for the study. Data collected was both quantitative and qualitative in nature.

**Main findings:** Teachers in the schools with Head Start programme had capable and academically trained teachers with knowledge of CDs, video film presentation and utility of the library. Most of the Head Start centres lacked technically trained teachers. Electricity supply was also a problem. Few teachers (22%) were trained for teaching through computers. Majority (92%) of teachers demand refresher course in computer training. Only a small section of the teachers (22%) was satisfied with the work done by Head Start Centres. Head-teachers cited problem related to machinery along with technical problems in running the Head start programme. Students felt that teachers do not prepare in advance for CD session. Head Start programme was perceived as having a positive effect on examination results. The study concludes that much needs to be done to improve the administrative and management system of the Head Start centre. {MP/11 }

Singh, G. & Shrivastav, V. (2003) *Evaluation of EGS schools State Resource Centre, Bhopal.*

**Objectives :** (i) To study the conceptualisation and operationalisation of EGS, changes that occurred in the past years and programme perspective at ground level (ii) To assess success of EGS in fulfilling its objectives and meeting local needs (iii) To study impact of EGS in relation to the teaching methodology adopted in it.

**Scope and geographical coverage:** The study was carried out in four districts of M.P.-Betul, Raisen, Panna and Shahdol.

**Method:** One rural and one urban block was selected from each of the four districts-Betul, Raisen, Panna and Shahdol. Five EGS schools from each block i.e. 10 schools from each district were included in the study. Data was collected from students, *guruji*s and the community members through interviews, observation, focussed group discussions and analysis of secondary data. Achievement tests were administered to students of class II (Maths & Hindi), classes III and IV (Maths, Hindi & EVS ).

**Main findings:** EGS centres were opened in the most backward and unreachable areas of the state to provide schooling facility to the children in such areas. Priority was given to local people in teachers' selection. Management of the EGS was entrusted to the community - Parent Teacher Association (PTA).

The interactive and participatory method of learning along with group learning and self-learning adopted in EGS helped the students to learn much faster and retain learning. There was wide variation in achievement level of children of class II, III & IV in different subjects (22% to 97%). Most of the children's scores fell between 50% to 80%. The teaching learning process in class IV needs to be made more rigorous to increase the achievement level of children.

Community participation was found to be comparatively high in Shahdol district as four out of 10 school buildings were made available by the community here. Community members also contributed in terms of labour to build the school building. {MP/12}

Singh, V. K (2004) **A comparative study of visually impaired boys and girls of Western Madhya Pradesh in relation to level of aspiration under the scheme of Integrated Education for the disabled at middle school level** *Govt. College of Education, Institute of Advanced study in Education (IASE), Bhopal*

**Objectives:** (i) To compare the level of aspiration between visually impaired and normal children (ii) To identify the perception of head-teachers/ teachers and administrators towards Inclusive Education

**Scope and geographical coverage:** The study covered elementary schools in Bhopal, Indore and Jhabua districts.

**Method:** Sample comprised of 100 children, 50 visually impaired (25 boys + 25 girls) and 50 normal (25 boys + 25 girls) selected from elementary schools of Bhopal, Indore and Jhabua district. Data was collected from head of institutions/teachers and educational administrators through Interview *aspiration Level Scale* (Singh H. & Tiwari G, 1973) was used for measuring the aspiration level. The collected data was analysed by using *t*-test to test the significance of difference between means of different groups.

**Main findings:** Results indicated significant difference between the level of aspiration of visually impaired and normal children with visually impaired children showing higher level of aspiration than normal children. This was observed to be true for both boys and girls. Significant difference was observed between the level of aspiration of visually impaired boys and girls with visually impaired boys showing higher level of aspiration than visually impaired girls. However, there was no significant difference between the level of aspiration of visually impaired girls and normal boys.

Heads of institutions/ teachers reported that visually impaired children were integrating themselves with normal children in educational institutions. They participated in educational and co-curricular activities enthusiastically. However, administrators were of the opinion that visually impaired children feel uncomfortable in integrating themselves with normal children in educational institutions. They insisted on placement of trained resource persons in such institutions where integrated education is being practiced. They also stated that awareness of the problems of visually impaired children among the members of the society as well as educational administrators is necessary to provide equal opportunities to such children. {MP/13}

Sharma, M. (2007) **A study of teaching learning material** *Society for Development of Humanity , Jabalpur.*

**Objectives:** (i) To evaluate participation of teachers and students in preparation and use of TLM (ii) To find out the appropriate use of TLM in class rooms (iii) To measure the interest of teachers in using TLM (iv) To examine the different aspects, structure and use

of TLM (v) To know the views/ perceptions of the parents and teachers about the remedial teaching.

**Scope and geographical coverage:** Study was confined to two districts: Raisen and Mandla

**Method:** In all 110 schools (both primary and upper primary schools), 60 schools from Raisen district and 50 from Mandla, were included in the study. The group members had received training on TLM preparation in English, Mathematics, Environmental Studies, Science and Social Studies. Data was gathered through questionnaires and analysed using simple descriptive statistics.

**Main findings:** It was found that 60% teachers did not know how to prepare TLM. They considered readymade TLM as the only teaching aid. Teachers opined that they need training for the development of TLM. It was also widely believed that preparation of TLM for primary classes was easier compared to upper primary classes.

**Suggestions:** Trained '*Jan Shikshaks*' should supervise the preparation of TLM at JSK. Specialized subject wise training for preparation of TLM is needed. Proper guidance from experts should be provided. Teachers should be made aware of importance of proper utilization of TLM. {MP/14}

SAMARTH (2007) **A critical study of MDM scheme** *Society for advancement of minorities, agriculture and rural technology, Bhopal.*

**Objectives:** (i) To find out the effect of MDM scheme on the attendance of students (ii) To identify the effect of MDM scheme on the health of students (iii) To study the MDM scheme critically.

**Scope and geographical coverage:** Study was conducted in District Betul and Hoshangabad of M.P.

**Method:** One Jan Shiksha Kendra (JSK) each of rural and urban block of Betul and Hoshangabad district were sampled Data was collected through questionnaires from teachers, members of parent Teacher Association, Students, guardians and workers preparing Mid day meal. Data was analysed using simple descriptive statistics.

**Main findings:** MDM was prepared by some appointed cooks, mostly (90%) females menu remained constant; majority of children brought utensils from home which were cleaned by the cooks; 26% students did not return to schools after meals; majority of children above poverty level belonging to general category did not take meals; students concentration increased after MDM; students opined that quality of MDM was good and that they would continue school even when MDM scheme is discontinued; parents opined that children's health has improved in response to MDM.

It can therefore be concluded that in most cases adequate provisions for preparation of meals and cleaning of utensils are made. There was general agreement on quality of meals and it had positive impact of student concentration on studies and their general health. One third students attended school for MDM and one fourth of these do not return

after meals. Students from general category and these above poverty level do not generally participate in MDM. Role of PTA was found unsatisfactory.

**Suggestions:** Menu should be varied. Health improvement programmes be implemented in schools by health workers. Monitoring of programme should be constant and comprehensive. {MP/15}

Trivedi, S.K. (2007) **To study the effect of ECCE on achievement level and transition** *Indian Institute of Development Management , Bhopal.*

**Objectives:** ( i) To understand the role of ECCE for motivation in the field of primary education (ii) To comparative schools with ECCE centers and primary schools without ECCE centers (iii)To suggest measure to make ECCE more effective (iv) To identify reasons of obstacles in enrolment process.

**Scope and geographical coverage:** The study was limited to 3 districts: Chattarpur, Betul and Khandwa.

**Method:** Two blocks were selected from each of the three districts. From each block, one ECCE centre and 10 primary schools were sampled. Data was collected from both primary and secondary data sources. Primary data was obtained from students, teachers, schools, Block Education officer and Parent Teacher Association through questionnaires. Data was mainly qualitative in nature and was content analysed .

**Main findings:** In all the three districts nearly one third (approximately 31% ) students had under gone pre-primary schooling, there they learnt letter recognition, poems and jokes. Attendance and Achievement level of the children from pre primary schools was better than those taking admission directly at class I level. Teachers' response to positive impact of pre- primary education on educational development of children and increase in enrolment varied from 44-70% and 26%-79% respectively. Students were stated to be participating actively in the activities of ECCE centre (50%) in Betul, Khandwa (66%), Chhatarpur (75%). {MP/16}

Upadhyaya, R.P.& Joshi, R.C.(2007) **Quality and utility of the construction work under Sarva Shiksha Abhiyan in Madhya Pradesh** *Institute of Public Auditors of India M.P. Bhopal.*

**Objectives:** (i) To find out the role of the PTA and Public partnership regarding the new construction work done in schools (ii)To assess the quality of the construction work and suggest strategies for improvement

**Scope and geographical coverage:** The study was undertaken in 4 districts: Ujjain, Burhanpur, Tikamgarh and Shahdol districts of M.P.

**Method:** A survey was conducted in 2 blocks each of the four districts. In all 84 construction works were visited. Data was collected from engineers and Secretary, PTA. The data was analysed and achievements were recorded in terms of percentage.

**Main findings:** Construction works were undertaken through village Construction Committees (VCCs). These works are inspected and assessed by the executive engineers, assistant engineers and sub – engineers. Investigation for the standard quality of the material used for construction was not done to ensure the quality of the buildings. Thickness of the constructed floor was less, surface of the floor was rough, uneven and damaged. Separate toilets for boys and girls were constructed in all the sampled schools. Lack of ramps for children with special needs was noted in some schools.

The study concluded that there was a complete lack of public awareness about the quality of construction work and suggested that the quality of material used for construction should be ensured. {MP/17}

Verma, V. (2007) **Study on teaching of Mathematics and English with reference to class VI & VII** *Vimarsh, Bhopal.*

**Objectives:** (i) To understand the methodology of teaching English and Maths at class VI and VII level (ii) To suggest improvement in teaching processes to increase students' achievement level.

**Scope and geographical coverage:** The study was undertaken in 2 districts: Morena and Rewa.

**Method:** Twenty schools were sampled from each district. Data was collected through discussions with teachers and parents; classroom observation was under taken and tests for English and Maths were administered to students in class VI and VII. Data thus collected was both quantitative and qualitative in nature. Qualitative data was content analysed and quantitative data was analysed using simple descriptive statistics.

**Main findings:** After improving the teaching methodology in English 65% students in class VI and 67% students in class VII were able to answer the questions asked. Improvement in achievement level was also seen in Maths 50% students in class VI 54% students in class VII were able to answer question correctly after improving the teaching methodology. During the discussions with teachers it was found that only 21% teachers use teaching methodology with number system. Study pointed out need of rich vocabulary amongst teachers for English teaching. {MP/18}

## MIZORAM

Lalsangliani (2007) **Status of ECCE under SSA Mission in Aizawl district** *District Project Office, Mizoram SSA Mission, Aizawl District.*

**Objectives:** (i) To obtain factual information about the existing conditions of the ECCE centre (ii) To assess the programme of SSA for ECCE.

**Scope and geographical coverage:** All ECCE Centre under Aizawl district.

**Method:** The total sample size consist of 15 ECCE centres, 15 ECCE Volunteers, 10 parents and two district stage officials. Data was collected through interviews, questionnaires and observation from target groups.

**Main findings:** The centres were established in the existing primary schools. All the buildings were in good condition. In all there were 446 children in 15 ECCE centres. Strength of pupils per centre ranged from 20 to 50. Children were in the age group- 3-6 yrs. One ECCE Volunteer was engaged for each centre. Their educational qualification was HSLC and above. Majority of the centres had play materials like charts, balls, colours.

All centres run for 3 hours on a working day from 9:00 am to 12:00 noon. Cleanliness check-up, prayer and activities for physical and motor development took place daily. ECCE centres use formal method of teaching: alphabet, numbers, simple arithmetic and English were also taught in the centres. Lesson planning was not done by the teachers.

Study concluded that there is need for capacity development of functionaries to facilitate holistic development of the children. Campaigns to develop awareness among parents, teachers and the State Govt. officials were recommended. {MZ/01 }

Oxi-Zen Research group (2008) **Teacher absence and students attendance in primary and upper primary schools of Mizoram** *Oxi-Zen Research group, Kolkata*

**Objectives:** (i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from school because of different reasons (ii) To find out the difference between absence rate of male and female teachers, regular teachers and para-teachers, primary and upper primary stage teachers, and teachers belonging to different social groups in primary and upper primary schools (iii) To find out the average number of teachers present on a typical working day in relation to the number of teachers in position in school according to the norms (iv) To find out to what extent the school-related and personal factors contribute to teacher absence (v) To assess the effect of teachers' absence on attendance of students in primary schools and in upper primary schools (vi) To find out reasons of absence separately for teachers belonging to different sub-groups .

**Scope & geographical coverage:** The study was conducted in the state of Mizoram.

**Method:** A sample of 190 primary and upper primary schools was selected from the eight districts of the states. Among them 122 schools were primary and 68 schools were upper primary. 109 schools have been selected from rural area and 81 have been chosen

from urban area. The number of teachers who participated in the study were 1133, 660 primary teachers and 473 upper primary teachers. Data was collected through questionnaires and observations during the three visits made to the schools. The gap between two visits was made at an interval of about one month. Each visit was made by a different team to maintain high degree of data reliability. Data on attendance of students & teachers was collected through head count. Activities of teachers present in the school were also recorded.

**Main findings:** In the year 2007, teachers could not teach for an average 10.3 days out of 179.5 average number of working days in the primary schools. At the upper primary stage teacher could not teach for an average 12.7 days out of 202.96 average working days. Over all, the average number of teaching days lost was 11.3 out of average number of 189.3 working days.

There was a slight difference between the absence rate of male and female teachers at primary stage (5.8% for male teachers and 5.7% for the female teachers) and upper primary stage (6.2% for male teachers and 6.3% for the female teachers). Absence rate of community teachers was 4.5% and 5.4% at upper primary stage.

On an average teachers spent 5.04 days in attending different training programmes and meetings, spent 1.88 days on non teaching duties out of school, took 2.63 days medical leave and 1.74 days casual leave. At the primary stage teachers spent 5.05 days in different training and meetings and 1.47 days on non teaching duties out of school, their average medical leave was of 2.33 days and casual leave was of 2.19 days. At the upper primary stage teachers spent 5.03 days in different training and meetings and 2.45 days on non teaching duties out of school, their average medical leave was of 3.04, casual leave was of 2.19 days. It was observed that while female teachers took more medical leave, male teachers took more casual leave; number of days spent in different meeting or training outside the school by the male teachers was greater than that of female teachers. Community teachers spent more working days on teaching activities and fewer days on sports, co-curricular activities and school functions.

Among all the teachers 87.5% male teachers were present and out of which 44.7% were found teaching, on the other hand the attendance rate of the female teachers were 86.8% and out of which 56.3% were found teaching. Relatively more teachers of the primary stage were engaged in teaching activity compared to the teachers of the upper primary stage.

At the primary stage 4.9% teachers were not in school on account of being on duty, 4.9% were on leave and 2.3% were absent without intimation. At the upper primary stage 8.7% teachers were not in school on account of being on duty, 4.7% were on leave and 0.6% were absent without intimation. On an average teachers spent 3.6 hours during a week on administrative work at primary stage and 2.74 hours at upper primary stage

Causes of teachers' absence included family problems, teachers' health and participation in festival/religious function. In the absence of teachers from school, head-teachers

generally assign the class to some other teacher or ask another teacher to look after the class in addition to his/her own class.

Over all attendance rate of students at primary stage was 86.4 on the day prior to the visit, the attendance rate was higher in rural primary schools (88.9%) than schools in urban area (82.9%). At upper primary stage over all attendance rate of students was 91.5% with slight difference in the attendance rate in schools from rural areas (91.6%) than schools in urban area (91.4%).

As per head count the attendance rate in primary schools was higher in the rural (88.8%) area than the schools in urban areas (85.7%) At the primary stage for all the classes, the attendance rate of students belonging to ST category was greater (88.9%) than that of the students (53.4%) belonging to SC category The attendance rate of students belonging to ST category at the primary stage was lower than that of the students from same social category at the upper primary stage (91.9%).

A positive relationship was observed between teachers' presence and students' attendance (correlation coefficient= 0.41). At primary stage the correlation coefficient between teachers' presence and students' attendance was very high (0.99). {MZ/02}



## MEGHALAYA

Kharkongor, J. (2006) **Study on assessment of Quality Education in elementary schools in Ri Bhoi district of Meghalaya** *District Institute of Education and Training, Nongpoh, Ri Bhoi district, Meghalaya.*

**Scope and geographical coverage:** The study was conducted in three blocks of Ri Bhoi district.

**Objectives:** (i) To assess adequacy of infrastructure and basic amenities (ii) To ascertain the present condition of schools and classroom environment (iii) To ascertain teachers' efficiency and attendance (iv) To find out use of teaching learning materials (v) To understand community participation in schools' activities.

**Method:** The survey covered 60 elementary schools from 3 blocks in the district. The schools were sampled through stratified random sampling. The data was collected through interview and questionnaires. Data was analysed using simple descriptive statistics.

**Main findings:** About half of the schools had satisfactory buildings, Majority of the schools had common toilets for students as well as for teachers, very few schools had separate toilets for girls. Most of the schools had no water supply and electricity connection. There were some lower primary schools where only one big room without partition was being used to run all the classes. Many schools had chalkboards in poor condition. The investigation revealed that cooking of MDM by school teachers disturbed school schedule. Majority of the teachers were untrained, in many schools all teachers were not given equal opportunity to attend orientation or short term training programmes. In majority of the schools, daily effective teaching hours were less compared to what is actually required at each level. Many schools followed the system of having a half-yearly and final examination.

**Suggestions:** Teachers need to be trained in effective use of TLM. Monitoring and supervision by authorities concerned should be carried out regularly to help support the teachers with the required know-how in school administration and management. Schools need to run effectively during the prescribed schools hours. Teaching need to be learner-centered. Continuous comprehensive evaluation of students should be introduced. {ML/01}

Kharkongor, J., Marbaniang, B.D., Rapsang, O. & Kynta, R. (2006) **Case study on the effectiveness of Education Guarantee Scheme under SSA in Ri-Bhoi district** *District Institute of Education and Training, Nongpoh, Ri-Bhoi district, Meghalaya*

**Objectives:** (i) To know the ground realities that lead out -of- school children to pursue their studies. (ii) To examine the effectiveness of the strategies under SSA.

**Scope and geographical coverage :** The study covered three blocks of Ri Bhoi district.

**Method:** The survey covered 70 elementary schools from 3 blocks in the district. The schools were sampled through stratified random sampling. The data was collected through interview and questionnaire. Data was analysed using simple descriptive statistics.

**Main findings:** The text-books given to the students in majority of the centres were below standard while teaching kits and other TLMs were supplied only to a few centres. The centres were not well-equipped to cater to all the needs of the students. The number of students increased every year. Education volunteers found it difficult to teach in such multi-grade situation. Students liked the centres but they felt that the condition of the centres should be improved. In one habitation there was more than one school. Apart from the EGS centres, there was also a lower primary school in the habitation.

Selection/appointment of *Education volunteers* (EVs) in EGS was not based on merit. Majority of them were untrained. EVs were not regular in doing the duties assigned to them. The VECs were least interested in the affairs of the centres. Community participation was lacking in all villages. {ML/02}

Lynoo, H.S., Nongbri, B., Hynniewta, S. & Majaw, A. (2006) **Study on assessment of Quality Education in elementary schools** *District Institute of Education and Training, Nongstoin, West Khasi Hills district, Meghalaya.*

**Objectives:** (i) To assess the adequacy of infrastructure and basic amenities (ii) To study the present condition of school and classroom environment (iii) To ascertain teachers' efficiency and attendance (iv) To find out use of teaching-learning materials (v) To understand extent of Community participation in school activities.

**Scope and geographical coverage:** The study was conducted in six blocks of West Khasi Hills district.

**Method:** The survey covered 10 elementary schools from each of the 6 blocks in the district. In all 60 elementary schools were sampled through stratified random sampling. The data was collected from the head teacher of the sampled schools through interview and questionnaire.

**Main findings:** Most (70%) of the schools had school building of their own having two or three rooms. Few schools had proper ventilations or lighting in the classroom and sanitary arrangement. Majority of the schools had chalk, duster etc. Most of the schools used mother tongue as the medium of instruction and were of the view that children understand better through mother tongue. Majority of the teachers were untrained & HSLC passed but had attended short-term training programmes. Teachers usually taught more than two subjects; they prepared lesson plans before teaching (92%), dictionaries were used (52%) but reference books were used by very few (25%). About half of the teachers used charts, globe, maps as teaching aids. Few teachers took extra coaching classes though a large majority of teachers said that children were found to be weak in mathematics and English. Majority of the teachers opined that textbooks should have more illustrations for students to understand better. The schools conducted monthly, half yearly and annual examinations (85%).

PTA was formed in all blocks. VECs were in position in most villages. Most VECs looked into issues related to enrolment of children of relevant age group. Voluntary organizations as well as Village Durbars did not help in setting up new schools and render support services.

**Suggestions:** Steps need to be taken to recruit trained elementary teachers. School management can be improved by monitoring at the local level in collaboration with village level committee. Book banks and libraries should form part and parcel of any school system. {ML/03}

Lyngdoh, S., Paritan, N., Nikhla, W. & Dkhar, B. (2006) **Case study of the effectiveness of Education Guarantee Scheme under SSA in West Khasi Hills district** *District Institute of Education and Training, Nongstoin, West Khasi Hills district, Meghalaya.*

**Objectives:** (i) To know the ground realities that lead out -of -school children to pursue their studies (ii) To examine the effectiveness of the strategies under EGS.

**Scope and geographical coverage:** The study covered 6 blocks of West Khasi Hills district.

**Method:** Sixty EGS centres were sampled from six blocks. Data was collected through interview, discussions and observations and analysed using simple descriptive statistics.

**Main findings:** EGS centres run in the morning 6.00 a.m. to 9.00 a.m. to cater to the needs of working children. Most of the EGS centres lacked basic facilities such as toilets, drinking water, sufficient sitting space, blackboards etc. Enrolment was low, teachers were untrained. Some of them were graduates. Majority of teachers were females. Children were not provided with learning material. Grants were released annually. Enrolment in centres was low as the children were engaged in sibling care. Community participation was poor. Supervision system of EGS centres needs improvement. {ML/04}

Momin, J.C., Marak, D.R., Marak, J.A., Gretus, G., Sangama, T. & Shira, D. (2006) **Study on assessment of Quality Education in elementary schools in South Garo Hills district** *District Institute of Education and Training, Baghmara, South Garo Hills district, Meghalaya.*

**Objectives:** (i) To find out the adequacy of infrastructure and basic amenities (ii) To identify the present condition of schools and classroom environment (iii) To ascertain teachers' efficiency and attendance (iv) To find out use of teaching-learning material (v) To understand community participation.

**Scope and geographical coverage:** The study was conducted in four blocks of South Garo Hills district of Meghalaya

**Method:** The survey covered 80 elementary schools 80 head-teachers, 165 teachers, 153 community members selected from the 4 blocks in the district. In all 80 elementary schools were sampled through stratified random sampling. The data was collected from the head teacher of the sampled school through interview and questionnaire

**Main findings:** Majority (85%) of the schools had their own buildings, most of these were pucca (13%) or semi pucca (69%). Less than half (44%) of the schools had 3 classrooms. Most (64%) schools had insufficient classrooms and so the existing classrooms were overcrowded. Black boards (86%) were in bad condition. Few schools had adequate furniture (40 %), separate toilet facilities for boys and girls (14%) and toilet facility for teachers (16%). Half (50%) of the schools had safe drinking water facility. One third (34%) of schools had indoor and outdoor play materials and only 6% of schools had electricity.

Most of the teachers were permanent (81%). Among them 70% were untrained and 68% were male teachers. They had not received any kind of in-service training during the last five years (60%). Most of the teachers were sincere and regular in their job as per head teacher and the community members. Majority of the teachers went to classrooms well prepared with new materials, new teaching methods and maintained good relations with students. Majority of them introduced the lesson by revising previous lessons and by reading from textbooks. Most teachers maintained discipline by giving strict orders to the students and by involving children in different activities (39%). Teachers (69%) evaluated their students through home assignments such as creative activities, problems solving tasks, review exercises from textbook etc

Head-teachers supervised teaching activities of majority of teachers. In most of the schools TLM grant was received annually (80%). However, only 40% teachers used teaching learning materials in their day to day classroom teaching. Community members' attitude towards the development of their schools was helpful. Majority of them were involved in different school activities including monitoring of the schools, academic improvement of the schools and supply of materials.

**Suggestions:** In-service and pre-service training courses should be planned as per the needs of the participants. Better infrastructural facilities at school level should be provided; community members should be involved in ensuring children's enrolment and regular attendance. {ML/05}

Momin, T.G., Marak, A.B., Sangama, E.D. & Sangama, N.C. (2006) **Study on assessment of Quality Education in Elementary schools in East Garo Hills district** District Institute of Education and Training, Resubelpara, East Garo Hills, Meghalaya

**Objectives:** (i) To find out the adequacy of infrastructure and basic amenities (ii) To study the present condition of school and classroom environment (iii) To assess teachers' efficiency and attendance (iv) To ascertain the extent of use of teaching – learning material (v) To understand the extent of community participation.

**Scope and geographical coverage:** The study was conducted in five blocks of East Garo Hills district of Meghalaya

**Method:** The survey covered elementary schools, head-teachers, teachers and community members from each of the 5 blocks in the district. In all, 60 elementary schools were sampled through stratified random sampling. The data was collected through interview and questionnaires.

**Major findings:** Majority of the schools had their own buildings (94%) of which some were pucca (36%) and some semi-pucca (51%). Majority of the schools had 3 classrooms. Most schools had insufficient classrooms which were overcrowded (55%). Blackboards were in bad condition (58%). Very few schools had adequate furniture (27%), separate toilet facilities for boys and girls (19%) and safe drinking water facility (43%). About half of schools had indoor and outdoor play materials and only 6% of schools had electricity.

Most of the teachers were permanent (89%). Many of them were untrained (45%) and had not received any kind of in-service training during the last five years (58%). The teachers were sincere and regular in their job as per head-teachers and the community members. Majority of the teachers came to classrooms well prepared with new materials, new teaching methods and had good rapport with their students. They introduced the lesson by reviewing previous lesson and by reading from textbooks. Most teachers maintained discipline by giving strict orders to the students (61%) and some did it by involving children in different activities (33%). Almost all teachers evaluated home assignments of students.

Head-teachers supervised teaching activities of majority of teachers. In most of the schools TLM grant was received annually (58%). However, only 24% teachers used teaching learning materials in their day to day classroom teaching. Community members' attitude towards the development of their schools was positive. Majority of them were involved in different school activities including monitoring of the schools, academic improvement of the school and supply of materials

**Suggestions:** The in-service and pre-service training course must be planned as per the needs of the participants. Awareness among parents of different schemes such as building separate toilets for boys and girls may be created. Community members need to be involved in improving school infrastructure and management. {ML/06}

Warjri,S., Nongrum,D. & Wamswet,W. (2006) **Study on assessment of Quality Education in Elementary schools in Jaintia Hills district** *District Institute of Education and Training; Thadlaskein, Jaintia Hills District, Meghalaya*

**Objectives:** (i) To find out the adequacy of infrastructure and basic amenities (ii) To assess the present condition of school and classroom environment (iii) To find out teachers' efficiency and attendance (iv) To ascertain use of teaching-learning materials. (v)To identify the extent of community participation.

**Scope and geographical coverage:** The study covered EGS centres from 5 blocks of Jaintia Hills district.

**Method:** The survey covered 10 elementary schools from each of the 5 blocks in the district. In all, 50 elementary schools were sampled through stratified random sampling. The data was collected from the head-teachers and teachers of the sampled schools through interview and questionnaire.

**Main findings:** Most schools have received the grants. All grants were handled by their School Managing Committees. Receipt of grants and all other details could not be ascertained as the schools did not make this information public on their notice boards. All schools visited had pucca buildings and had 3 to 4 classrooms each. The classrooms in some schools were dirty and in miserable condition. In some schools, partitions were made of thin planks and in some with strips of bamboo. Few schools had basic facilities like toilets (27.8%), clean drinking water (23.4%), separate toilets for girls (4%) and electricity (23.40%).

Nearly two third (68.1%) of the heads of schools and one-third (36.2%) of the teachers were professionally trained and only some had attended training programmes (46.1% heads and 32.6% teachers). Instruction in pre- primary and primary schools in the district was given in the vernacular while the medium of instruction and text books prescribed for the upper primary level were in English. Teachers mentioned that many students dropped out at the upper primary level as they could not understand the texts which were in English.

Curriculum transaction was limited to 'completing textbooks'. All teachers used the lecture method during instruction. Text book was the only teaching aid for most of the teachers. Teachers were unaware of different tools and techniques of evaluation. Remedial teaching was not undertaken. Heads teachers and teachers indicated that there was hardly any supervision and inspection by agencies from the district, block or cluster level resource persons (BRPs and CRPs).

Activities conducted by schools included PTA meetings, sports, games, celebrating important days and organising drawing competitions. All efforts of the schools to connect with the community were limited to these activities.

About two third (63.8%) of the schools had PTAs. School staff did not understand how to mobilize the community. VEC members do not know how to go about monitoring and supervising schools, EGS centres, etc.

**Suggestions:** The supervision and inspection mechanism need to be reformed and implemented. Only trained teachers should be recruited. Teacher development needs to be strengthened and programmes must be organized for upgrading teachers with new skills in all areas of elementary education. DIET should be strengthened. Primary and upper primary curriculum needs to be reviewed. Pre primary curriculum and guidebooks for pre- primary teachers should be developed and made available to them. The School Display Board needs to be utilized properly for public scrutiny. {ML/07}

Warjri,S., Nongrum, D., Wanswet, W., Laloo,E., Sten, G. & Lhuid, C. (2006) **Case study on the effectiveness of Education Guarantee Scheme under SSA in Jaintia Hills district** *District Institute of Education and Training, Thadlaskein, Jaintia Hills district, Meghalaya*

**Objectives:** (i) To know the ground realities that lead out -of -school children to pursue their studies (ii) To examine the effectiveness of the strategies under EGS.

**Scope and geographical coverage:** The study covered EGS centres from 5 blocks of Jaintia Hills district.

**Method:** The survey covered 5 EGS centres from each of the 5 blocks in the district. In all 25 EGS centres were sampled through stratified random sampling. The data was collected from the head-teachers and volunteers of the sampled school through interview and questionnaire.

**Main findings:** All the centres had pre- primary sections. In some of them there were more children in these sections than in class I. Total enrolment in the primary level at the EGS centre at Sohshrieh Wahbiar in Khliehriat block was only 6 students, much lower than the norms. Attendance was generally good and children were irregular during specific seasons to help family members with farming activities and household work. The EGS centres do not get the much needed support from the cluster resource persons, they being full time teachers in their own schools.

Funds for honorarium for the volunteers, TLMs and contingency for the centres was transferred to the account of the VEC in advance. The VEC makes payments to the teachers and for other admissible expenditure incurred. Most meetings were usually held after receipt of EGS grants from SSA Office.

Drop out children were concentrated in the backward pocket of the district at Saipung block. Many of the children enrolled in EGS were out-of-school children like drop outs, first generation learners, working children etc. There was no system of assessment and certification of children studying at these centres at any level. In all the EGS centres furniture provided/ purchased for seating was inappropriate. All classrooms and halls looked bare and drab.

Volunteers were informal. Children were generally confident, open and friendly. Their main task was to 'finish' textbooks before the annual examinations.

Most of the volunteers interviewed had also attended training programmes for Educational Volunteers at DIET, Thadlaskein. Most of them used the evaluation tools and techniques (including CCE) shown/ demonstrated during their training period for assessment of learners. They used action songs and phonic rhymes during language lessons in which all children participated enthusiastically. Centres did not follow any standard curriculum. Some centres used Meghalaya Board of School Education (MBOSE) textbooks while others used DIET textbooks.

**Suggestions:** State level formats and guidelines should be developed and distributed to the various agencies entrusted with the responsibility of training volunteers. There is an urgent need for a proper system of assessment, certification and mainstreaming of all EGS learners in the district. Head-teachers and teachers from formal schools should be apprised of the need of giving special attention to children from such schools. {ML/08 }



## ORISSA

Acharya, S. (2007) **Problems of enrolment, retention and achievement among the students of primitive tribes of Orissa** *Post Graduate Department of Anthropology, Utkal University, Bhubaneswar.*

**Objectives:** (i) To examine the problems of enrollment and retention of students of primitive tribes (ii) To ascertain the achievement level of students of class-II and class-V (iii) To suggest measures to improve enrollment, retention and achievement level of students of these primitive tribes.

**Scope and geographical coverage:** The study was limited to tribe *Bonda* in district Malkangir and *Dongria Kondh* in district Rayagada of Orissa.

**Method:** Data was collected through interviews from students, parents, teachers, government school head-teachers, public school principals, VEC members, school management members, PTA members, SSA functionaries; achievement tests were also administered to students of class II & V. Data was analysed using simple descriptive statistics.

**Main findings:** Though both the tribal groups (*Dongria Kondhs*, *Bonda*) belong to primitive tribal group (PTG) of Orissa, the enrollment rate of students among *Dongria Kondhs* in Class -II was slightly more than the *Bondas*. At class-V the enrollment rate of *Bonda* students was more than the *Dongria Kondhs*. As regards retention in both the classes, the *Bondas* were ahead of the *Dongria Kondhs*. In respect of achievement level of the students in both the classes, the *Bonda* of Malkangiri district scored more than the *Dongria Kondhas* of *Rayagada* district.

Most of the tribal schools were single teacher schools and were held either in thatched huts or in open spaces. Pupil- teacher ratio was very high and attendance rate was low. Schools lacked a systematized and suitable curriculum, relevant to their life style. Parents had little faith in education. Teachers lacked proper training to influence the tribals. Children lacked adequate verbal ability and achievement motivation. It was seen that 50% of students did nothing after successfully completing schooling. Only 35.7% of students were found to be engaged as non- formal teachers. Other students (14.3%) joined different institutions for higher level of education.

**Suggestions:** Organise special parental awareness programmes at village level. Make provision for residential facilities for teachers in remote areas.. Improve Mid-day meal quality. Provide stipend to the tribal students. Teaching learning process to be in tribal language in class-I and class-II. Introduce coaching classes for the students of residential schools. Establishing Residential schools far from the villages of the children helps to maintain the attendance and discipline in schools {OR/01 }

Alli, N.(2008) **5% Sample checking of DISE data 2007-08** *Center for Youth and Development, Chandrasekharpur, Bhubaneswar.*

**Objectives:** (i) To cross check the DISE data with the Post Enumeration Survey data collected and to find out the degree of variation, if any (ii) To prepare a summary report relating to training of head-teachers in filling up the DISE formats (iii) To find out the state of infrastructure in the district MIS unit (iv) To examine the application of DISE data at the school level (v) To collect suggestions for quality improvement in DISE format.

**Scope and geographical coverage:** All districts of the state were covered under the study.

**Method:** A survey was undertaken in 5% schools of all primary and upper primary schools in selected six blocks of each district using Data Capture format.

**Main findings:** Overall deviation of DISE data from PES data taking all comparable items and sub-items into consideration is 13.97 %, giving a precision level of 86% for use in planning for SSA intervention. No variation was observed on items like location of schools, type of schools, and category of schools.

Items with a variation up to 10% include items like highest class in school, status of school building, school management, number of teachers, number of SC and ST students, total enrollment of students, number of students enrolled in class-V, number of students who took class V examination & number of students who passed the exam-2006-07. Items with a deviation of more than 11% to 20% include items like number of students enrolled for class-VII examination, number of students who took examination & number of students who passed in the exam-2006-07.

A deviation of 21% to 40% was observed in case of only one item -number of repeaters. Items with a deviation of 41% to 60% included items like number of students who were given free text books & number of disabled students. Instances of typing error during data entry were also there.

**Suggestions:** Follow up action from the state level authorities is needed to improve the process of data collection, compilation and data entry. Training programme duration may be extended for head-teachers at the cluster level. Frequent interaction and verification of the filled in data should be made by CRCC. The cross checking of filled in data may be carried out by district officials before data entry. There is a need to change reference date of DISE data from 30<sup>th</sup> September to 31<sup>st</sup> July with immediate effect. {OR/02}

Das, B.B. (2008) **Performance assessment of Computer- aided education under SSA** *Xavier Institute of Management, Bhubaneswar.*

**Objectives:** (i) To assess the performance of BOOT agencies related to quality of hardware, monitoring & supervision and teachers' training (ii) To assess the impact of the Computer aided education on children's enrollment, attendance, retention, level of motivation and achievement (iii) To assess the performance of teachers in involving the students to handle computer, managing Computer aided classrooms (iv) To examine the perception of the community and the head-teachers of school on Computer aided education.

**Scope and geographical coverage:** The study was conducted in 24 districts, 12 districts were covered by M/S APTECH Ltd and other 12 districts were covered by EDUCOM Solution Ltd.

**Method:** A multi-stage stratified sampling technique was used to select districts and schools. Half (50%) of the schools having Computer Aided Education (CAE) were selected from each of the 24 districts following a combination of purposive and random sampling technique with representation of rural/semi-urban and urban school at 4:1 ratio. A control group of schools situated within 5 km. radius from any of the selected CAE school where computer aided education was yet to be introduced were also selected for comparison. These schools were selected at the ratio of 5:1 to the schools having CAE. In districts, where number of non-CAE schools to be covered, were more than one, care was taken to select the schools from both rural and urban areas.

In all, the study covered 300 CAE schools (237 rural and 63 urban). From CAE schools, 5273 students from class V, VI & VII (2755 boys and 2518 girls) and 1094 students from class VI & VII from non-CAE schools were covered. The study also covered 468 teachers from CAE schools, 295 VECs of CAE schools and 298 parents from CAE schools. Data was collected both from primary and secondary sources. Primary data was collected through observation and interviewing.

Students of CAE and non-CAE schools were administered a competency test based on hard spots in English, Mathematics and Science (class V syllabus). Apart from that a physical verification of all the computer systems and other peripherals was made by a team of research investigators having both hardware and software knowledge to see their installation, maintenance and management in school. In addition to this, computer efficiency of both, students and the computer trained teachers from schools having CAE was also tested.

State level officials of OPEPA, 22 District Project Coordinators, 2 Programmers (represented DPCs), 118 BRCCs, 68 CRCCs and 22 Pedagogy Coordinators were interviewed. Data was also collected through discussions with (24) District Managers, three Zonal Managers (out of 4) and 2 State Project Managers of Boot agencies.

**Main findings:** As per the perception of teachers, VEC, parents and implementing agencies computer education has increased students' interest in education, their attendance, retention, achievement level, confidence and creativity. The content CDs used in CAE were well designed to capture students' interest in study. Besides, learning by doing through games, examples and practice questions made the subject easier for students.

Children stated that it increased their interest in education and provided them a platform to share their opinion with fellow students which facilitated learning process. CAE has equally been successful in developing teachers' interest towards teaching. Many teachers were developing teaching learning materials, session plans etc. by using computers. Computer as a teaching tool minimized the task of most of the teachers as it became

easier to explain the subject matter through visualization and practice. CAE school students secured more marks as compared to non-CAE school students. {OR/03}

Das.B.B. (2006) **Comparative assessment on the functioning of EGS centres managed by government & NGOs in Orissa** *Xavier Institute of Management, Bhubaneswar.*

**Objectives:** (i) To find out the extent of participation of the community in the functioning of EGS (ii) To provide information on the extent of children's attendance in EGS centres (iii) To assess the monitoring mechanism adopted for supervision of EGS centres (iv) To compare and analyse the implementing strategies adopted by government and non government organization (v) To analyse the mobilization and continuity of the children in EGS centres and their mainstreaming.

**Scope and geographical coverage:** The study was limited to two tribal (Koraput, Gajapati), and two non tribal (Balasore, Jajpur) districts of Orissa.

**Method:** A survey was undertaken in four districts (two tribal and two non-tribal). Both primary and secondary data was collected. Secondary data was collected in first phase. Primary data was collected in second phase through questionnaires/ interviews and observation. Data was analysed using simple descriptive statistics.

**Main findings:** It was observed that EGS centres in all four districts were suffering from common problems which included lack of sitting space for children, inadequate funds, late release of grants, inadequate TLM and study materials, sub-standard quality of MDM. In most of the EGS centres run by NGOs, Education volunteers (EVs) were not paid their honorarium regularly. Training to EVs was inadequate. Monitoring and evaluation of the EGS needed further strengthening. {OR/04}

Director, CYSD (2006) **Effectiveness of Monitoring system of EGS centres** *Centre for Youth and Social Development (CYSD) Bhubaneswar, Orissa.*

**Objectives :** (i) To examine the functioning of the EGS (ii) To investigate whether the existing monitoring system is in place and functional (iii) To review whether the flow of information is regular and holistic (iv) To analyse the effectiveness of feedback/support system (v) To find out critical gaps if any in the system adopted

**Scope & geographical coverage:** The study was conducted in four districts and was limited to government managed EGS centres in different socio-economic contexts in Sundergarh, Cuttack, Jajpur, & Bhadrak district.

**Method:** A survey was undertaken in 32 government managed EGS centres selected from 8 blocks (two each) of four districts. Besides collecting general information about the centre primary data was also collected from BRCC/CRCC, EVs and VEC members through interviews. Secondary data was collected from the office of District project coordinator (DPC) of the concerned districts.

**Main findings:** Systems and processes established for monitoring EGS centres were not adequate. CRCCs, the key person responsible for regular monitoring, were not able to

carry out their duties due to lack of role clarity, multiple responsibilities, clear procedures, logistics for mobility and proper reporting guidelines. BRCCs too had no clear mandate on the monitoring tasks and were left to their own discretion for deciding number of visits to centres. District Inspector and cluster Inspector did not take any initiative to monitor EGS centres. Monitoring visits by DPC were rare, VECs visited the centres frequently but were not able to monitor properly for want of training, motivation and experience.

There was no practice of preparation and submission of quarterly monitoring reports. Maintenance of registers varied from centre to centre indicating nominal reference to records during monitoring visits by concerned personnel. Community participation level was poor. PTAs/MTAs formed in a limited number of villages, were in need of orientation and empowerment. Most of the centres were in need of adequate infrastructure with basic facilities. Functioning of centres got frequently disrupted due to adverse weather conditions and public ceremonies taking place in the structures provided to the centres. TLM/TLE were supplied to all centres in time. Free textbooks were given to students. Only induction training was provided to EVs after joining. The number of training days varied from 5 to 30 days. Training was helpful to the EVs in teaching with activity-based and joyful learning methods. There was no practice of centre level training by CRCC. Quality of mid day meal (MDM) need to be improved.

**Suggestions:** Training and orientation to VEC/MTAs/PT on their role and responsibilities was required. Timely and regular distribution of EVs' salary. Contingency fund was inadequate. Need to provide more worksheet on science and math subjects. Relevant primers should be made available to centres having tribal children. {OR/05}

Director, IMS (2007) **Learning – teaching problems of tribal children and development of strategies** *Institution of Media Studies, Bhubaneswar, Orissa.*

**Objective:** To identify problems faced by tribal children in learning.

**Scope and geographical coverage:** Present study was limited to four districts of Orissa- Mayurbhaj, KeonJHar, Gajapati and Malkangiri, inhabited by four Tribes (Santhal, Juang, Saora and Bonda) in two regions (Northern and Southern) of Orissa State.

**Method:** Purposive sampling method was used to select ten (10) schools from each district i.e. Mayurbhanj, KeonJHar, Malakanagiri and Gajapati. From these 40 primary schools, 634 students of class II and class V were selected. Data was collected through Achievement tests to assess the level of achievement of class IV students (presently in class – V) in Oriya and Mathematics and in language comprehension of class – I students (presently in class II) based on their prescribed books. Data was also collected through interaction with students, teachers, community leaders, parents, PRIs and head-teachers.

**Main findings:** Teachers knew English, Oriya and Hindi but had little knowledge of tribal language. They possessed minimum qualification (Matric CT). TLMs were not available with two-third of the teachers. In their view multi lingual education (MLE) is more beneficial for the tribal community. Community involvement in MLE programme was encouraging.

Mother tongue (MT) as a medium of instruction was easier for the tribal children. Difficulties were identified in learning by students in all subjects viz Mathematics, Language, Social Science, Environmental Science and Science. Nearly two-third of the children were not happy about regularity of the teachers and one-third of the children were not willing to come to school. Two-third of the children reported shortage of required books and absence of adequate TLMs

Community leaders and elders were concerned about the schools. They were involved in the mid-day meal scheme and contributed to school's development. Community leaders (two third) observed that mother tongue is being used more, use of Oriya is limited to 30%.

Children from *Bonda* and *Saora* tribes showed significantly poor performance in language than in mathematics. Among children from *Juanga* and *Santhal* tribe mathematics learning was superior to language learning where as the position was just reverse in case of children from *Bonda* and *Saora* tribe. Variation in achievement in class V in these four tribal groups was significant.

At class II level, language learning was less than learning in mathematics *Juanga* boys achievement in language was lower than *Juanga* girls both at class II and class V, while there was no difference between boys and girls achievement in mathematics in class II, girls' achievement in mathematics was better than boys' in class V. Achievement of *Saora* children in class II was less compared to *Santhal* children in Oriya language. Achievement of *Saora* girls in language was higher to that of boys in class II and class V. Boys achievement in Mathematics was higher than that of girls, in class V.

**Suggestions:** Competent teachers having knowledge of mother tongue, use of educational channels, and audio-visual aids would facilitate the teaching learning process. {OR/06}

Director, IMS (2007) **Report on feedback analysis on Teleconference programmes\***. *Institution of Media Studies, Bhubaneswar, Orissa.*

\*Two teleconferences were held on each of the following subjects (i) Community Mobilization and KGBV ii) Reorganization and strengthening the monitoring Structure of BRCC / CRCC / PEO and Civil Work (iii) School Sanitation, Health Education and Quality Monitoring (iv) Puppets in Classroom Transaction under SSA and (v) *Shrujan* in Tribal Education under SSA.

**Objectives:** (i) To assess programme-wise teleconference in terms of usefulness, relevance and coverage of content (ii) To identify the effectiveness of the quality of the teleconference in terms of panelists' performance, time-management, transaction and technical modalities (iii) To ascertain the facilities provided at the learning end and responses of the participants at the learning centers (iv) To analyse the effectiveness of the interaction process in the teleconference/s (v) To provide suggestions for improvement of the teleconference programme

**Scope and geographical coverage:** The study was limited to 10 districts (Bolangir, Kalahandi, Balasore, Bhadrak, KeonJHar, Mayurbhanj, Koraput, Malakangi, Rayagada & Ganjam).

**Method:** A survey was held in two sampled districts for teleconferences held on the following subjects: (i) Community Mobilization and KGBV (Bolangir & Kalahandi) (ii) Reorganization and Strengthening the Monitoring Structure of BRCC / CRCC / PEO and Civil Work (Balasore & Bhadrak) (iii) School Sanitation and Health Education and Quality Monitoring (KeonJHar & Mayurbhanj) (iv) Puppets in Classroom Transaction under SSA (Koraput, Malakangi) *Shrujan* in Tribal Education under SSA (Rayagada & Ganjam). Data was collected from the participants (range 43-58) in each of the above programme about their satisfaction with the programme attended by them on different elements of the teleconference through a questionnaire.

**Main findings:** The content included in all the programmes was observed to be adequate, relevant, useful except for tribal education (SHRUJAN). The quality of management of various teleconferencing programmes was satisfactory.

Presentation of concepts needed more insight and structuring to make the programme effective keeping in view the clientele. Use of audio-visuals as support to presentation need to be more relevant and content based. Language needs to be simplified.

By and large, there were problems relating to noise, echo, disturbances, use of technological modalities for which safeguard is needed in future programming.

**Suggestions:** Facilitators and anchors are to be oriented about their roles. The panelists irrespective of the programme have to be briefed for answering all questions raised by participants and to provide complete answers. Total time duration of the teleconferencing, and particularly time for question answer, needs to be increased. Organize programme at block level. {OR/07}

Director, IMS (2007) **Involvement of VECs in the quality aspects of elementary education** *Institution of Media Studies, Bhubaneswar, Orissa.*

**Objectives:** (i) To ascertain the physical facilities and academic resources provided to the schools for quality improvement (ii) To study how the formal administrative agency of education is responsible for quality improvement in schools (iii) To ascertain the level of participation of VECs in ensuring quality education in school (iv) To identify the reasons for achieving success or having failures in the context of participation of VECs in ensuring quality aspects in elementary education system.

**Scope and geographical coverage:** Present study was conducted in districts Balasore & Sundergarh of Orissa

**Method:** Survey was conducted in 2 blocks of each district. From each block 10 schools were sampled, making a total of 40 schools as the sample. Data was collected through questionnaires from head-teachers of the sampled schools, CRCCs & BRCCs, interviewing VEC Chairpersons / members and through informal discussions with the

village elders. Data was analysed using simple descriptive statistics such as percentage (%), means and inferential statistics (t).

**Main findings:** VECs were constituted in the year 2005 in all schools, with due representation to parents of students of different categories. BRCCs & CRCCs visited the schools.

Long term 'Plans of Action' prepared by schools of Nilgiri (80%) and Simulia block (70%) were sent for approval by VECs to PRI and other higher authorities. They also proposed plans for increasing the school fund, regular evaluation of students' achievement and intimating their guardians about the evaluation results.

VEC meetings were held regularly every month, in 2005–06 the average number of meetings was 9 in Nilgiri block and 8 in Simulia block. VEC members stated that they participate in preparation of plan of action (90%), resolution in VEC meetings (80%), planning for increasing the fund (80%), getting approval of Income and Expenditure Budget in PTA meetings (70%) in both the blocks. Supervising officers (60%) also stated that VECs participate in preparation of Annual plan of action and Annual budget.

All VECs were involved in children's enrolment, ensuring regular attendance of students and teachers in school, facilitating smooth conduct of teaching, organizing co-curricular activities, school development work and mid-day meal. VECs supervised construction of school building (70%), toilets (40%-60%), organization of school health programmes (30%-40%) and supply of water (70% - 90%).

Nearly half of the VECs were involved in organization of cultural activities, surveys, supply of textbooks & reading materials, multi-grade teaching and promotion of girls education. VECs interaction with Panchyat Raj Institutions included providing information to PRI for requirement of funds, vacancies of teachers' posts (50%); submission of resolution of VEC to PRI for approval (30%) and engaging teachers (10%) in both blocks.

Coordination between VECs and Education Department was in the area of teacher's appointment (50%), supply of textbooks, TLM (70%-80%) and putting the difficulties of schools before the supervising officers (60%-80%). Liaison with PRI and NGOs this was done in 40% and 60% cases in Nilgiri and Simulia blocks respectively.

Major problems faced by VECs in school were shortage of classrooms and teachers, delay in supply of textbooks & TLM, lack of boundary wall and shortage of funds. Lack of cooperation from higher authorities, financial problems, illiteracy among parents, irregular attendance of members in meeting and lack of supervision by authorities were some of the weaknesses according to the VEC members. {OR/08}

Director, TE & SCERT and Nayak, T.K. (2006) **Evaluation of competencies of Education Volunteers of EGS centres in teaching and classroom management** Directorate of TE & SCERT, Bhubaneswar, Orissa.

**Objectives:** (i) To assess the competencies of the Education Volunteers in all three school subjects i.e., Language, Mathematics and Environmental Studies (ii) To examine the academic and professional background of the EVs and to develop the profile of EVs in EGS centre (iii) To investigate the effectiveness of the training imparted to them and their mastery over the contents imparted to them in training programme (iv) To assess the performance of EVs in classroom transaction (v) To find out the causes of poor performance, if any, of the Education Volunteers.

**Scope & geographical coverage:** Study covered EGS centres from district Koraput, Nayagarh, Dhenkanal and Sambalpur.

**Method :** A survey was undertaken in 20 EGS centres of primary level from each of the four districts: Koraput, Nayagarh, Dhenkanal and Sambalpur. From EGS centre one Education Volunteer and one VEC member (preferably Chairman) was sampled. Data was collected through questionnaire and interviews. Class room observation was undertaken. Achievement tests were also administered to EVs. Data was analysed using simple descriptive statistics.

**Main findings:** All EVs had requisite qualification (HSC); one third (32%) of them were graduates. Some (18.7%) of the EVs had acquired professional qualification like B.Ed. District wise variations were evident with more EVs in Dhenkanal (40%) and Nayagarh district (35%) having professional qualification and none in Koraput and Sambalpur district. The in-service training programme of 30-days per year was organized in different districts differently. After that no other training programme was organized for the EVs either by the district or the state. Only the EVs of Nayagarh districts were trained on IED.

EVs of Dhenkanal, Nayagarh and Sambalpur districts secured more than 70% marks in understanding the training inputs, whereas the EVs of Koraput district secure an average of less than 60% marks. Majority of EVs in all the four districts had not comprehended the idea of multi-grade, multi-level situation, indicators of activity-based learning, learning process and problems of disadvantaged children.

Community members of all EGS centres were satisfied with the performance of EVs as they were regular and punctual in coming to centre and taught regularly. Their behaviour with children was sympathetic and affectionate. The community made efforts for ensuring regular attendance of children, maintenance of classrooms organizing mid-day meal activities etc. Regular meetings were held by EVs with community members,

Average scores of EVs of Dhenkanal, Sambalpur and Nayagarh districts on Achievement tests in Language, Mathematics and Science were above 60% while average scores of EVs in Koraput was below 60% (54% in language, 52% in Maths and 45% in Science). EVs performance on concepts of fraction, decimal and percentages in Maths was poor in all districts.

With regard to teaching learning process, activity based teaching learning process was observed in two third (68.8%) of the centres. District wise variations were there with EVs from Vayagarh (90%) and Koraput (80%) doing better. However, the activities used in the class were appropriate in only half (51.3%) of the cases. TLMs used in the activities

were appropriate in nearly one fourth (23%) of the centres. In majority of the centres (97.5%) student-teacher interaction was evident. EVs (63.8%) provided extra support to the students when they were not able to comprehend the content transacted.

CRCCs provided support to EVs on content, lesson planning and activity development, BRCCs provided support in centre management and TLM preparation. Head-teachers of many primary schools (71.3%) provided support to EVs in respect of content and lesson planning, learning by children, their health condition, evaluation of students etc. The EVs took steps like – visits to homes of children for their regular attendance. Also they discussed with parents their learning problems.

Drinking water facility was not available for the children in majority (71.3%) of the centres. Toilets for the girls were not available in any centre. Most of the centres (78.8%) had relevant records. Evaluation of children's progress was maintained in most (78.8%) centres. Children were neat and clean in nearly all (93.8%) centres. {OR/9}

Ghose, A.K. (2007) **Utilisation of TLM, SIG and R&M grants in primary schools** District Institute of Education and Training, Sankara, Sundargarh.

**Objectives:**(i) To examine the extent of utilization of TLM, SIG and R&M grants received for 2004-05 and 2005-06 (ii) To study the manner of utilization of TLM, SIG and R&M grants received for 2004-05 and 2005-06 (iii) To identify (if any) the reasons of improper utilisation of TLM, SIG and R&M grants received for 2004-05 and 2005-06 (iv) To suggest appropriate measures for proper & better utilisation of TLM, SIG and R&M grants at school level.

**Scope and geographical coverage:** The study is limited to two blocks of Sundargarh district - Sadar and Lephripada.

**Method:** Six primary schools of Sadar block and two primary school of Lephripada block of Sundargarh district were chosen randomly for the study. Data was collected from head-teachers and teachers through questionnaires. The questions were open ended and information obtained was content analysed. Data was analysed using percentages.

**Main findings :** SIG in most of the schools was received in different months of a year in the joint account in a bank in the name of Headmaster and President of VEC. They usually spent the grant on whitewashing & wall painting. All schools had submitted utilisation certificate for the year 2004-05 but 50% of the schools were yet to submit utilisation certificate for the year 2005-06

R&M grant was received in different months of a year. Decision regarding the utilization of grant were made after discussions in VEC meeting. Grant was spent as per the guidelines from the DPC office. Grant was kept in joint account in a bank in the name of Head-teacher and the President of VEC. All schools had submitted the utilisation certificate for 2004-05 and work was in process for the year 2005-06.

Most of the **TLMs** were purchased. The months of receiving the grant differed from school to school. Teachers received the amount from the Head-teacher. Teachers discussed amongst themselves problems of purchase and preparation of TLM.. Most of the TLMs were subject based and class wise. All schools maintain a TLM register. They submitted the ‘utilisation certificate’ in time. Teachers were of the view that use of TLM in the class made children participate actively during teaching learning. {OR/10}

Mishra,R. (2007) **Impact of incentives and interventions under National Programme for Education of girls at elementary Level (NPEGEL) for promoting girls education in Orissa** *Nabakrushna Choudhury Centre for Development Studies, Bhubaneswar, Orissa.*

**Objectives:** (i) To assess the use of incentives and to examine different intervention strategies to facilitate the access and retention of girl children (ii) To study the impact of incentives and interventions under NPEGEL scheme on promoting girls’ education (iii)To identify the strength and weaknesses of different strategies of NPEGEL for facilitating girls’ education (iv)To suggest remedial measures for successful functioning of the programme.

**Scope and geographical coverage:** Study was undertaken in three districts: Balasore, Kandhamal and Koraput.

**Method:** Study was undertaken in two blocks each of the three districts- Balasore (Jaleswar & Nilgiri), Kandhamal (Phulbani & Khajuripada), Koraput (Semiliguda & Kundral).Both primary and secondary data have been collected.

Data was collected through questionnaires and interviews of students, coordinators, teacher/ instructors of Model Cluster Schools (MCS). Focus group discussions were held with programme implementing personnel, parents of the beneficiaries and members of MTA, PTA, VEC etc

**Main findings:** The number of working days of the sampled MCSs in the last academic year varied from 214 to 224 days. TLE was supplied to all sampled schools of Nilgiri of Balasore district & both blocks of Koraput but in Kandhamal district it was not so. Library books on different subjects were procured and distributed among girls of MCSs. District wise break up indicated that distribution of library books was unequal in the sampled blocks. One third of (33.3%) sampled MCSs imparted vocational training and organised bridge courses (31.1%) No such course was prevalent in Phulbani and Semiliguda blocks. Low achiever girls were identified through learning achievement tracking, and remedial teaching was imparted to them. Number of beneficiaries (girl students) increased in Balasore district due to smooth running of more courses. Incentives like uniforms and other study items were distributed to girl students of Koraput and Kandhamal. In majority of MCSs (71.1%), teachers used TLE more frequently. More frequent use of TLE was noticed in Balasore district followed by Kandhamal and Koraput.

Pattern of fund utilization was satisfactory in Balasore district and not upto the mark in Kundra block of Koraput district. Evaluation was done by conducting unit tests, half

yearly tests and annual tests. Oral and written tests was conducted for 'remedial' students under NPEGEL in Balasore district Literary activities like debate, drawing competitions, essay competition were held in some (18%) sampled MCSs regularly. Song and dance competitions were also held (28.9%). More than half (53.4%) teachers used both state language and local language in teaching. A few teachers (17.6%) used local dialect while teaching girl students. In Balasore district, a higher percentage of teachers made teaching activity based and interesting, formed groups and gave more time to weak students followed by Kandhamal and Koraput districts.

Poverty (48.9%), engagement of girls in domestic work (42%), care of younger siblings (38.2%), lack of awareness of benefits of education (36.6%) and need for supplementing family income through forest produce collection (30.5%) were identified as causes that affected girls' education adversely by teachers. Higher number of students were in the lower achievement scores range (less than 50%) in language and mathematics in all the three districts.

Girl students in Balasore district did fairly well in language, mathematics and EVS in comparison to Kandhamal and Koraput. Results indicate that majority (76.4%) of sampled girl students made the teachers aware of their problems. Very few (5.3%) took help of class fellows. Girls participation in games and sports (51.1%) was higher than in Literary activities (4%) and in song and dance competitions (1.8%). District wise break up revealed that more girls (69.3%) of Kandhamal district participated in games. Story books, text books, books on general knowledge and sports equipments were used by girl students to increase their competency level. Higher percentage of girls in Balasore district used above items than in the other two districts. {OR/11}

Padhi, U. (2006) **A comparative study on scholastic achievement of class-IV girl students of residential and non-residential schools** *Institute of Media Studies, Bhubaneswar, Orissa.*

**Objectives:** (i) To assess and compare the achievement of girl students studying in residential and non-residential schools at primary level (ii) To examine the views of PTA, MTA & VEC members for upgrading the achievement of residential and non-residential girls children at primary level.

**Scope and geographical coverage:** The study was conducted in primary schools (residential and non-residential schools) in four districts of the state: Koraput, Malkanagiri, Gajapati and Rayagada.

**Method:** The study employed an ex-post-facto design of research. From each district four blocks were selected and from each block one residential and one non residential school was sampled for study. In all, 32 schools were covered. Data was collected from 603 girl students of class IV who completed the session in 2005-06 through administration of achievement tests in Oriya, English Mathematics, General Science and Social Science.

**Main findings:** Performance of girls in *Residential* schools was better in Oriya, English, Mathematics & General science. Social studies was the only exception in which performance was poorer than that of non-residential schools. District wise variations were also observed with girls of *Residential* schools in Gajapati district (M= 26.9) doing better in comparison to girls in other three districts. Achievement of girls in Residential schools of Koraput district was lowest (14.9). Results were almost on similar lines with regard to achievement of girls in non – residential schools, with girls from Rayagada doing better (M= 33.3) than those from other districts and girls from Koraput scoring lowest (M=20.8). Inadequate number of teachers, poor infrastructure of the school, no mobilization of financial resources from the community, no parental involvement and teacher absenteeism were the major barriers. {OR/12}

Padhi,U. (2006) **Scholastic achievement of tribal children at primary level whose home language is different from instructional language** *Institute of Media studies, Bhubaneswar, Orissa.*

**Objectives:** (i) To assess the achievement of tribal children in different subjects at primary level and compare them (ii) To examine the views of members of Village Education Committee, parents and teachers for upgrading the level of achievement of tribal learners

**Scope and geographical coverage:** Present study was limited to tribes in four districts of Orissa (Mayurbhanj, Keonjhar, Gajapati & Rayagada).

**Method:** The study employed an ex-post-facto design of research. The survey covered two districts each from northern and southern regions of the state. In each district one block and one tribe was selected. The tribes covered were Santhal in block Thakurmunda in district Mayurbhanj; Juang in block Baunsapala in district KeonJHar; Sagra in block Gumma in district Rayagada and Kandha in block Bisam cuttack in district Gajapati. Four schools were selected from each block. In all 16 schools were covered. Data was collected from 254 students of class IV through administration of achievement tests in Oriya, English, Mathematics, Gen. Science & Social Science. Focus group discussions were held with teachers, parents and VEC members. Data was analysed using simple statistics.

**Main findings:** The achievement of tribals living in the Northern region was poor in comparison to the tribals of Southern region. The overall mean achievement score of children ranged from 11.2 to 33.3. Mean achievement score of students from Kandha tribe in Rayagarda district (33.3) was better than that of others in all the subjects followed by Juang tribe in KeonJHar district (15.2), Saora tribe in Gajapati district (24.7). Mean achievement score of students from Santhal tribe in Mayurbhanj district was lowest in all subjects (11.2). {OR/13}

Parthy, M. & Khadanga,U.C. (2006) **5% sample checking of DISE data of 2005-06 IASE,Sambalpur.**

**Objectives:** (i) To cross check the DISE data with the PES data collected by the project team and find out the degree of variation if any (ii) To prepare a summary report relating to training of Head-teachers in filling up DISE formats (iii) To study the status of

infrastructure in the district MIS unit (iv)To examine the application of DISE data at school level (v)To collect suggestions for quality improvement in DISE format.

**Scope and geographical coverage:** Study was limited to Sundargarh, Koraput & Kendrapada districts.

**Main findings:** The data capture format used by the State office for collection of DISE data was different from the data capture format supplied by NUEPA, New Delhi in terms of both quantity and quality. The key persons involved with maintenance of DISE data i.e. the Head-teachers were not familiar with the DISE format. The overall deviation of DISE data from PES data taking all comparable items and sub items into consideration was 11.8% thereby giving a precision level of 88.2% for use in planning. There were only two items which indicate a Nil deviation 'location of school' in terms of area i.e. Rural and Urban and condition of boundary wall with Hedges.

The comparison of DISE data with PES data showed a variation to the extent as large as 75%. Except a few items, all other items had a deviation of more than 5% which raised a question mark on the quality and usefulness of the data collected. The enrolment figures provided in the DISE data when compared with the PES data indicated very large gap in most of the cases reflecting under-reporting in enrolment figures. Data with the widest variation was with regard to availability of students' furniture (31%) teacher furniture (67%) and type of school building (75%). indicating that proper training has not been given to the functionaries involved in DISE data collection. Most of the head-teachers were cooperative. However, they were not familiar with the DISE format.

**Suggestions:** Adequate training to field personnel engaged in enumeration work/data. An attempt may be made to incorporate state requirements in the DISE format and delete items which are not necessary for the state. At least one more teacher along with the head-teacher from every school should be given training for maintaining correctness and regularity of data. {OR/14}

## PUNJAB

Singh, M. (2009) **A study of classroom transactions in elementary schools of Punjab** *Punjabi University, Patiala.*

**Objectives:** (i) To capture students' activities in the classroom (ii) To capture teachers' activities in the classroom (iii) To examine the details of overall school environment (iv) To make an estimate of the average time spent on different type of activities by the teachers.

**Method:** From each of the 20 districts of the state, students from class II (343) and IV (372) were sampled for observation at primary stage and class VII (40) at the upper primary stage. Data was collected through observation schedules. The data was analysed using simple descriptive statistics.

**Main findings:** Majority of teachers in the sample were females (68.2%). Half of the classes (50.3%) observed were of language, one third (32.8%) of them were of Maths and 15.9% were of EVS/ Science. Majority of teachers (53.3%) were in the age group 25-35 years followed by teachers in 35-45 years (21.6%). Majority of them were post-graduates (46.7%) or graduates (30.4%). All teachers utilized 1-5 minutes on classroom management. During classroom transaction teachers' wrote clearly on the blackboard (74%), their behavior was friendly and informal (65%), they were able to maintain discipline (73%), communicated clearly (54.5%), pronounced words correctly (54.5%), had good subject knowledge (49.9%), encouraged students (53.8%) and payed equal attention to boys and girls (89.9%). The extent of their interaction with students was same in majority of the classes (94%). In most of the classes students were well behaved (64.1%) or reasonably disciplined (35.3%). Mostly students (83.4%) spoke in the class only when asked. Multi-grade situation existed in more than one -fourth (29.2%) of the classes. Quite a number of classes were held in open (41.5%), duration of the class was 40 minutes (86.8%). Sitting space was adequate in classrooms and children sat in rows (94.9%).

Teachers in multi-grade classes either addressed one class only after giving assignment to the other class or taught same subject to all classes but the questions addressed to students were of varying degree of difficulty. Only in some of the classes (20.5%) teachers tried to find out whether the students were learning what was being taught. Mostly teachers paid no special attention to weak children (75.5%). Few classes (8.8%) were noisy.

Major activities of the students were listening to the teacher (62%) , studying on their own (51.3%) with slight variation as per class and subject. Other activities included writing some given work, answering questions and reading aloud.

At class level majority of the teachers were engaged in lecturing/ explaining/ asking question or writing on the blackboard with little variation in approach to teaching learning across the subjects. {PB/01}

Singh, M. (2009) **Teachers' & students' absence in primary and upper primary schools in Punjab** *Department of Social Work Punjabi University, Patiala, Punjab*

**Objectives :** (i) To assess the number and percentage of teacher- days lost due to teachers remaining absent from school (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to the norms.

**Scope & geographical coverage:** The study covered Government & Private aided schools of the state.

**Method:** The study covered 320 primary and upper primary schools. These schools were selected using two-stage stratified sampling procedure. Districts were grouped in Administrative Regions (AR). From each AR, a sample of sub- districts was selected using circular systematic sampling to provide maximum geographical coverage. From each sub- district primary and upper primary schools were sampled giving due representation to area and stage. Data was collected through questionnaire from school and analysed using simple descriptive statistics.

**Main findings:** The overall average attendance of students was 91.4% at primary stage and 84.3% at upper primary stage on the day of school visit.

Not much variation was observed in the attendance rate of students belonging to different social groups (SC: 79.8%, OBC: 81.6%, Others: 77.9%%, & Muslims: 80.9%) at primary stage and (SC: 84.2%, OBC: 87.5%, Others: 85.8%%, & Muslims: 86.4%) at upper primary stage.

On an average, 81.7% teachers were present on the day of visit. Out of these 66.4% were found to be taking classes while 2.7% were off task; 7.8% were outside the school on teaching related work and 1.4% were outside on account of official duty unrelated to teaching work. The rest of the teachers were helping the invigilators. In the year 2006-07, the percentage of teaching days lost was 16.9% with not much variation in attendance rates of different social groups.

Reasons for absence included being away for training (4.1%), being on Casual leave (6.2%) or Medical leave (2.7%) and being engaged in non- teaching duties out of school (4.1%).{PB/02}.

## RAJASTHAN

Arora, S. & Pandey, J. (2008) **Migration of Child labour to Gujarat : Reasons and remedies** *State Institute of Educational Research and Training, Udaipur (Rajasthan)*

**Objectives:** (i) To find out the number of children migrating to Gujarat for work from Banswara, Dungarpur and Udaipur district (ii) To find out the duration of their absence from their place of residence (iii) To find out the reasons for their migration to Gujarat (iv) To identify the efforts made by different agencies to prevent this migration (v) To give suggestions for checking this migration of children and educational provisions for bringing back these children in educational main stream.

**Scope & geographical coverage:** The survey covered three tribal districts of South Rajasthan districts – Banswara, Dungarpur and Udaipur.

**Method:** Three tribal districts of South Rajasthan namely Udaipur, Banswara and Dungarpur which are most affected districts with the migration of child labour to Gujarat in B.T. cotton farms were sampled. From each of the three districts two blocks were sampled for survey- Garhi & Anandpuri blocks from Banswara district; Bichiwara & Seemalwara from Dungarpur district and JHadol & Kherwara blocks from Udaipur district. Five schools from each cluster of these six blocks were selected for this study. Data was collected through questionnaires from Education Officers, head -teachers, teachers, NGOs and Labour leaders and through interviews from parents, students, Police officers, Labour officers & DWCD officers.

**Main findings:** The highest number of migrant students were observed to be in two blocks – Seemalwara of Dungarpur and Anandpuri of Banswara district. The lowest number of migrants was in Garhi block of Banswara district. Banswara district had highest incidence of migration and Udaipur district had the lowest. Percentage of migrants out of total enrolled students ranged between 1.12% (Bichiwara) to 5.07% (Anandpuri). Average percentage of Migration for the three districts is 2.82%.

The occupations in which the migrant children are generally involved are – B.T. Cotton farms, Restaurants/Tea stalls, Brick Klins and domestic labour. The period of migration according to the information provided by most of the sources is from July to October.

The reasons for migration were poor economic condition, small size of agricultural land, large size of family, lack of education among parents, lack of interest in studies, and low quality of education in schools. Majority of headmasters and teachers mentioned that they contacted parents of the children involved in child labour and appraised them about the adverse effect of child labour and importance of education. But very few (15% or less) headmasters and teachers reported that their efforts helped in reducing migration of children. Few head-teachers reported organizing remedial teaching for such children to remove the learning deficiency of children who return to schools.

The agencies and persons responsible for migration of children were parents, contractors/mates, relatives, other labourers of village, employers and friends. The study conducted by South Rajasthan Labour Union (2008) mentions that 87% of labourers said

that they were employed through mates. Thus the role of contractors/mates is very crucial in migration of children, because they get commission out of this business.

**Suggestions:** The measures suggested for checking migration included provision of free hostel facilities, providing employment to the family of migrant children during the period of migration, creating awareness among parents about effects of child labour and doubling the number of days for which work is given under NREGA. In schools children should be given training in Agriculture and local vocations such as fishery, poultry farming etc. Surprise periodical inspections should be conducted in schools to find out the actual number of students present. Also there is need for amendment in child labour (Prevention) Act, taking strict action against transporters taking these children away from home and punishing employers employing child labour. {RAJ/01}

Bhargava, P. & Sharma, R. (2004) **Assessing the functioning of the BRC, CRC and the School Development Management Committee (SDMC) in DPEP Phase II (Rajasthan)** *Institute of Development Studies, Jaipur.*

**Objectives:** (i) To ascertain the need, roles and functions of BRCs, CRCs and SDMCs. (ii) To enlist the resource support available to these institutes (iii) To identify the innovative practices adopted by these institutions (iv) To understand the existing linkages (v) To find out the factors that limit the efficiency of BRC, CRC and SDMC (v) To document the capacity building measures undertaken.

**Scope and geographical coverage:** The study covered nine districts- Bharatpur, Burdi, Churu, Dausa , Dholpur, Manumangarh, Jaipur, Karauli & S. Madhopur.

**Method:** From each district one block was selected. In a district having more than 10 blocks an additional block was selected. From the sampled block of each district, 2 clusters were selected. In all, the study covered 11 blocks and 18 clusters (2 per district). From each cluster 3 SDMCs were selected. Data was collected both from secondary and primary sources. Primary data was collected through questionnaires. Secondary data was collected from relevant documents. Quantitative data was analysed using simple descriptive statistics, qualitative data was content analysed.

**Main findings:** Block resource centres are expected to play a mixed set of academic, supervisory, managerial, networking and creative role and also to serve as an important link for information and implementation of different interventions in the programme.

Most prominent academic role of BRC included in-service training of teachers as well as anganwadi workers & providing on- site support to teachers during their visits to schools, maintain close vigil on evaluation process, examination records, guiding SDMCs, supervising civil works etc, holding monthly meeting with cluster resource centres, facilitators, compilation and transmission of block level data and information to higher authorities.

They received necessary guidelines from DIET/SIERT for various training programmes. They work closely with PRIs and NGOs etc. Resource support available to BRCs was inadequate. Vacant posts at BRCs were another problem.

Majority of BRCs reported inadequate number of Resource persons, dissatisfaction with the physical facilities at venue of training. Overall, quality of training was reported as average.

Capacity building of BRCs was a concern. They have become a data collection centre instead of analyzing data themselves after collecting it. SIERT do not interact directly with the BRCs. Linkage of DIET with BRCs was direct, they train Block resource centre facilitators (BRCFs).

DIET do not interact directly with CRCs. The BRC- CRC linkage was the strongest interaction among them takes place during review and planning meetings and sometimes through field visits. The Block Extension Education Officer (BEEO) is an administrative head.

CRCs are expected to provide on- site academic support to teachers. CRCs undertake training of SDMC members in school mapping, micro-planning, school capacity building and help them in identifying teachers and ECCE workers.

Every CRC had one CRCF. A cluster consisted of 12 to 15 primary schools, 4-6 Alternative schools & equal number of Anganwadi & ECCE centres. The schools within a CRC are situated in a radius of 8 kms. Managerial function of CRCF include determination of school catchment area, formation of SDMC, organizing monthly meeting of teachers, collect data for various purpose, maintain necessary records, monitoring & evaluation of schools performance, organizing programmes for community mobilization, distribution of TLM & text books, supervision of MDM, civil works etc.

Lack of electric connection was a problem. In most monthly meetings there was no pre-set agenda for meetings. In most cases agenda was dictated by CRCFs (63%), teachers did not raise any problem, the meetings were mainly for record maintenance, monthly planning and reviews. In few CRCs (18%) problems related to TLM and teaching processes were discussed.

*Gram Sabhas* were organized for constitution of SDMC. The committee consisted of head teacher, three parent members, three elected representatives of *Panchayati Raj* institutions, student representative, two retired person from Education department, one school teacher and one representative of any other school. they were trained by CRCs. The roles & functions of SDMC were those spelt out by head- teacher. SDMC facilitated head- teacher in management and development of the school. Majority of SDMC (85%) contacted parents to ensure students' retention, regular. MTA meetings were few (36%). Participation in financial regulation (discussing annual budget & open bank account) was high (98%). Members participated in various drives & melas and at times provided facilities too. {RAJ/02}

Chakraborty, T. and Khanna, R. (2008) **Study of the status of Alternative Schooling under SSA and its impact on universalisation of elementary education** *Mott Mac Donald, Noida.*

**Objectives:** (i) To ascertain the status of Alternative Schooling (ii) To assess the impact of Alternative Schooling on pupils' enrolment, retention, mainstreaming and achievement (iii) To identify strengths and weaknesses of Alternative Schooling (iv) To suggest measures for improving the functioning of Alternative Schooling.

**Scope and geographical coverage:** The study was conducted in 29 out of 32 districts in the state; district Rajsamand, Jalore and Chittorgarh were excluded as they had no alternative school.

**Method:** A study with mixed design using survey and case study method was undertaken in 29 districts of the state. From 119 blocks of these districts 695 clusters were sampled on the basis of number of Alternative Schools and their geographical location. One to two alternate schools/ centres were sampled from each cluster. In all 871 alternate centres were covered. From each centre a minimum of 10 children were sampled, their parents, teachers and members of local community bodies – PTAs, MTAs, SDMCs & PRIs were also contacted. Data was collected through questionnaire, interviews and observation.

**Main findings:** SDMC of nearby govt. school controlled finances and other management related issues in Alternate schools/ centres. These schools provided access to schooling facility to children in the age group 6-14 residing in hamlets/ difficult areas. Schools worked for 4 to 6 hours a day timings were flexible to suit children's needs. Students came from diverse socio-economic background and social groups. Alternative schools/ centres had a special focus on girls' education. Mid-day meal was being provided to the students. In the residential bridge courses, a cook was appointed to prepare the food. Residential facilities ensured the retention of the students. After successfully completing their education at these centres children got mainstreamed in the age appropriate classes. Community had a great role in setting up and sustaining these centres/ schools. They appointed the teachers, arranged the space and participated in fixing timings for the school/ centre. Teaching learning processes were based on diagnostic system. TLMs were purchased but their use was not a common practice.

Alternative schooling (both of 4 & 6 hour duration), Madaras and EGS were like regular schools. Teaching learning took place in multi-grade setting. Teachers found it difficult to complete the syllabus in bridge courses during the stipulated period of 6 months. Physical facilities were inadequate. Retention was low in tribal districts due to migratory problem, engagement in household work and lack of joyful learning. Mainstreaming of children in formal schools was a challenge due to distance, non-flexible hours of schools, migration, engagement in household work and earning compulsions. Monitoring of these schools/ centres need improvement. *Balika Shiksha Shivir* of 6 months were quite successful.

**Suggestions:** There is a need to upgrade skills of educational volunteers, their wages need to be rationalized too. Roles and responsibilities of functionaries at various levels should be spelled out clearly. Concerted efforts are needed to bring the hardest to reach children into educational fold with collaborative efforts of both govt. functionaries and NGOs. Training at various levels should be more purposive and need specific. The system for monitoring school performance and performance of teacher/ education volunteer should be developed and implemented in the state. {RAJ/03}

Chakraborty, T. and Khanna, R.(2008) **Study of different interventions for out of school children in the state of Rajasthan** *Mott MacDonald, Noida.*

**Objectives:** (i) To estimate the change in status of children's enrolment in the state under SSA (ii) To compare the enrolment and retention rate in the elementary classes by gender with special reference to SC/ST (iii) To identify the factors responsible for low enrolment and low retention rate (iv) To understand the influence of community participation on enrolment & retention of students (v) To examine the relationship between academic activities and students' retention (vi) To explore the region specific models of enrolment and retention in the state.

**Scope and geographical coverage:** Study covered all 32 districts in the state.

**Method:** Primary survey was undertaken in all 32 districts. From each district, 3 blocks were selected randomly keeping geographical dispersion in mind. From each block 3 clusters and from each cluster 3 schools were chosen. Three blocks had less than 3 clusters, therefore four additional blocks were taken to make total number of clusters per district equal to 9. In all 100 blocks, 292 clusters and 864 schools were sampled. From each school a minimum of 10 children, their parents, teachers, members of PTA, MTA, SDMCs and PRI were sampled. Information about the status of enrolment and retention of children was collected from secondary sources. Primary data was collected through questionnaires, focus group discussions and observation.

**Main findings:** In every village of Rajasthan at least one primary school has been established. Gender gap has reduced from 23.9% in 2001-02 to 10.7% in 2005-06.

Dropout of students and teacher absenteeism in rural and interior areas, inadequate use of facilities provided, migratory groups, disparity between male and female literacy in rural areas and SC and ST groups were some of the areas of concern. There is a need to make child tracking system more effective.

**Suggestions:** Strengthen MIS system and state resource centre. Institutional strengthening of BRCs & CRCs, rationalization of their work load, clarity of roles and responsibilities of the functionaries of various level through proper training, sensitization and monitoring should be the priority areas. Better coordination with ICDS to promote pre-primary education would reduce rural-urban gap in education. Well designed teacher training modules to meet the needs of target groups should be used in training programmes by properly oriented resource persons with due follow up. {RAJ/04}

Datamation (2006) **Terminal Achievement survey (TAS) with reference to BAS & MAS under DPEP phase-I** *Datamation, New Delhi.*

**Objectives:** (i) To conduct Terminal Achievement Survey in Hindi and mathematics at the end of classes I and IV (ii) To compare the achievement levels of children in Hindi and maths with mid-term assessment and baseline assessment (iii) To identify the occurrence of high and low levels of improvement in achievement levels in Hindi and mathematics across DPEP Phase-I districts (iv) To relate the changes brought about in achievement levels in the context of the provisions made and facilities provided.

**Scope and geographical coverage:** Primary schools in ten DPEP Phase-I districts (Alwar, Bhilwara, Sri Ganganagar including Hanumangarh, JHalawar, JHunJHunu, Kota, Nagaur, Sikar, Sirohi and Tonk) were covered under the study..

**Method:** A multistage stratified random sampling framework was adopted to select four blocks per district (1 each in north, south, east and west). The survey covered 134 clusters from 39 blocks. Twenty students per class (class-I and class-IV) were selected from the schools in every cluster for administration of tests in Hindi and mathematics. The teachers and the head-teachers were also interviewed. In all, the study covered 690 schools (563 rural & 127 urban), 993 teachers (614 male and 379 female), 12203 students in class I (6280 boys & 5923 girls) and 12242 students in class IV (6235 boys & 6007 girls).

**Main findings:** Overall view indicates a consistent increase in mean achievement scores for both subjects in classes I and IV in TAS over BAS and MAS . The increase was more in TAS than what MAS had over BAS. Almost all districts showed improvement over BAS and MAS. No gender or area-related differences were found. Among SC/ST students, SC students did better than ST students especially in mathematics.

At class-I the mean achievement score in Hindi at BAS, MAS and TAS was 56.7%, 57.7% and 66.4% respectively. The increase in TAS over BAS and MAS was 9.7% and 8.7% respectively. Across the districts highest increase over BAS was at Kota (25.1%); over MAS at Tonk (14.6%) whereas, the lowest increase over BAS was at Sikar (2.7%) and over MAS was at Alwar (1%). The main achievement score in mathematics at BAS, MAS and TAS was 59.8%, 58.9% and 66.5% respectively. The increase in TAS over BAS and MAS is 6.7% and 7.6% respectively. District wise highest increase in TAS over BAS was at Kota (18.6%) and over MAS at Tonk (13.1%). The lowest increase over BAS was at Sirohi (-.3%) and over MAS at Sikar (2%).

At class-IV level the main achievement score in Hindi (comprehension) at BAS, MAS and TAS was 42.1%, 43.5% and 51.9% respectively. The increase in TAS over BAS and MAS was 9.8 and 8.4 respectively. The district wise highest increase in TAS over BAS was in (Nagaur) 21.2 and over MAS was in (JHalawar) 20.3. The lowest district wise increase in TAS over BAS was 1.3 in Alwar, it decreased from MAS at Sikar (-.6). The mean achievement score in Maths at BAS, MAS and TAS was 35.8, 37.2 and 45.2 respectively. The increase in TAS over BAS was 9.4 and over MAS was 7.9. The district wise highest increase in TAS over BAS was Kota (17.2) and over MAS it was Tonk

(18.86). Decrease in score from BAS to TAS was observed in Bhilwara (-.97) and from MAS to TAS in Sikar (-.12).

With regard to infrastructural and other facilities there has been a noticeable improvement in various infrastructural and other facilities such as in (i) blackboards (15% increase), (ii) chalk and duster (5% increase) (iii) school bell (20% increase) (iv) mats and furniture for students (40% increase) (v) furniture for teachers (30% increase in chairs and tables) (vi) provision of safe drinking water (20% increase) (vii) toilets (40% increase)- separate for girls (40% increase) and (viii) annual health check-ups, first-aid kit etc. (30% increase). {RAJ/05}

Jaiswal, D. (2008) **An in-depth study of the effectiveness of ECCE programme in Anganwadi centres functioning under ICDS in achieving the goals of SSA VIMARSH, Gurgaon.**

**Objectives:** (i) To explore the status of existing ECCE facilities (ii) To ascertain the nature and extent of inputs for ECCE provided under SSA (iii) To study the perception of teachers, head-teachers, PTA, MTA, SDMC members, representatives of PRIs and community leaders about effectiveness of ECCE programme (iv) To identify the strengths and weakness in programme implementation with special reference to ECCE (v) To conduct a comparative assessment of the progress of children with ECCE experience or otherwise on enrolment, retention and achievement (vi) To suggest action points to improve spread and quality of ECCE.

**Scope & geographical coverage:** The study covered Anganwadi centres (AWCs) under ICDS in all districts of Rajasthan.

**Method:** Three blocks from each of the 32 districts in state were sampled with due representation to geographical coverage, area, population type and literacy rates. From each block 2 clusters were sampled and from each cluster 2 Anganwadi centres and 2 primary schools were sampled. In all 384 villages were covered. Secondary data was collected from relevant documents. Primary data was gathered from Anganwadi workers and primary school teachers through interviews. Focus group discussion in one village of each block was held with SDMC, MTA & PTA & other community members. Data was analysed using simple descriptive statistics.

**Main findings:** It was found that most (74%) of the anganwadis were at a distance of less than 200 meters. They lacked adequate basic facilities in terms of toilets (72%), drinking water (36%) and seating arrangements (20%). Nearly all (99%) Anganwadis provided five out of six basic services-Nutrition & Health Education, Health check up, Immunization, Supplementary nutrition & Pre-school education. Few Anganwadi workers provided referral services. Record of children eligible for primary education was also gathered from Anganwadi centres in each district.

Majority of Anganwadi workers (73%) were in the age group 20-40 years, their education level varied from middle to higher secondary (71%). Compulsory formal training was provided to Anganwadi workers by ICDS dept on topics related to pre-

school education, teaching methodology etc. In some districts, CDPOs & Supervisors also received this training. Most (59%) of Anganwadi workers received fixed curriculum to be followed from the ICDS dept., for others (41%) there was no fixed curriculum for teaching.

Mostly Anganwadi room was used for teaching purpose (74%). Most (85%) Anganwadi workers provided pre-school education before giving supplementary nutrition to children. In majority of Anganwadi centres (90%) children were provided tat-pattis to sit on. Teaching hour at Anganwadi was upto 3 hours or more in Anganwadi centres (75%). Different type of teaching material such as charts (76%), posters (79%), toys (74%), books (58%), blackboards (50%), pictures (41%) and colour boards (18%) was used for teaching.

In view of Anganwadi workers pre-school education for children had multiple benefits viz increase in knowledge level of children (68%), development of their self-confidence (65%), they also learn to respect elders (31%), maintain cleanliness (44%), speak freely (70%) and become friendly with each other (40%).

Problems faced by Anganwadi workers included multiple responsibilities like conducting surveys, coordinating with the Health department to provide health services apart from teaching children (61%), delay in supply of study material (50%) and parents' lack of awareness (19%).

Anganwadi centres and primary school coordinated in villages (67%) to encourage small children to join AWCs and older children to join primary schools. Anganwadi workers helped teachers to identify children who can be enrolled in schools (29%).

Interaction between the Department of Women and Child Development and convergence of services was more evident at village level compared to block and districts levels. At village level joint surveys were conducted by Anganwadi workers and primary school teachers to identify out of school children. Interaction between Education officers at block and district level took place through meetings at regular intervals or by formation of Joint Review Committee for progress review of Anganwadi centres. Distance between the school and Anganwadi center (more than one kilometer) affected coordination.

Physical proximity between primary schools and Anganwadi center affected enrolment of children in primary schools. Reasons for non-enrolment of students in the schools included children going to graze cattle, assisting parents in household chores, supporting parents to earn livelihoods, taking care of sibling etc. and distance of small hamlets from the primary school.

In schools most of the teachers were between 30-45 years of age (75%). Majority of teachers had work experience of 11 to 20 years (43%). Manpower at village in terms of teaching staff was as per requirement. Most teachers (88%) participated in activities/programmes for enrolment of children in schools. Nearly half (47%) of the villages had other primary school/s in the villages, which were mostly private schools.

Large majority of students had very good attendance in class- I in year 2005, between 50%-75% for students who had pre-school education (90%) as well as students (88%) who joined school without studying in Anganwadi centres. Most (75%) of the students with pre- school education passed in I division (44%) or II division compared to only two third (66%) of those students who did not attend pre- school.

Members of SDMCs were aware of tasks performed by Anganwadi workers (AWW) especially their role providing health services. SDMC members were aware of their responsibility to encourage parents to send their children to Anganwadi centres (AWCs) for pre-school. Some also volunteered in checking the quality of supplementary nutrition provided to children at AWCs. Most of the PTAs in Rajasthan felt that more than governance related factors, socio-economic condition of parents in rural areas and geographical conditions were more responsible for illiteracy and dropout of the children from the schools.

**Suggestion:** Greater coordination between ICDS and Education department at village level to facilitate students' enrolment in schools. Provision of hostel facilities to rural children in difficult areas was also suggested. {RAJ/06}

Kishore, L and Kulhari, O. P. (2008) **An in-depth study of classroom processes and their bearing upon learners' retention and their achievement** *Centre for unfolding learning potentials, Jaipur.*

**Objectives:** (i) To explore the pattern of classroom processes in various settings at primary and upper primary stage (ii) To explore the pattern of retention and levels of achievement in Hindi, English, EVS/ science and mathematics at primary and upper primary stage (iii) To establish the extent of relationship between classroom process index and level of learners' achievement (iv) To identify the elements of most effective and least effective classroom processes and suggest action points with regard to quality improvement (v) To ascertain the perception of teachers about learners' retention vis-à-vis classroom processes (vi) To find out the perception of Cluster Resource Centre's facilitators (CRCF) about learners' achievement vis-à-vis classroom processes.

**Scope and geographical coverage:** Study covered the classroom processes in primary and upper primary schools in 16 districts of Rajasthan.

**Method:** Stratified random sampling technique was used to select 16 districts from 3 socio geographic regions and 2 blocks each from a district. From the 32 sampled blocks, 75 clusters, 197 schools (99 primary and 98 upper primary) were selected randomly with due representation to rural and urban areas. Data was collected through questionnaires, interviews, classroom observation and achievement tests. In all 2316 classroom sessions of 447 teachers were observed. Achievement tests were administered to 6896 students.

**Main findings:** Most (above 90%) of the primary schools were multi-grade schools but none of them was following the multi-grade teaching methods. In majority of the schools

(84.4%) students sit in rows, in other schools groups were formed. Space for group work was inadequate in nearly half (47%) of the schools. Classroom instruction was mainly teacher controlled and text book based, girls were generally passive.

Blackboard was the main teaching aid (50%) but only 41% used it appropriately. Nearly one third (31%) of teachers used teaching aids for transacting lessons. About one third (34%) of the teachers wound up the lesson with recapitulation or summarizing it, others ended it abruptly or by giving home work. Teaching quality as judged on the basis of achievement was skewed towards negative with teaching of English being worst.

Students did poorly in all subjects on questions based upon understanding, skills and applications. Language proficiency was low which affected performance in other subjects too.

Teacher variables found to be positively and significantly related to classroom effectiveness were social category and family structure of teachers, number of training days and promotions. Pupil teacher ratio, students' achievement and pass percentage in schools were the school level variables positively correlated to classroom effectiveness Indexes.

Students reported that only 10% teachers used TLM routinely and nearly half (47%) of the teachers performed better when observed. Teachers stated that students' retention and achievement can be improved by making teaching learning interesting through proper use of variety of teaching aids and supplementary learning material, good learning environment, better communication skills and command on medium of instruction and subject matter.

**Suggestions:** Develop TLM to facilitate group learning and self learning amongst students. Teacher training programmes need to focus more on practices that help teaching learning in multi grade setting and also include recapitulation and summarizing skills. A handbook for teachers on the technique of asking questions in classrooms would help classroom transactions. Action research on different modes of questioning in classroom and their impact on learning would be helpful. Special readiness and foundation course in Hindi for students of classes I to III can counteract the influence of local dialect. Teacher trainings should be decentralized and diversified to meet the needs of target groups; these may also be supported by follow up and on the spot guidance. Observation of classroom processes may be shared with teachers with an improvement plan. {RAJ/07}

Mahajan, A., Goyal, V.P. and Abhigyan, R. (2008) **A study on community motivation & mobilization strategies with reference to their bearing upon the active participation of the community in achieving the goals of SSA** *Aide-et-Action, Jaipur.*

**Objectives:** (i) To find out the strategies adopted for the community mobilization and motivation (ii) To know about the participation of the community in achieving the goals of SSA (iii) To assess the impact of participation of community on enrolment retention and achievement of children.

**Scope and geographical coverage:** Study was undertaken in 16 districts – Ajmer, Alwar, Baran, Chittorgarh, Churu, Dausa, Doongarpur, Ganganagar, Jaipur, Jaisalmer, Jodhpur, Karoli, Kota, Sikar, Sirohi and Udaipur.

**Method:** Multi-stage purposive sampling was used to sample 63 blocks, 296 clusters and 1273 schools. Data was collected from BRCs (48), CRCs (220), PRI (1107), PTA/ MTAs (1981), head-teachers (1140), SDMC members (1204) and teachers (1139) through interviews, questionnaires and observations. Data was also collected through the study of documents of last five years. Qualitative data was content analysed and quantitative data was analysed using simple descriptive statistics.

**Main findings:** Membership in SDMCs was mainly through nominations. Community's involvement in schooling was limited to participation in meetings, attending the training programmes and following the plan made by school officials/ other agencies. PTAs/ MTAs were not a regular feature in most of the districts. Parents were not aware of them though they get invited to the meetings in schools as parents. Community participation was seen more as a means to achieve SSA goals rather than empowering community and creating awareness among them. Programme has been able to generate commitment in community to educate their children. Training programmes were short briefing sessions to acquaint participants with the broad features of UEE.

**Suggestions:** Inputs in the training programmes to orient community members of their roles and responsibilities be made more meaningful using competent master trainers. Building capacity of the PTAs/ MTAs to enable them to play an active role in school management and education of children. Involving community to a larger extent in formation of SDMCs would promote community participation. {RAJ/08}

Phull, M., David, R.S. & Kumar, P. (2009) **Baseline study of the status of teaching of English in elementary schools in Rajasthan with reference to speaking, writing and teaching skills of teachers in English language** *Datamation Research Analyst, New Delhi*

**Objectives:** (i) To assess the availability of the teaching staff in terms of teachers having professional qualification to teach English (ii) To assess the availability of TLM (Teacher-Learning Material) and infrastructural set-up in schools for developing the environment for learning English (iii) To assess teachers' knowledge of the basics like knowledge of teaching of structural words in the English language viz; (a) Tense (b) Active vocabulary (c) Active Voice and Passive Voice (d) Narration (e) knowing some rhymes by heart and to assess the above knowledge/ skills between newly recruited teachers by RPSC and the earlier Non-RPSC recruited teachers (iv) To assess the teachers' ability to consult a standard dictionary and their knowledge of phonetic symbols and stress (v) To assess the competence of the teachers in speaking and writing (vi) To assess teachers' need for improving quality of teaching (vii) To assess the impact of training of English as a subject (viii) To assess the impact of training of 'Spoken English' through Lingua lab at the Divisional Head Quarters.

**Scope and geographical coverage:** The study was undertaken in all 33 districts of Rajasthan.

**Method:** From the 33 districts 130 blocks (4 blocks in each district, 3 blocks each in Jaisalmer and Pratapgarh districts) were sampled. In all 2640 schools were sampled of which 1320 were primary (Rural) schools, 825 schools were upper primary schools and 495 were urban schools. From each district 200 teachers were sampled, in all 6400 teachers with due representation of both RPSC selected teacher & Non-RPSC teachers. Data was collected through questionnaires from head-teachers, teachers, parents, Village Education Committees (VEC), Panchayati Raj Institutions (PRI) and community members and through focus group discussions with parents. Assessment of teachers' writing skills was done through a written paper; communication skills were assessed through observation by enumerators having knowledge of the language. The achievement scores of teachers through observation of teachers while they took up oral and written exercises were decided by a separate set of experts other than enumerators doing interviews. Data was also collected through secondary sources. The qualitative data was analysed using SPSS.

**Main findings:** Percentage of teachers qualified to teach English was low in most of the districts (15.78%). The English teachers had to multi-task and teach other subjects as well. Most of the sampled teachers had experience in teaching the subject (35.3% had 6-10 years of experience & 45.5% had 1-5 years of experience). Most teachers (69%) had received TLM Grants, and claimed using TLM in English Class (76%) and having developed TLM for teaching English (71%).

The knowledge of teachers on structural words need to be improved since highest average achievement score was 35%. Difference in language skills were observed between the PSC selected teachers and non-PSC teachers with PSC selected teachers scoring slightly higher on all skills – variation was between 3-10.5% on knowledge of singular/plural, answering questions, posing questions, telling time & knowledge of prepositions & tense and in other skills like correct use of indirect speech, active voice/passive voice, punctuation & vocabulary.

The usage of dictionaries for learning new words was low. Dictionaries were used for multi purpose (31.9%), for knowing meaning of word (49.1%), pronunciation (9.5%), synonyms (5.1%).

Teachers' understanding of phonetics (4.4%) and stress marks (9.9%) was very poor, most of the teachers did not even attempt this part in the questionnaire. In general, the competence in communication skills was better than writing skills. The state average was 24.6% in teachers' communication skills and 22.12% in their writing skills. Competency of teachers on various components of grammar such as tenses and vocabulary has been found to be quite low.

More than half of the teachers (55.3%) had undergone SSA training on teaching of English and some impact of training was visible in teachers' performance. Still most of them needed support in improving their general and functional skills. Some teachers

(19.4%) were trained in Lingua-labs. This experience was helpful in improving their pronunciation, knowledge of grammar and ability to frame sentences. Most of the teachers expressed satisfaction with the training but some (34.4%) felt that training was not addressing their practical problems. {RAJ/09}

Rao, N. G. V. L, Singh, S., Kumar, M.V. & Khan, A. (2008) **An in-depth study of the socio-economic, academic and other factors responsible for low & high enrolment, retention and achievement of girls** *Development and Research Studies (DRS) Pvt. Ltd. New Delhi.*

**Objectives:** (i) To explore the patterns of girls' enrolment, retention and achievement in rural and urban settings (ii) To identify the pockets with low enrolment, retention and achievement of girls (iii) To examine the attendance patterns of girls in elementary schools in areas with low levels of enrolment, retention and achievement (iv) To ascertain the reasons of low enrolment, retention and achievement of girls from girl students, their parents, teachers, head-teachers and community persons (PTA/ MTA/ SDMC/ PRI etc.) (v) To examine the relationship between low enrolment, retention and achievement of girls with physical facilities at schools, teacher's attitude, parental attitude, classroom processes and the like

**Scope and geographical coverage:** It was a state level study covering all the districts

**Method:** Survey was undertaken in all districts. From each district 2 blocks, 3 clusters from each block, 2 primary and 2 upper primary schools from each cluster were sampled using random sampling method. Of the two schools sampled at each level one was girls school and another was a co-educational school. Data was collected through questionnaires, interviews and achievement tests in Hindi and mathematics at class V and VIII level.

**Main findings:** District wise variations were observed in average enrolment of the girls at primary and upper primary stage. At primary school level it was lowest (31) in Bhilwara and highest (71) in Karavli, average enrolment per primary school being 53. At upper primary school level, the average enrolment of girls was 116. Enrolment in six districts Bhilwara, Ganga nagar, Jaiselmer, JHalwar and Kota was less than or equal to 40. Districts with enrolment less than 70 were Ajmer, Bharatpur, Bikaner, Jaipur and Karauti.

Retention rate at primary level was 37%. The dropout was observed to be gradually reducing across the grades from class I to class V (100-71-54-44-37). Girls retention rate varied widely across the districts with Pali being lowest (23%) and JHalawar being highest (101%). Ten districts, Ajmer, Barmer, Bikaner, Hanumangarh, Jaipur, Jaisalmer, Jaler, Nagaur, Pali and Rajamand, fell below the state average of 37.

Mean achievement in mathematics of class V girls was 58% for the state with Dhaulpur being the lowest (45.5%) and Nagaur being the highest (71.9%). Seven districts Bagan, Bundi, Bhilwara, Dholpur, Jalore fell in lowest band ( $\leq 50$ ). Mean achievement in

language was 64.6% for state, it was lowest in Jalore (51.8%) and highest (71.9%) in Daisva. The districts in the lowest band ( $\leq 60$ ) were Baran, Bundi, Dhawlpur, Jalore, Pali, Rajsamond and Sirohi.

At upper primary level average enrolment of girls was 116 for state, lowest in Jaisalmer and highest (164) in Kota. Districts in the lowest band were Baran, Barmer, Ganganagar, Jaisalmer, Rajsamand, Tonk and Udaipur. Retention rate at upper primary schools was 42% for the whole state. The decrease was gradual with 75, 58 and 48 students for classes II to IV.

Among the districts, the retention rate pattern for class I to V was also in decreasing order except in districts of Banswara, Baran and Bundi. The retention rates at primary cycle across districts varied widely ranging from lowest (24) for Jaisalmer to highest (106) for Baran. The districts falling below the state rate (42) were Ajmer, Barmer, Bharatpur, Bhilwara, Bikaner, Bundi, Churu, Dausa, Hanumangarh, Jaipur, Jaisalmer, Jalor, Jodhpur, Karauli, Sawaimadhopur, Sirohi, Tonk and Udaipur.

At upper primary stage (VI to VIII), the retention rate for class VII & VIII treating class VI as 100 was 79 and 68 respectively for the state. The districts with rates falling below state rate (68) were Ajmer, Baran, Bharatpur, Bhilwara, Bikaner, Bundi, Dhulpur, Jalor, JHalawar, Jodhpur, Karauli, Kota and Pali, Sirohi and Tonk.

The mean achievement in mathematics of class VIII girls was 52% for the state. Among the districts, the performance was found to be the lowest (39.3%) in Dungarpur and highest (66.5%) in Hanumangarh. The districts falling in the lowest band ( $\leq 50\%$ ) were Baran, Bundi, Dhulapur, Jalore, Pali, Rajsamand and Sirohi.

The mean performance in Hindi of class VIII girls was 67.2% for the state. The mean performance was found to be the lowest (51.3%) in Banswada and highest (80.1%) in Jodhpur. The districts falling in the lowest band ( $\leq 60\%$ ) were Banswada, Baran, Durgapur and Sirohi.

In primary schools, the average attendance rate of girls was 78% for the whole state. The rate was 75% for class I, 76% for class II, 80% for class III, 79% for class IV and 82% for class V, indicating an almost consistent increasing trend. Across the districts, the attendance rate for the primary schools varied from lowest (62%) in Bhilwara to highest (87%) in Jodhpur. The districts falling in the lowest band ( $\leq 75\%$ ) were Bhilwara, Baran, Barmer, Jaisalmer, Kota and Pali. In primary schools, the average attendance rate for class V by attendance register was 82% whereas by actual headcount it was 73%, indicating a gap of 9 points.

Among the districts, this gap varied widely from Kota (32%) to Bhilwara (-18%). In upper primary schools, the average attendance rate was 78% for the whole state. Across the districts, the attendance rate varied from lowest (63%) in Jaisalmer to highest (86%) in Bundi. The districts falling in the lowest band ( $\leq 75\%$ ) were Ajmer, Barmer, Bikaner, Jaisalmer, Jalore, Kota and Pali. In upper primary schools, the attendance rate of class

VIII girls by attendance register was 86% whereas by actual headcount it was 71%, indicating a gap of 15 points. Among the districts, this gap was also wide varying from Hanumangarh (45%) to Jaisalmer (-7%).

Poverty/ assisting parents in economic activities was the major reason for educational backwardness of girls as per teachers' viewpoint. Absence of teachers in the class (40%) engagement in domestic work (35%) and marriage, male teachers, lack of urinals were cited as the reasons by parents of dropout girls. Community members felt that improvement in girls' education occurred due to incentives like free text books, mid-day meals, free education and encouragement from teachers, SDMC members and peer group.

**Suggestions:** Provision of separate toilets for girls in the school, improving regularity, punctuality and teaching process of teachers, appointing more female teachers in the schools should improve the situation. {RAJ/10}

Rathore, R.S.*et al* (2009) **Study of the role and effectiveness of District Education Officer in the enrichment of elementary education** *Social Policy Research Institute, Jaipur.*

**Objectives:** (i) To elicit information about the role and job responsibilities of DEOs (ii) To find out the level of academic and administrative competence of DEOs (iii) To assess DEO's understanding and concerns for the enrichment of elementary education with quality (iv) To identify major hurdles in the job performance of DEOs (V) To suggest measures to further strengthen DEO's role to make him more effective for ensuring quality in elementary education.

**Scope & geographical coverage:** The study is limited to DEOs of 7 districts, Jaipur, Churu, Sirohi, Dungarpur, Kota, Ajmer & Karauli.

**Method:** From each of the selected district one block was selected randomly. From each block 2 schools were sampled randomly. The data was collected through interviews and observation from DEOs DIET principals, SIERT director, Deputy Directors of Elementary Education, BEOs, BRCFs and school head-teachers (14). Data was analysed using simple descriptive statistics.

**Main finding:** DEOs by and large had the requisite educational and professional qualifications and also had the required experience of working as principal/ head teacher. The prevalent view is that they lack competence and ability to discharge their functions with effective impact on the process of universalizing quality elementary education. Ineffective training or no training no definite schedule for their orientation at regular intervals were the reasons behind. The fact that this post is given to a principal of a senior secondary school at the fag end of his career when they have short service duration and the possibility of frequent transfers makes the situation more complex. DEO's job is both administrative and academic. The extent of his rapport with higher, lateral and lower level functionaries determine the quality and efficiency of his administration.

DEOs' offices were understaffed, heavily loaded with work and lacked essential facilities viz vehicle, electronic support. Adhoc assignment of post of DEO, paucity of funds, in - ordinate increase in the number of schools and teachers coupled with political interference and assignment of non professional task all together add to the resulting inefficiency of the DEOs.

**Suggestions:** There is need to streamline the process of recruitment of the DEO. Adhoc appointment of principal should be dispensed with. Recruitment of principals through open selection by the Rajasthan Public Selection Commission and immediate filling up of vacant posts through the pool thus formed. DEOs posting at a place should be for at least two years . DEOs office need to be fully equipped with physical, human and technological resources. DEOs should get the necessary training before placement and regular in- service orientation to keep them updated with developments and innovations in the release of pedagogy. Both supportive and end-result indicators of quality education should be integrated with modules for DEO's training along with development of management skills. {RAJ/11 }

#### **SIERT (2006) Rapid Achievement Survey (RAS) with reference to BAS and MAS under DPEP Phase-II SIERT, Udaipur.**

**Objectives:** (i) To assess the achievement levels of learners in classes II and V in Hindi and Mathematics (ii) To compare the gender parity if any in the achievement levels of the learners in classes II and V (iii) To compare the achievement levels of learners belonging to different social categories (iv) To compare the achievement levels of learners from urban and rural area (v) To compare the achievement levels of learners in government schools with BAS and MAS.

**Scope and geographical coverage:** The survey was conducted in districts Churu, Jaipur and Sawai Madhupur out of the nine districts covered under DPEP Phase-II.

**Method:** Survey method was used for conducting RAS wherein stratified sampling method was adopted. The sample targeted 150 government schools (50 in each district) spread over urban and rural areas. The tools used were the ones standardized by Ed.CIL, New Delhi.

**Main findings:** The achievement levels of the learners at class II during RAS was 75.4% in language, 77.4% in mathematics and 76.4% in both the subjects. At class V it was 70.5% in language, 61.1 % in mathematics and 65.8% in both the subjects. Lower achievement in mathematic as the students move to higher class need to be looked into.

The achievement levels of the learners in classes II and V showed an increase in both classes and both subjects, during RAS as compared to that in BAS and MAS. At **class II**, the average mean achievement level of the learners in language increased from 70.7% in BAS to 75.4% in RAS an increase of 4.7% . In MAS achievement was lower than in BAS 68.2%. In mathematics, the average mean achievement level of learners increased from 74.2% in BAS to 77.4% in RAS , an increase of 3.2%. In MAS achievement level was lower than that in BAS - 71.4%. At class V, the average mean achievement level of the learners in language increased from 55.2% in BAS to 70.5% in RAS an increase of

15.3%. In MAS achievement was lower than in BAS 57.8%. In mathematics, the average mean achievement level of learners increased from 44.2% in BAS to 61.1% in RAS, an increase of 16.9%. In MAS achievement level was lower than that in BAS – 48.2% .

Overall there was not much difference between boys and girls, gender parity at class II being 0.6% (in favour of boys) and 0.51% class V during RAS.

Social category-wise achievement level of learners during RAS as compared to that during BAS and MAS indicated an increase in achievement levels of all social categories For SC students in Class II, the average mean achievement level of the learners in both subjects was 75.7% in RAS compared to 72.7% in BAS ( an increase of 3.0% over BAS). For S.T. students, it was 77.4% in RAS compared to 75.2 % in BAS (an increase of 2.2% over BAS). For others, it was 76.2% in RAS compared to 71.8 % in BAS ( an increase of 4.4% over BAS).

At class V, the average mean achievement level of the SC learners in both subjects was 64.3% in RAS compared to 48.4% in BAS (an increase of 15.9% over BAS). For S.T. students, it was 70.5% in RAS compared to 48.6 % in BAS ( an increase of 22% over BAS). For others, it was 65.6% in RAS compared to 50.1 % in BAS (an increase of 15.5% over BAS).

With respect to area wise achievement level of learners, average mean achievement level of rural students in class II in both the subjects was found to be 76.8% in RAS compared to above 75% scores of learners from urban area. At class V level the average mean achievement level of rural students in both the subjects was 69.4 compared to above 67.3% achievement scores of learners from urban area.

Increase in achievement scores from BAS to RAS was more evident at class V than at class II level. For class II increase in achievement scores was 5.3% for rural students, achievement scores being 76.8% in RAS and 71.5% in BAS; scores were above 75% for students from urban area in both cases. At class V, there was an increase of above 15% in achievement scores of students from rural and urban area. It was 49.3% in BAS to 65.4% in RAS for students from rural area and 50.7% in BAS to 67.3% in RAS for students from urban area. {RAJ/12}

Singh ,U. K. (2005) **Study of the quality and impact of the training modules and the training programme under DPEP Phase-I for resource persons/trainers Rajasthan Council of Elementary Education, Jaipur.**

**Objectives:** (i) To evaluate the process of need assessment for the training of teachers (ii) To assess the effectiveness of the training programme (iii) To offer comments on the quality and training of KRPs/RPs (iv) To evaluate the implementation of the programme (v) To conduct a qualitative analysis of the training modules (vi) To assess the opinions of the teachers about the training (vii) To assess the impact of the training programme and TLM workshops (viii) To evaluate the output of RPMs of teachers at cluster level

**Scope and geographical coverage:** The study covered ten DPEP Phase-I districts: Alwar, Sikar, JHunJHunu, Nagaur, Sri Ganganagar, Tonk, Kota, Bhilwara, Sirohi and Jhalawar.

**Method:** Based on the geographical situation and distribution of SC/ST, 35-40 schools per district were selected. In all 372 schools were sampled which included 212 primary schools, 137 upper primary schools and 23 RGSJPs/ ASs. Data was collected from (i) teachers (ii) RPs/DRPs (iii) BRF/ Block Elementary Education Officers (iv) head-teachers and (v) members of District Resource Groups through questionnaires and interviews. Classroom transaction on sub-sample of 40 schools was evaluated using a specially developed format.

**Main findings:** The programme was formulated to enable the teachers to tackle the problems they face. Attendance was satisfactory: highest (86%) in Sikar, lowest (66%) in Bhilwara. Some (18%) school teachers felt that they needed such training. However, majority (78%) of them said that they came because of official order.

Of the total Resource Persons/Master trainers interviewed, 68% had undergone the training and 26% had not received any training. The training was of 3-6 days' duration. About half of such trainers rated the TLE programme below the fourth rank. The reasons for this were: only 2-3 trainers instead of 5 trainers, poor management and monitoring of the programme, unsatisfactory payment of honorarium. The venues for training were satisfactory according to 27% of the trainers. Facilities for the trainers were not satisfactory.

Teachers selected for training were experienced and well qualified and conversant with the local population. However, most of them had no interest in improving their knowledge and skills. Only 30% Teachers said they benefited from the training. About 60% expressed their willingness to attend such programmes. They suggested that there should be a separate teacher for each of the four subjects namely. Hindi, English, Maths and Environment Science dealt in the training. Thus the number of trainers must be at least four. The training of school teachers should be institutionalized at the block level.

As per the 'classroom interactions' after teachers' training it was observed that 78% students asked questions in the classroom. In 50% schools, the mistakes made by the students were corrected on the spot. Teaching processes were found to be child centered in 73% schools. The teachers' training benefitted about 53% schools.

TLM was displayed in 38% schools but used in 20% schools. In 18% schools, the TLM was found within reach of the students. In 43% schools, the TLM was hand-made by the teachers/students.

With regard to coordination between various departments 93% reported that coordination was good. Nearly one fourth (23%) suggested that the training programmes should be prepared well in advance for the whole year in collaboration with District Education Officers/DIET to avoid duplication of such trainings.

Quality analysis of training modules revealed that the modules were good but they should be revised from time to time. The year of its preparation should be printed. Language of

the modules was observed to be complex. It should be worded in such a way that the training becomes joyful as the teaching is sought to be made joyful.

Evaluation of the Review and Planning meetings at cluster levels indicated that attendance at such meetings varied between 28.9% (in Alwar) and 88.6% (in Sikar). Their duration was 4-6 hours and they were held in only 69% of the clusters. {RAJ/13}

Singh, K. U., Gupta, R., Sharma, S., Sharma R. & Vijay. J. (2007) **Exploratory study of functioning of DPCs, BRCs & CRCs in management of Sarva Shiksha Abhiyan (SSA) in Rajasthan** *Centre for Development, Communication and Studies (CDECS), Jaipur*

**Objectives:** (i) To understand the functioning of School Development Management Committee (SDMCs), BRCs, CRCs & DPOs with reference to the management of SSA in the State. (ii) To identify different roles of the CRCs, BRCs and DPCs in the management of SSA (iii) To assess the effectiveness of the CRCs, BRCs and DPCs in the management of SSA (iv) To evolve functional strategies for the functioning of CRCs, BRCs & DPOs.

**Scope and geographical coverage:** Study covered all the DPCs and BRCs of the state.

**Method:** Survey method was used to study the functioning of DPCs, BRCs & CRCs in management of SSA programme. In addition to the above, a case study was also undertaken to study the success and challenges in the implementation of management of Sarva Shiksha Abhiyan. Sample included all the district project offices, all BRCs along with 2-3 cluster resource centres from each BRC and 2-4 SDMCs from each cluster resource centre. Data was collected through observation, interviews and questionnaires. Case study of one district was also undertaken covering 1-2 blocks and 1-2 clusters.

**Main findings:** Decentralized process of planning had been adopted in all districts at various levels. Majority (85%) of functionaries reported that activities undertaken in the year 2006-07 were as per plan. Nearly all respondents stated that activities conducted under different interventions were satisfactory. Enrolment and retention of the students had improved under SSA, priority had been given to girls' education. Alternative schools address local needs. Targets for training of teachers were achieved by most of the BRCs (76-100%). CRCs perceived progress in community mobilization and computer aided learning programme as inadequate. BRCs considered data management as a weak area.

Number of members in School Development Management Committees were as per the guideline and norms, however, in majority of them representation of groups was not evident. Meetings of SMDCs were irregular, mainly need based. They discussed construction, repair & maintenance of school building and purchase of TLE etc. School grant was given to all schools in the year 2006-07. Various grants like TLM, school facility grant etc. were released and utilized through SDMCs. However, lack of interest of the members was an area of concern. Officers incharge (OICs) of the district & at state level were satisfied with the mechanism of fund flow system in the district, function of

DPCs, BRCs and CRCs and progress of various interventions such as community mobilization, bridge course, remedial classes, KGBV, IED etc.

District Project Coordinators (DPCs) & BRCs reported delayed payment of funds, salary, allowances along with procedural delay in adjustment of 'Utilization Certificate' at district level. Inadequate facility for mobility and communication affected the effective monitoring at district level. {RAJ/14}

Singh, K.U., Gupta, R. Sharma S. Sharma, R and Vijay, J. (2008) **Terminal Assessment Survey (TAS) for DPEP Phase II districts of Rajasthan** *Centre for Development, Communication and Studies, Jaipur.*

**Objectives:** (i) To explore the changes in achievement levels in language and mathematics at the end of class-I and class-IV in comparison to BAS and MAS (ii) To study the achievement differences by area, gender and social categories across BAS & MAS/ RAS (iii) To explore the relationship between the interventions of DPEP and increase in enrolment ratio, retention rate and reduction in wastage and stagnation of children in the age group of 6-11 years (iv) To identify the occurrence of high and low levels of improvement in achievement levels in both the subjects across DPEP Phase-II districts (v) To explore the association between levels of achievements in both the subjects and the efficiencies of the interventions launched by DPEP.

**Scope and geographical coverage:** Study was limited to nine DPEP Phase II districts.

**Method:** Normative co-relational survey design was used for conducting the Terminal Assessment Survey. Multistage stratified random sampling technique was employed for the selection of 4 blocks from each of the 9 districts along with four clusters per block and four schools per cluster. From each school 5-10 children per class (II & V) of primary and upper primary schools were sampled. In all the study covered 560 schools spread over 35 blocks, 4906 students of class II, 5001 students of class V and 1076 teachers. Data was collected from schools, teachers and students through questionnaires and achievement tests in language and mathematics based on the competencies of classes I and IV.

**Main findings:** There has been significant improvement in the performance of students in TAS as compared to BAS in Language and Mathematics in classes II & V. Difference in terms of achievement by gender, area and category has narrowed down in TAS over BAS.

After the intervention of DPEP, dropout rate declined from 62.8% in 2001-02 to 26.7% in 2006-07. Enrolment increased from 2.1 million children in 2001-02 to 2.5 million children (increase of 17% over baseline) in 2006-07. Girls enrolment increased from 0.9 million in 2001-02 to 1.18 million in 2006-07 (increase of 26%). The overall gender gap in nine districts had come down from 12.5% in 2001-02 to 5.3% in 2006-07. Gender gap reduced to less than 5% in Jaipur (4.1%) and Dausa (3.8%). Gender gap reduced from 14.9% in 2001-02 to 5.8% for SC and from 13.1% to 3.9 %for ST. {RAJ/15}

## TAMIL NADU

Duraisamy, M. (2006) **Enrolment and retention of girls in Elementary Education in Tamil Nadu** SSA, State Project Directorate, Chennai, Tamil Nadu.

**Objectives:** (i) To assess the enrolment, dropout, retention of girls at primary and elementary levels (ii) To examine the economic and demographic factors that affect enrolment (iii) To examine children's / parental aspirations regarding schooling and community's perceptions on school education system.

**Scope & geographical coverage:** The study has been conducted in districts Chennai and Perambalur

**Method:** Survey covered households in district Chennai and Perambalur districts. Data was collected through focus group discussions and interviews with parents, school and village heads.

**Main findings:** Majority of girls in Chennai (68 % of girls in age group 5 – 15 years) and Perambalur (70% of girls in age group 5 – 16 years) were enrolled. Mother's education was observed to matter more than father's education in enrollment of girl child. Percentage of drop-out children was higher in Chennai than in Perambalur and in both districts this was higher at upper primary level. This may be because of the concentration on slums. Parents and girls aspire for higher education but expressed the need for relevant education, employable skills and fluency in English.

**Suggestions:** The present practice of recruitment of female teachers should be continued and increased to enable girls to attend middle and higher level of schooling. Upgrade schools in rural areas; encourage role of NGOs and other trusts; enhance community participation; create awareness among parents and children on importance of girls schooling, available incentives and benefits etc. {TN/01}

Gangatharan, D.K.V. (2004) **Quality Education – Achievement and Sustainability** Research Evaluation and Monitoring Wing, SSA, State Project Directorate, Chennai, Tamil Nadu.

**Objectives:** (i) To assess the achievement of pupils in English and mathematics at primary, upper primary and high school levels (ii) To get the feedback of pupils on quality aspects of schools at primary upper primary and high school levels (iii) To identify the personal and social development of pupils of Std. VIII and X (iv) To compare gender wise achievement of pupils in English and mathematics at primary, upper primary and high school levels (v) To identify the key issues in delivering quality education.

**Scope and geographical coverage:** The study was conducted in Chennai and Kanchipuram districts.

**Method:** Sample for the study was purposive and consisted of a total number of 450 pupils from Government, Government aided and unaided private schools of Chennai and

Kanchipuram districts. Seven schools were selected from the urban sector and seven schools from rural areas. Data for the study was collected from Education Official- Asst. Education Officer and District Educational officer, Parents, Head-teachers, Block resource teacher educators, District Officials and were analysed using simple descriptive statistics.

**Main findings:** Area wise (urban-rural) difference was not significant for schools, girls and boys. Gender wise analysis revealed that the girls performed better than boys in English. The achievement scores in English of students from private aided schools were significantly higher than those from private unaided, government and corporation schools. In Mathematics, students in Government / Corporation schools were at higher level in their achievement than those in aided schools.

In students' view, kind teacher, interesting text books and parent's help are important requisites for doing well at school. Nearly 1/3 of the students consider the text books' weight as heavy. Majority of students state that their teachers are democratic (80%); students in the VIII and the X standard believe that their future is in their hands (90%).

Study emphasized that the school curriculum, teachers, teaching methodology, infrastructure as the inputs for quality education. In-service training, action research, and quality textbooks are also of considerable importance in quality education. {TN/02}

Prema,P.(2009) **Instructional and nurturant effect of Activity based learning- An impact study in selected districts of Tamil Nadu** *Alagappa University Karikudi, Tamil Nadu.*

**Objectives:** (i)To find out the effectiveness of ABL approach in enhancing the academic performance of children in class I - IV in selected districts (ii) To assess the nurturant effects such as tendency to help peer and enjoyment through the process of learning with understanding (iii) To examine the long term effect on ABL approach in schools (iv)To assess the attitude of teachers (v) To identify problem if any, faced by the head teacher, teacher and the children.

**Scope and geographical coverage:** The study was conducted in 11 districts.

**Method:** The study adopted survey cum ex post facto cum experimental method. Sixty schools from each of the selected districts were randomly sampled based on number of years of implementation of Activity based learning programme. Data was collected through questionnaires – interview and observation from head-teachers, teachers, students and parents. Achievement test in Tamil, English, Maths and Environmental studies were also administered to students.

**Main findings:** A perceptible paradigm shift from teacher centred to learner centered method was observed in the classroom. Children were active in all the activity based learning classrooms. Improvements were observed in children's reading, writing narrating and other cognitive domains including numerical skills. Seating arrangement increased children access to teachers, learning in groups has increased children's curiosity and socialization, tendency to help peers, self esteem, involvement in learning

process and subsequent learning, personal hygienic, cleanliness and order in the classrooms and overall mental health. {TN/03}

Revathy, G. (2008) **Organization culture at SSA State Project Set-up, Tamil Nadu** *Loyala Institute of Business Administration, Loyala College, Chennai.*

**Objectives :** (i) To obtain the employees' (BRTes) perceptions about various aspects of the organization culture (ii) To assess various attitudes of the employees towards their job and towards the organization.

**Scope and geographical coverage:** The study covered 1177 block resource teacher educators (BRTes) of 30 districts of Tamil Nadu were quarried on organization improvement.

**Method:** A survey was undertaken to study Organization characteristics such as freedom to work, communication, training given, individualized attitude, perceptions regarding the work and employee attitude towards the organization in Tamil Nadu. In all 1177 BRTes from the districts were sampled using purposive sampling method for getting their views on organization improvements.

Data was collected through questionnaire focusing on demographic details of the record and employees' response to various variable inputs. Data was analysed using simple descriptive statistics. Qualitative data was content analysed.

**Main findings:** The organization was perceived to be effective. Most of the respondents had positive feelings about it. The management should take care to maintain the current way of working and ensure that it does not regress to the old bureaucratic model. It might, however, help to look into the reasons behind some of the employees experiencing stress as well as fear / insecurity. If the triggering factors for these feelings could be identified and dealt with, employee dissatisfaction, poor performance, absenteeism and even attrition, could be prevented.

**Suggestions:** BRTes should be given more autonomy (freedom) to think and make decisions at work. There should be a proper system in place for regular monitoring and review of the work of the BRTes. Supervisory vacancies should be filled immediately, s/he should be experienced enough to provide appropriate guidance, support, and encouragement as well as appreciation for the work done.

More time to be given for academic duties, at present data collection takes most of their time. The appointment of clerical assistants / computer operators would help in data entry. Work should be planned well in advance, taking care that work assignments do not overlap with one another. Sufficient time should be given for completion of work. Working hours should be clearly defined and restricted to school hours. Compensatory off (leave) can be provided for extra work put in. Allowances such as TA etc. need to be increased immediately. There should be a mechanism for prompt redressing of grievances

Training schedules should be intimated in advance. Training should preferably be held during holidays / vacation. In addition to work-related training, focus of training should also be on developing computer skills, personality development, time management and administration skills.

There should be some plan of action such as the formation of special teams to identify children who have dropped out from school and bring them back into the mainstream.

Infrastructural facilities and resources need to be improved / provided, including: furniture; bore well; photocopier; grant / fund for maintenance, whitewash and repair; water facilities; laptop for BRTEs; internet / email connection at the BRCs for quick and easy dispatch of weekly reports; sufficient (and timely) supply of ABL cards / ALM kits; carpet for use in ABL method; resource books and other reference material (including on current affairs); two-wheelers / bus pass for school visits in remote areas. To ensure safety of the things in the office, a watchman could be appointed. In addition, some districts require buildings for schools. {TN/04}

Sakkthivel, A.M. (2008) **Assessment and realignment of existing SSA management system in Tamil Nadu** *Loyola Institute of Business Administration, Loyala College, Chennai.*

**Objectives:** (i) To assess the functional aspects of the existing SSA management system (ii) To understand the need and requirement of BRTEs for effectively exercising their duties and responsibilities (iii) To make suggestions for a robust management system

**Scope and geographical coverage:** The study was conducted in all the 30 districts of Tamil Nadu

**Method:** The study adopted multi-tier sampling plan viz. Quota sampling (BRTEs), Area sampling (from different districts and blocks) and random sampling. BRTEs were randomly selected from each district. The primary data from the respondents (BRTEs) was collected through personal interview method. The data collection tool consist of dichotomous Attitude Scale, and questionnaires.

**Main findings:** Most of the respondents were positive about the changes happening in the organization and were of the view that the state level support was more effective than that at district and block level in various aspects for enabling them to exercise their duties and responsibilities effectively. They were highly satisfied with the grievance handling, training offered, guidance from the state level superiors and were least satisfied with the liberty granted to them at work.

The factors which helped them to develop their confidence and improve their performance were training, guidance and support from the superiors, proper coordination at all levels, easy approach to superiors and encouragement & motivation from them.

Ample time to complete the work, flexible monitoring system, suitable and timely training, encouragement and motivation, easy access to superiors, role description and

responsibilities, proper guidance and support from superiors etc were some of the suggestions given to improve work performance.

Most of the respondents perceived the changes in the mind set of head-teachers in terms of gauging performance. They now focus on quality of the process, outcomes of the process and expenditure. {TN/05}

Seetharam, R. (2005) **A study on the social integration of children with mild and moderate disabilities in mainstream classrooms under Sarva Shiksha Abhiyan, Tamil Nadu** *Department of Education, University of Madras, Tamil Nadu.*

**Objectives:** (i) To find out the peer group affiliation of mainstream school students towards their disabled classmates (ii) To find out the differences in peer behavioral assessment between disabled students who are accepted and isolated by their classmates (iii) To explore the perception of the class teacher on the academic and social behaviour of the disabled students (iv) To estimate availability and extent of use of various aids and facilities for disabled students

**Method:** Data was collected from disabled students through *Peer Group affiliation scale* adaptation of scale developed by Bronfenbrenner, 1945; *Peer Behavioral Assessment scale* modified version of Coie,*et.al* 1982; and from teachers using Teacher rating scale . Demographic data was also collected. Simple descriptive statistics was used to analyse the data.

**Main findings:** The disabled students at the primary level scored higher in peer group affiliation and academic performance than the disabled students at middle school level.

Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents. Family, annual income, social community status and categories of disability have significant effect on the peer group affiliation, peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.

**Suggestions:** Individualized structured, consistent and contextual interventions need to be implemented for social integration as well as for developing self-esteem. Co-operative learning procedures, modelling of appropriate social behavior, play group, leisure activity arrangements, involving parents and NGOs to nurture and bring forward disabled achievers as models for the disabled. {TN/06}

Sudhir, M.A.(2003) **Intervention strategies for out of school children: Mobilising community resources** *Department of Applied Research, Gandhigram Rural Institute – Tamil Nadu.*

**Objectives:** (i) To study the nature, characteristic, socio-economic conditions and educational needs of the various categories of the out- of- school children (ii) To appraise and assess the community participation and mobilisation of its resources for the

educational programme of the out-of-school children (iii) To develop intervention strategies for out of school children.

**Scope and geographical coverage:** Study covered seven districts- Cuddalore, Dharmapuri, Thiruvannamalai, Villupuram, Perambalur, Pudukottai & Ramanathapuram.

**Method:** The sample comprised of a total number of 1597 children from all the seven DPEP districts. Data was collected from Education Officials, Programme Co-ordinators, Teacher Educators, District Officials, Out-of- school children and their parents through questionnaire and was analysed using simple descriptive statistics.

**Main findings:** Out of 1597 out- of- school children, 505 (31.6%) children were never enrolled children and 1092 (68.4%) were drop outs. Out of the total 795 were boys and 802 were girls, 29 (1.82%) were physically challenged. It was observed that out of 1092 dropout children almost one fifth of them (20.2%) dropped out of school at class I or II level. Analysis revealed that the female dropouts were less when compared to male dropouts. The parents of the out- of- school children were mostly migrant workers. Most of the out-of- school children (91.7%) belonged to nuclear family and only (8.3%) came from joint family. Few of them had lost either one parent (6%) or both (1%). More than one third (35.3%) of the parents of out of school children belong to families with meagre monthly income. Most (60.5%) of the out of school children in the sample were engaged in work.

Poor, socio-economic background, migration, discouragement by parents, domestic work, unhealthy school environment and attainment of puberty were the main reasons of the dropping out of children. Education of parents especially of the mother is an indicator of sustainability of the education of the children.

**Suggestions:**The suggestions given include opening EGS centres for never enrolled; organising *Back to school camps* for drop out children; providing *Residential schools* and or *residential facilities* for them for short duration {TN/07}

Santhanam, P. (2005) **Remedial programmes for children with learning difficulties** SDS Institute of Behavioural Sciences, Chennai.

**Objectives:** (i) To measure the level of intellectual development of the children with learning difficulties (ii) To provide psycho-educational intervention programmes to the children with learning difficulties to enhance their academic performance (iii) To assess the progress in learning of children with learning disability.

**Scope & geographical coverage:** Study was conducted in districts Thiruvallore, Villupuram and Kanchipuram

**Method:** Data was collected through Assessment tests– formal assessment, General Intelligence & aptitude tests; General achievement test & Personality test

**Main findings:** The intellectual capacity of the children with learning ability was significantly higher than that of those with learning disability. Children with learning disability showed better academic performance after remedial programme.

**Suggestions:** Orientation programmes regarding learning disability may be arranged in collaboration with NGOs for the teachers. Awareness and remedial programme about learning disability to be conducted through print and electronic media. Periodical counselling programmes to be arranged for teachers and parents in this regard. {TN/08}

State Project Directorate & SARED (2009) **Time on Task Study** *Society for Applied Research in Education and Development, Noida.*

**Objectives:** (i) To observe and describe various group and individual tasks/activities of students during school hours (ii) To observe and record teachers' activities in class, the purpose of each activity and to relate it to the learning and other activities of students (iii) To assess the time spent on active learning and other activities by students inside and outside the classroom during the school hours (iv) To identify broad categories or patterns of teachers' and students' activities and to relate it with achievement of students.

**Scope and geographical coverage:** Primary schools in 10 districts of Tamil Nadu were covered under the study. The districts covered were Coimbatore, Cuddalore, Dharampuri, Madurai, Nagapalinam, Salem, Thiruvallvor, Ramnathapuram, Thanjavur and Thiruvannamalai.

**Method:** Activity based learning (ABL) methodology in Tamil Nadu envisages a multi-grade class at primary stage in which students of all the grades study at their own pace. In all, eighty schools were sampled from ten districts of Tamil Nadu by using two-stage stratified sampling method. In each school teachers' and students' activities in a class of forty minutes duration was observed by using a modified version of classroom observation method developed by Jane A. Stallings. Information about profile of schools (80), teachers (114), classrooms and scholastic level of students (1733) were collected through questionnaires. Data was analysed using simple descriptive statistics.

**Main findings:** In sampled schools, on an average 3 classrooms were available for an average strength of 70 students. The attendance rate of students and teachers was observed to be 84% and 91% respectively. During free time, on an average 32.7% students were engaged in reading supplementary books, around 14% viewed TV / VCD showing education related programmes and merely 1.1% of students were engaged in using TLMs.

Majority of teachers were regular teachers (98.2%), 68% were females, 72.% belonged to OBC category. Most of them had Sr. Secondary or above qualification, were professionally trained and had average experience of 10 years (94.7%). Of the total time, 63% was spent in interaction with students in classes, about 14% time on non-teaching activities, such as mid day meal, maintenance of registers, providing data etc. Majority of teachers (98.25%) had received training on ABL.

Under ABL, students in each class are divided in 6 ability groups. In all the subjects teachers spent maximum time on paying special attention to students of low ability groups 1 & 2. The percentage of time spent was 77.5% in Tamil, 91% in Mathematics and 87.5% in EVS. Around 50% of teachers' time was spent on paying attention to individual students. Further, the teacher spent about one third time on paying attention to groups of students. Time (around 10%) spent by teacher on talking to the whole class was very less.

The 17 teachers' classroom activities identified for this study were broadly classified into 5 categories, ( i ) Student centric activities; ( ii ) Teacher centric activities; ( iii ) Supportive Instructional activities; ( iv ) Class Management activities and ( v ) Off task activities.

Teachers spent 57% of their time in the class on '**Student centric activities**'. Teachers teaching EVS spent more time (61.75%) on student centric activities as compared to teachers teaching Mathematics (59.13%) and Tamil (50.13%). Among student centric activities, around 26% time was devoted to 'replying questions and providing clarifications', around 17% time on 'asking questions', 7.42% time on 'providing feedback to individual students', 5.75% of time on 'Demonstration and use of TLM /TLE material' and around 1% time on helping students in Project work / creative activities'

The overall time devoted by teachers on '**Teacher centric activities**' was seen to be 19.63%. The time spent by teachers on teacher centric activities was much more (24%) while teaching Tamil as compared to teachers teaching EVS (19.13%) and Mathematics (15.75%). Among teacher centric activities, around 13% time was spent on 'Observing and supervising students activities', 3.88% time on lecturing and explaining verbally', 3.50% on 'Reading some text aloud from books', 21% of time on 'Writing on blackboard and explaining' and 1.92% of time on 'Giving dictation'.

The overall time spent on '**Supportive instructional activities**' such as 'giving homework', 'correcting homework or test papers' and 'encouraging students', was seen to be 14.58%. This was maximum in case of Tamil (16.88%) and least in the case of EVS (11.38%). Among the 3 Supportive instructional activities of teachers in classroom, 6.96% time of teacher was spent on 'Correcting homework/ test papers' and 2.96% of time on 'Giving homework or assignments'.

The overall time spent on '**Class Management activities**' was observed to be only 6.92%. Classroom time lost due to the teachers being '**Off task**' (attending to visitors or being out of classroom for socializing or attending to their personal work) was less (1.88%). The teachers teaching Tamil were seen to be spending more time (2.13%) on '**off task**' activities as compared to teachers teaching Mathematics (1.63%) and EVS (1.88%).

The 19 **students' classroom activities** that were identified for this study were broadly classified into 5 categories, (i) Active Learning Activities; (ii) Passive Learning

Activities; (iii) Mechanical Learning Activities; ( iv ) Class Management Activities and ( v) Off Task Activities..

Averaging over all the three subjects, it was found that student-time spent on '**Active learning activity**' was 57.91%. Among the 7 activities pertaining to 'Active Learning Activities', the 3 activities which consumed more than 10% of time of students were 'Studying on their own' (24.24%), 'Doing assignments' (15.21%) and 'Peer learning' (11.95%). Of the remaining 4 active learning activities, 2.41% time was spent on 'Seeking clarifications' and 1.79% each on 'Use of TLM/TLE' and 'Answering teachers' questions.. Only 0.52 % of time was spent on the 'Project and Creative' activities'.

Students were observed to be spending 16.54% of their time on '**Mechanical learning activities**' such as copying (11.79%), reading aloud (3.46%) and rote memorization (1.29%).

Students spent only a fraction of their time (6.58 %) on '**Passive learning activities**' like 'listening attentively to teacher' (6.13%) and 'taking dictation' (0.45%). In such activities there was no interaction with teachers.

Time spent by students on '**Off Task activities**' was observed to be more (12.72%). This could be because of freedom given to students under ABL for self paced learning. Some students were involved in cross talking (3.28%), were inattentive (7.35%) were engaged in disruptive activities (1.44%) or were moving in and out of classrooms (0.65%).

In order to **assess the overall achievement** a composite score for each subject, viz., Tamil, Mathematics and EVS was computed for each student based on the information about the grade he was in, completed milestones (based on ladder grade achieved), milestone he was in and percent marks achieved in the latest milestone. Based on this composite score, the percentage of students enrolled in grade I who achieved satisfactory level (scores being more than 50%) in different subjects was not high -Tamil (13.6%), Mathematics (14.61%) and EVS (21.66%) respectively. Among students enrolled in grade II, percentage of students who achieved satisfactory level in different subjects was better -Tamil (50%), Mathematics (54%) and EVS (46%) respectively. Similarly, among students enrolled in grade III, the percentage of students who achieved satisfactory level (scores being more than 50%) in different subjects was not very high -Tamil (58%), Mathematics (53%) and EVS (61%) respectively.

There were also students in grade III at initial stage of learning- 4% in Tamil, 5.5% in Mathematics and 2.3% in EVS. The corresponding values for grade IV students were 4.8%, 5.9% and 3.7% respectively. These students were without any learning while 63%, 58% and 68% students had satisfactory level of learning in Tamil, Mathematics and EVS respectively.

It was observed that only 8.6 % of students of grade I were below the desired level of learning in Tamil; majority (89%) of them were at par with their grade level. The higher the grade the more was the percentage of students below their grade level, so much so

that about 65 % of students of grade IV were below their grade level. A similar trend was observed in respect of achievement of students in Mathematics and EVS. {TN/09}

State Project Directorate (2006) **A study on students' achievement at the end of primary level SSA, Tamil Nadu, Chennai,**

**Objectives:** (i) To measure the students' achievement levels on competency based achievement tests in language and mathematics (ii) To compare achievement of students performance across the state (iii) To identify the area of development of skills.

**Scope & geographical coverage:** Study was conducted in govt. schools at state level.

**Method:** Stratified random sampling method was adopted to select 5768 schools across 412 blocks of Tamil Nadu covering about 2,07,000 students of class V. Data was collected through achievement tests in language and mathematics It was subjected to descriptive statistical analysis.

**Main findings:** Results reveal that pass percentage of students of class V in the Govt. schools was better in Tamil language (61%) than in English (38% ) and Mathematics (32%). Girls performed better than boys in Tamil, English and Mathematics. Students of Class V from private aided schools performed better than the pupils from Government and Adi Dravida Welfare schools. {TN/11} Santhanam, P. (2005) **Remedial programmes for children with learning difficulties SDS Institute of Behavioural Sciences, Chennai.**

**Objectives ;** (i) To measure the level of intellectual development of the children with learning difficulties (ii) To provide psycho-educational intervention programmes to the children with learning difficulties to enhance their academic performance (iii) To conduct training programmes to the teachers and parents regarding learning difficulties to help the children, to improve their academic performance.

**Scope & geographical coverage:** Study was conducted in districts Thiruvallore, Villupuram and Kanchipuram

**Method:** Data was collected through Assessment tests– formal assessment, General Intelligence & aptitude tests; General achievement test & Personality test

**Main findings:** The intellectual capacity of the children with learning ability was significantly higher than that of those with learning disability. Children with learning disability showed better academic performance after remedial programme.

**Suggestions:** Orientation programmes regarding learning disability may be arranged in collaboration with NGOs for the teachers. Awareness and remedial programme about learning disability to be conducted through print and electronic media. Periodical counselling programmes to be arranged for teachers and parents in this regard. {TN/10}

Thangasamy, S. (2003) **Study on causes for grade repetition Lakshmi College of Education Centre for Research, Gandhigram, Tamil Nadu.**

**Objectives :** (i) To find out the causes of grade repetition in primary schools (ii) To suggest an action programme to reduce grade repetition.

**Scope and geographical coverage:** All DPEP districts i.e Cuddalore, Dharmapuri, Thiruvannamalai, Villupuram, Perambalur, Pudukkottai, Ramanathapuram.

**Method:** Survey method was adopted for the study. The sample was selected from seven educational blocks where grade repetition was high as per DISE data. Total sample comprise of students (611), Head-teachers (93), teachers (253), and parents (70). Data was collected through questionnaire and interviews from school, teacher, students and parents of selected repeaters. Data was analysed using simple descriptive statistics.

**Main findings:** The incidence of grade repetition was higher in rural areas than in urban areas (rural- 79.4% and urban 20.7%). The percentage of boys repeating the same grade is higher than that of the girls (boys 61.2% and girls 39.8%). The percentage of grade repeaters among children from ST groups (85%) was higher than that of children from minority community. {TN/11 }

Viswanathan G. (2005) **Evaluation of Block Resource Centres (BRCs) functioning in Cuddalore and Villupuram districts of Tamilnadu** *Annamalai University*

**Objectives:** (i) To find out the level of teachers perception about various dimensions of BRC's functions (ii) To find out students' general awareness about the SSA schemes (iii) To find out the level of academic achievement of class III students (iv) To find out difference in achievement scores of class III students by gender, area and social groups.

**Scope and geographical coverage:** Study covered Block Resource Centres in Cuddalore and Villupuram districts of Tamilnadu.

**Method:** Data was collected from teachers through questionnaire and interviews. Achievement tests were administered to class III students. Quantitative data was analysed using simple descriptive statistics. Qualitative data was content analysed.

**Main findings:** The BRCs functioning in Cuddalore and Villupuram districts was highly appreciated by teachers from urban and rural areas. There was no significant difference in perception of BRCs functioning by gender and different age groups.

**Suggestions:** All the BRCs may extend the training facilities to the VEC members and the public. A group of specially trained teachers in art, drawing may be appointed on part time basis for effective preparation of TLM. {TN/12 }



## TRIPURA

DEP-SSA (2004) **Feedback study on the utilization of posters on SSA in Tripura**  
*DEP-SSA, IGNOU, New Delhi.*

Feedback study conducted to study the utilization of Posters on SSA in Tripura. The four posters, one each on Girls Education, Community participation and the role of VEC, Eradication of child labour and Inclusive Education were developed as publicity material for DEP SSA in Tripura.

**Objective:-** Focus of the study was to finding out the extent to which people find these posters interesting; with conceptual clarity, effectiveness and relevant in the context of UEE and also for the location. Suggestions for improving the existing ones and exploring the areas on which more posters are needed to be developed were also solicited.

**Scope & geographical coverage:** The study was conducted in all four districts of Tripura.

**Method:** Data was collected through a questionnaire on Posters as a publicity print material. The questionnaire was in English language and had a total of 11 questions out of which 4 were open- ended. The answer could be written in English or Bengali Language. Data was collected from 4 types of respondents – Parents, teachers, youths and students (class V – class XI) selected randomly from four districts. In all, there were 961 respondents, 340 from West Tripura, 218 from North Tripura, 162 from South Tripura and 241 from Dhalai districts. Data was collected by project functionaries at various levels as well as by teachers. Data analysis and report preparation work was undertaken by DEP-SSA, IGNOU.

**Main findings:** It was found that majority (95.8%) of the respondents had come across the posters in their locality/school and remembered the message conveyed by these posters (82.7%). Messages were considered relevant in the context of UEE (53%) and were area specific (36%). Messages were rated high on their appeal (43.8%), conceptual clarity (33%), attractiveness of captions (33.7%), clarity of illustrations (40%), and effectiveness of text (31%).

**Suggestions:** Suggestions given for improvement were for inclusion of more meaningful illustrations with bright colours with better sketch, use of multicolored live contextual photos, use of local dialects/ languages for hilly areas and increase in size of posters.

The new themes suggested were - Equal treatment for both boys and girls; Girls' age should be at least 18 at the time of marriage; Eradication of child labour; child going to school after work; Children receiving assistance from Govt./non-Govt. organizations and comparison of literate and illiterate families. {TP/01}

SSA Rajya Mission (2008)**Cohort Analysis** State Project Office, *SSA Rajya Mission Agartala, Tripura (West).*

**Objectives:**(i)To find out percentage of primary and upper primary graduates (ii)To find

out percentage of primary and upper primary repeaters(iii)To find out percentage of primary and upper primary drop-outs.

**Scope and geographical coverage:** All primary schools and primary sections and upper primary schools in 4 districts of the state were covered.

**Method:** Survey was undertaken in 3826 primary and upper primary schools in the state. Data was collected through a form from admission registers, attendance registers, TC issuing book, merit book etc. For primary stage, base year for collection of data on enrolment of class I children was 2004 and for upper primary stage the base year was 2001. Information on the year to year progress of every student was noted and used for calculating the drop out rate. Data was analysed to determine completion rate, repetition rate and drop out rate of the children.

**Main findings:** Trend of improvement in internal efficiency of system was evident with increase in completion rate of the students at primary (62%) and upper primary stage (54%). Decrease in repetition rate was observed at primary (31.1%) and upper primary stage (33.2%) when compared with last year's figures- decrease by 6.1% at primary stage and 3.3% at upper primary stage.

The drop out rate in 2008 at primary and upper primary stage was 6.8% and 12.6% respectively. In the year 2007 it was 7.8% and 14.8% respectively at primary and upper primary stage showing a decrease of 1% at primary stage dropout rate and 2.2% at upper primary stage. Gender disparity in drop out rate was not evident, the drop out rate at primary stage being 7% for girls and 6.6% for boys; at upper primary stage it was 12.5% for girls and 12.8% for boys. {TP/02}

## UTTAR PRADESH

Ahmed, M. (2008) **A study on teacher absenteeism and students' attendance in primary and upper primary schools in Uttar Pradesh** Haryana Center for Rural Development, New Delhi.

**Objectives:**(i) To assess the number and percentage of teacher-days lost due to teachers remaining absent from schools (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in the school and number of teachers required according to the norms (iii) To find out the difference between the absence rate of male and female teachers, regular & para-teachers and teacher belonging to different social groups in primary and upper primary schools (iv) To find out the reasons of absence of teacher and students from schools (v) To assess students' attendance rate in sample schools (primary and upper primary)

**Scope & geographical coverage:** The study covered five districts of Uttar Pradesh- Azamgarh Meerut, Bahraich, Unnao & Banda.

**Method:** The survey was conducted in one district each of five regions of Uttar Pradesh- Eastern (Azamgarh), Western (Meerut), Northern (Bahraich), Central (Unnao) & Bundelkhand (Banda). From each selected district 3 to 4 blocks were selected from different locations of the district. In all it amounted to about one fourth (25%) of the blocks in selected districts. The district headquarter was selected for covering urban schools. Fifteen primary and 10 upper primary schools per block / town were selected randomly from the school list. A total of 235 primary and 169 upper primary schools were selected for the study. Data was collected from selected schools by making unannounced visits. Three visits at 15-20 days interval were made to each selected school. Attendance of teachers and students on the day of the Research Team's visit was recorded by actual head count. In addition, students' attendance a day before the visit was also recorded in each visit. Total working days spent by the teachers in a year on teaching and non-teaching activities were recorded.

Data was also collected through interviews, discussions as well as Focus group discussion from head-teachers / teachers, Shiksha Mitra (1055), members of Shiksha Samiti (Village Education Committee), Niyai Panchayat Resource Centre (NPRC), Block Resource Centre (BRC), Basic Siksha Adhikari (BSA), parents and community leaders.

**Main findings:** Teachers in the 5 districts worked for 225 days on an average. Out of these, 167 days (74%) were spent by teachers in teaching, rest of the days were spent on different activities connected with school work both within school and outside school. Average number of teaching days lost in the primary schools (38 days) was less as compared to upper primary (42 days) schools.

The overall attendance rate of teachers was 74% in rural primary schools and 70% in urban primary schools. In upper primary schools it was 71% in rural and 69% in urban schools. In primary schools less percentage of regular teachers (68%) were present

compared to para-teachers (86%). In upper primary schools it was reverse, with higher percentage of regular teachers (71%) being present compared to para-teachers (62%).

Attendance rate of female teachers was higher than male teachers both in the primary (77%:69%) and upper primary (74%:67%) schools. However, higher number of male teachers were away on educational duty and other assignments (53%) as compared to female teachers (33%). Similarly, more male teachers were absent without information as compared to female teachers.

Highest number of SC/ST teachers were on leave from school, followed by general category teachers. There was not much difference between different social groups of teachers as far as playing truancy was concerned. Quite a large number of teachers missed school or came late because of illness of self (37 to 43%) or a family member (40 to 43%). Distance of school from residence was the third most frequent reason.

Students' attendance rate in primary schools was 64% and at upper primary schools it was 67.0%. There was a variation in the attendance rate as per head count and as per the register with attendance in the attendance register being higher (68%).

There was not much variation among the attendance rate of students from different categories at both primary and upper primary level. At primary level attendance rate of SC students was highest (65.7%), followed by 'others' & OBCs (62.7%), attendance rate of Muslim students was lowest (55.7%) At upper primary level attendance rate of 'others' was highest (69.7%), followed by SC (65.7%), & OBCs (65%) & Muslim students (64.7%)

**Suggestions:** Teacher should not be burdened with duties out side school, like taking part in health care drives, election duties, carrying out census, and so on. Vacant posts of teachers should be filled. Village Education Committee (VEC) should be given the role of monitoring the functioning of the school including punctuality of teachers, students and checking the attendance registers. Award and incentives should be given to the most successful schools. {UP/01}

Goel, S. (2004) **Evaluation study of Para-teachers (Shiksha Mitras)** *State Institute of Educational management and training (SIEMAT) Allahabad.*

**Objectives:** (i) To assess whether the Shiksha Mitra scheme has addressed the objective it was intended to (ii) To assess the adequacy of training program for Shiksha Mitras (iii) To assess the rapport enjoyed by Shiksha Mitra and his/her relationship with the local community (iv) To assess teaching/learning work done by Shiksha Mitras in the school especially for classes I and II (v) To assess the relationship of Shiksha Mitras with the school, its management, colleagues, supervisory officials etc.

**Scope and geographical coverage:** The study was undertaken in two districts- Sultanpur & Faizabad of Uttar Pradesh.

**Method:** Thirty two primary schools where Shiksha Mitra were working (16 P.S. of each district) were selected randomly from 6 blocks of two districts. In all 32 Shiksha Mitra (21 women & 11 men) provided data for study.

**Main findings:** VEC members, guardians and head-teachers found the Shiksha Mitra Yojna very useful. More than half Shiksha Mitra had qualifications higher than the minimum required i.e. education upto class XII. Training module for training of Shiksha Mitra was found suitable.

Interaction of Shiksha Mitra with students was satisfactory. Atmosphere in classes was friendly & sympathetic. TLM was being used in classes. Guardians & VEC members were satisfied with the working of Shiksha Mitra.

**Suggestions:** Training should include multi-grade teaching methodology. The honorarium of Shiksha mitras need to be increased & timely payments should be made. Training needs to be decentralized and need based modifications of training module should be undertaken. {UP/02}

Gupta, D.B. (2007) **Evaluation of remedial teaching conducted for class-II students during 16-31 August, 2006** Vimarsh, New Delhi.

**Objectives:** (i) To assess the levels of knowledge of children in language and mathematics at pre and post stage of the remedial teaching programme (ii) To identify various socio-economic issues related to learning skills of students (iii) To monitor and evaluate different aspects related to remedial teaching programme and related activities (iv) To assess effectiveness of the programme (v) To obtain opinion of parents, teachers and field officials regarding the remedial teaching.

**Scope and geographical coverage:** The study was conducted in eight districts – Mujaffarnagar, Badaun, Farrukhabad, Bahraich, Lucknow, Kushinagar, Varanasi and JHansi.

Method: From each of the eight selected districts 20 schools were selected which comprised 8 schools from urban areas and 12 schools from rural areas.

**Main findings:** Majority of the students (62%) selected for the study belonged to OBC category One third of the fathers (37%) were reported to be illiterate. Illiteracy rate of the mothers was higher as compared to fathers (64%).

It was observed that 89% schools were conducting remedial teaching in class rooms where as 9% of schools were holding classes in corridors. The most commonly used teaching aids by teachers were blackboards, posters & charts.

Most of the teachers (80%) were using specified curriculum for Remedial Teaching Programme (RTP) while around 18% of teachers were not following the curriculum. Proportion of female teachers (59%) conducting RTP was higher as compared to male teachers (41%), Majority (94%) of teachers had received training on RTP. More than half (58%) of the teachers made home-visits for ensuring regular attendance of the students.

At pre-test stage around one-fourth of the students (24%) could read words, but only 6% could read sentences. Proportion of students who could read the story in pre-test, which was the most difficult item in the RTP sheet, was negligible (3%). More than half of the

students (61%) could identify Hindi (Devnagri) letters, which included vowels and alphabets and 38% were in the category of 'Knowing nothing' in Hindi language.

District-wise, Lucknow district was reported to have highest proportion of students who could even read the story (8%); Muzaffarnagar had highest proportion of student (48%) who could not read anything in Hindi language in pre-test, followed by Badaun and Farrukhabad (47% each). In rural areas 39% students could not even identify Hindi Letters in pre-test, as compared to 36% students in urban areas.

Post-test performance resulted in decrease in the proportion of students 'Knowing nothing' in Hindi language, i.e. 19%. Similarly increase of 16% was observed in the proportion of students who could read Words in Post-Test. District-wise Badaun and Muzaffarnagar districts had highest proportion of students who knew nothing in pre-test in Hindi language, but were able to identify letters in post-test (36.5 % & 33% respectively).

In mathematics there were overall 42% students in the category of Knowing nothing in pre-test. However, more than half of the student (58%) could identify single digit number and 33% could count and write single digit number.

However, area-wise there were no significant differences in performance of students in mathematics in pre-test. District-wise Varanasi had very large proportion of students (82%) in pre-test, who could not score any marks i.e. could not even identify single digit number, followed by 47% students in Badaun district. Kushinagar had highest proportion of students who could count & write single digit numbers (67%) and read & write double digit numbers (15%) in pre-test.

In mathematics the proportion of students 'Knowing nothing' was reduced by 21% in post-test. Similarly in post-test there was an increase of 16% in proportion of students who could read and write single and double digit numbers.

District-wise, Varanasi and Badaun showed highest increase (45% & 33%) in the proportion of students who did not know anything in Mathematics in pre-test, but were able to identify single and double digit numbers in post-test. Caste-wise comparative performance of students showed that students belonging to Scheduled Tribes performed better than other counterparts in both Hindi language and mathematics.

**Suggestions:** Majority of teachers suggested creation of awareness among parents and use of participatory methods of teaching to increase attendance in schools. Parents suggested increase in duration of remedial teaching programme. {UP/03}

Mehrotra, A.(2006) **Assessment of functioning and effectiveness of Kasturba Gandhi Balika Vidyalayas** Global Ideas, Lucknow, Uttar Pradesh.

**Objectives :** (i) To study the category wise enrollment of girls in Kasturba Gandhi Balika Vidyalayas (ii) To elicit teachers/ parents/ communities opinion – regarding functioning of Kasturba Gandhi Balika Vidyalayas (iii) To assess the availability of infrastructure in these residential schools (iv) To assess the availability of teaching/ learning material in

Kasturba Gandhi Balika Vidyalayas (v) To find out whether Kasturba Gandhi Balika Vidyalayas has been successful in meeting the educational demand of backward blocks of that district (vi) To assess the pace of learning/ achievement in Kasturba Gandhi Balika Vidyalayas (vii) To study the role of NGOs and other non profit making bodies in running of Kasturba Gandhi Balika Vidyalaya.

**Scope & geographical coverage:** The study was conducted in 12 districts – Barabanki, Deoria, Etah, Hathras, Jalaun, Jhansi, Kaushambi, Maharajganj, Mainpuri, Piliphit, Sonbhadra and Varanasi.

**Method:** One KGBV in each district was visited by a team of two persons. Data was collected through interviews, group discussions and observation from DIET principal, teachers of KGBVs, wardens and other functionaries, girls, parents and community representatives. Data was analysed using simple descriptive statistics. Content analysis was also undertaken.

**Main findings:** In most of the districts building of KGBV was under construction and school was running in DIET. Number of class rooms was adequate considering the number of girls. Class room conditions were found to be proper in all KGBVs. Library facility was available only in 8 KGBVs. Laboratory was not available in all KGBVs except for Varanasi.

In all 1059 girls were enrolled in 12 KGBVs visited by the teams. Most of these girls were from OBC category (50.9%) followed by SC/ST (31.5%), general (9.9%) and muslim (7.7%). All girls expressed their satisfaction with the teaching, infrastructure and other facilities of KGBV. Few of them (5.7%) had illiterate parents. In all the schools girls were provided with books, copies, bags and basic stationary. For the medical check up of the girls warden consulted doctor on need basis.

In all the KGBVs food was served adequately as per the weekly menu. Quality of food in KGBVs was considered good by the girls, with JHansi being single exception. Besides routine food, milk, fruits and other nutritious things were provided to the KGBV students at 7 places. Cooking places and mess were, by and large, clean.

Proper attention was being given to recreational activities, books/comics (91%), indoor sports (83%), music/dance (75%) and out-door sports (66%) were available for the girls studying in the KGBVs.

Average achievement of girls was moderate (51% marks). For the girls weak in studies there was provision of extra classes, they were also paid special attention in the classrooms. Girls were doing well in other activities too such as preparation of handicraft items, singing, dancing and other cultural activities.

Overall 54 teachers (32 fulltime and 22 part time) were placed in 12 KGBVs (4.5 teachers per school). All appointed teachers were well qualified for their job. At most of the places teachers used lecture method while teaching. Specialised TLM such as charts, models, teaching aids were provided in the KGBVs.

There was no provision of separate head teacher, warden acted as the head-teacher. Games and music teachers were not available in the KGBVs.

In all, there were 102 functionaries in 12 KGBVs including 54 teachers. Out of these 102 persons, 61 persons (60%) were residing in the KGBV campus. It has been observed that in 11 cases accountants were working on full time contractual basis and were well qualified persons. There was lack of full time staff in majority of the cases which hampered smooth functioning of the institutions.

There was provision of generators/ invertors. Proper water supply was ensured in all the KGBVs. On an average 7 rooms were available in each KGBV hostel and 6 to 7 toilets /bathrooms were available in each school. Proper safety arrangements were made for the girls. Guard was available in all the KGBVs, except Kushambi.

There was no common room in the KGBVs, for girls to sit together & spend free time. Student- parents meeting room was also not found anywhere. Area of the staff room was inadequate at places. There were no separate rooms for the cook and watchman though they managed to stay within the campus.

All parents and community members were highly satisfied with functioning of KGBVs despite some shortcomings. NGOs had no role in the functioning of KGBVs.

The girls were eager to study, they don't want to leave the school after completing class VIII. All teachers/ parents and community members wanted extension of KGBV up to class X. {UP/04}

Mehta, L. M. (2008) **A study on the outcomes of Lalitpur Experiment conducted in association with UNICEF to improve quality of education** *Media Research Group (MRG), New Delhi.*

**Objectives:** (i) To assess Education Development Programme and activities conducted in association with UNICEF in Lalitpur district to improve education quality in primary schools at classes I and II (ii) To ascertain views of officials, teachers, students and parents about the effectiveness of activities to improve physical environment, improving classroom environment & teaching quality, mobilizing village community for higher participation in school affairs and outcomes of Lalitpur Experiment.

**Scope & geographical coverage:** Study was undertaken in primary schools of two districts – Lalitpur & Jhansi.

**Method:** Study covered primary schools in Lalitpur district where Education Development Programme was conducted in association with UNICEF to improve physical environment, classroom environment, teaching learning process and community participation in school affairs. Hundred schools were selected through systematic sampling procedure with a random start giving representation to rural and urban area. These schools formed the experimental group; another 50 schools were selected similarly from district Jhansi as control group. Data was collected both from primary and secondary sources. Primary data was collected through interview, school and classroom

observations and achievement tests in Hindi and mathematics. Respondents included head-teachers (298), teachers (301) officials (27) class II students (904) and parents (215). Quality of teaching was observed in 253 classes. Qualitative Data was content analysed, statistical analysis was undertaken using SPSS package.

**Main findings:** Safe drinking water was available in 80-90% schools in Lalitpur and JHansi. Almost all school buildings were white washed and painted in both districts. Most of the schools had toilets (84-89%) in JHansi & Lalitpur. In Lalitpur 81% of schools with girl students had separate toilets for girls. Sixty percent schools had playgrounds and sports kits were available in most schools (93%) in Lalitpur. Difference in terms of classroom facilities, students' attendance, parents' educational profile were marginal in case of the two districts. Workbooks availability in schools was higher in JHansi (98%) than Lalitpur (83%). Teachers from both districts (above 60%) were of the opinion that workbooks helped children in revision and practice. Most of the teachers, officials, parents and students (70 percent and above) stated that physical environment of schools had improved. Availability and display of TLM was much impressive in classes observed in Lalitpur than in JHansi, use of TLM was higher in Lalitpur (75%), use of Mathematics kit, general and story books was higher in Lalitpur.

With respect to teachers' training, percentage of teachers citing improvement was higher in Lalitpur as compared to JHansi - subject knowledge (78: 52% in Lalitpur & JHansi respectively), motivation (88:53% in Lalitpur & JHansi respectively) and teaching skills (80:60% in Lalitpur & JHansi respectively) increased use of newer teaching methods (75:41% in Lalitpur & JHansi respectively) & TLM (79:52% in Lalitpur & JHansi respectively).

Weighted score was slightly higher in Lalitpur than JHansi on physical environment (1.4:1.3), classroom environment (1.5:1.3), teachers' motivation (1.6: 1.3), teaching skills (1.6:1.3), community participation (0.85:0.4).

Average achievement in Hindi and mathematics increased by 1.5% to 2 % in last 3 years in Lalitpur through the mean achievement of students in class II was lower in Lalitpur than in JHansi. {UP/05}

Misra, A. & Baraj, B. (2008) **A sample survey of Out of School children in 5 districts of Uttar Pradesh** ORG Centre for Social Research, ACNielsen ORG-MARG Pvt. Ltd., Lucknow, Uttar Pradesh.

**Objectives:** (i) To find out actual number of out of school children (ii) To find out the number of never enrolled children and drop outs in the sampled block and ward of the selected districts disaggregated by gender, social caste and age group 6-11, 12-14 and total 6-14 years (iii) To find out the number of children belonging to categories: SC, ST, working children, minority community who do not avail EGS, AIE Centre, Bridge Course (residential, non residential (iv) To find out the reasons for their dropping out, not being enrolled and not availing the facilities (v) To find out 'Out of School Children' in 5 districts of Uttar Pradesh on the basis of primary data through house to house survey and

validation of secondary data record (vi) To suggest strategies to obtain universal enrolment and universal completion of primary and upper primary education.

**Scope & geographical coverage:** Study covered five districts- Ghazipur, Jalavn, Moradabad, Kanpur Nagar and Shrawasti in the state.

**Method:** Five districts with higher number of out of school children were selected purposively for the survey. From each district, one block and one ward with maximum number of out of school children were sampled. From each district, 5 villages from selected block and one census enumeration block (CEB) from a selected ward were selected. In all 45 villages and 5 CEB were covered from the 5 districts. Complete house listing of each selected unit was carried out to identify number of children in 6-14 years age group in the households. From each selected village/ ward, member of VEC and one primary/ upper primary school was also sampled to capture their opinion on the problem of out of school children. Discussion were also held with district and block level officials. Secondary data relating to record of *Bal Gadna* carried out by the Education Department was also collected for validation against the primary data. Data was analysed using SPSS.

**Main findings:** In all 16,878 children in the age group of 6-14 years were mapped from 11295 households enlisted during the course of study 54.4 percent of them were boys and rest were girls. Among total children identified in the age group of 6-14 years. 69 percent were in the age group of 6-11 years while the rest i.e. 31 percent of children were between 12 to 14 years of age. Majority (90.2%) were enrolled in different type of schools. Less than one percent children were enrolled in alternative schooling system such as EGS, AIE etc. While two third of the children were enrolled in government schools and nearly a third were enrolled in private schools. In urban setting higher proportion of children (51%) were in private schools.

Among sample districts, Shrawasti had highest proportion (77%) of children enrolled in government schools, followed by that in Ghazipur (72%) and Kanpur Nagar (66%) district.

Higher proportion of boys in 6-11 years and 12-14 years age groups (55:45 and 53:47 percent respectively) were out of school as compared to girls of their age .Proportion of dropout (5.3%) and never enrolled (4.5%) was nearly equal. Proportion of drop out in the age group 12-14 years was less than those in 6-11 years. Amongst different reasons cited by them, 'child too young to go to school/ centre (37%), child is not interested in going to school' (25%) and 'can afford to send limited children in school' (16%) child was involved in supplementing house hold income/ domestic help (10%) featured as main reasons. Few households belonging to ST and minority community perceived that education as not necessary for girl hence their girl child left education without completing the primary level.

The parents of never enrolled children (761) also gave almost similar reasons for the non enrollment of their children 'child was not interested in going to school' (38%), 'can afford to send limited children in school' (25%) and 'was to be involved in household chores/ business' (7%).Some of the other reasons included 'school/ centre being too far

from residence, 'child engaged in domestic chores', 'going to school is not safe for girl' and 'girl is of marriageable age'.

Amongst 1,647 out of children (never enrolled and drop out), one third (35%) were doing household chores, 15 percent of them were contributing to HH income and nearly half of them were doing nothing/ not engaged in any type of activity. This situation was almost similar in case of both urban and rural settlements.

**Suggestions:** Proper documentation of school going status of 6-14 years children be made. Regular follow up and counseling of the households where the out of children are identified, should be done. Encouragement to parents by Village Education Committee or media to enroll their children would also be helpful. {UP/06}

Mohan, S.& Pandey K.P. (2004) **Study in dropouts of Ballia, Kushinagar, Bijnor and Etah** *State Council of Educational Research and Training, Lucknow, U.P.*

**Objectives :** (i) To identify the causes of high dropout rates in DPEP III districts (ii) To prepare a strategy to address the issue of high dropout rate in the context of prevailing conditions in the district in particular specially in terms of the opinion of the parents and community members.

**Scope and geographical coverage:** Study covered four districts Ballia and Kushinagar from eastern zone of the state and Bijnor and Etah from western zone of the State

**Method:** Four districts were identified on the basis of twin considerations of low literacy rates and high drop out rates as per cohort (1995-96) study conducted during 2002-03. The districts Ballia and Kushinagar were from eastern zone and Bijnor and Etah were from western zone of the State. Block having the heaviest dropout rate was identified from each of the districts. Five schools which had figured in the earlier cohort study under DPEP-III were sampled from the identified block. In all, 22 primary schools were selected for the study. From each school, 5 cases of dropout students were drawn randomly along with 5 non-dropout students. In addition to this, teachers, parents, and community members were also selected. Data related to village, parents/guardians of children, school and drop out children were collected through questionnaires and interviews. The qualitative data regarding causes of dropout through interviews were content analysed. "Chi-square test" was used for estimating significance of school and home-related factors between dropouts and non-dropouts.

**Main findings :** The study indicated that causes for child becoming a dropout were personal, social and home related factors such as child being generally weak in studies, child's own illness, engagement in domestic work; early marriage of child., lack of educational facilities at home, illiteracy of parents., lack of awareness in the community about education. School related factors include condition and situation of school along with poor quality of teaching. {UP/07}

Pandey, K.P. (2005) **Class room observatio study** *State Council of Educational Research and Training, Lucknow, U.P.*

**Objectives:** (i) To ascertain the extent to which DPEP inputs (physical, financial, training) have reached the schools (ii) To find out the prevailing practices in respect of managing and executing teaching-learning operations in the classroom (iii) To assess the manifest level of effectiveness of teaching learning processes within the schools.

**Scope and geographical coverage:** Study covered 36 districts in DPEP (Agra, Ambedkar Nagar, Azamgarh, Baghpat, Bahraich, Ballia, Barabanki, Bijnor, Bulandshahar, Etah, Faizabad, Farrukhabad, Fatehpur, G B Nagar, Ghaziabad Ghazipur, Hamirpur, Jalaun, JHansi, Jaunpur, Kannauj, Kanpur Dehat, Kushi Nagar, Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzzaffar Nagar, Pratapgarh, Raebareli, Rampur, Shrawasti, Sultanpur, and Unnao).

**Method:** The study had been conducted by utilizing a descriptive cum evaluative design. The sample of the study consisted of 360 schools from 36 DPEP-III districts selected by using a systematic random sampling procedure. In addition to this a sample of 1,237 teachers teaching Language and mathematics was also drawn from these schools.

The assessment schedules captured activity schedule of the school, presence and availability of teachers, Teaching- learning transaction, student participation, use of textbooks and teaching aids, parental interest; teachers competencies as anchors: organized behavior, dynamism, flexibility, warmth, and acceptance, creative capability and teacher attitude.

**Main findings:** Schools have become regular and the presence of teachers in the schools has improved. Teaching learning transactions are showing a trend shift in so far as they are becoming predominantly activity based and prone to question-answer sessions. Frequency of student questioning during classroom teaching transactions was on the rise; and students' participation specially those from the category of SC and girl students had improved in visible ways. Over all a salutary effect was perceptible in most of the districts. {UP/08}

Pandey S.(2008) **Evaluation study on effectiveness of Meena Manches in upper primary schools** *Department of Education, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur (UP).*

**Objectives:** (i) To ascertain functioning of Meena Manches in upper primary schools (ii) To find out whether parents /community attitude towards girls' education has undergone any change due to setting up Meena Manches in upper primary schools.

**Scope & geographical coverage:** The study covered upper primary schools where *Meena Manch* had been formed in 70 districts of Uttar Pradesh.

**Method:** Survey was under taken in upper primary schools (where *Meena Manch* was set up) in five districts one each from five different zones using purposive sampling. Total 2,080 *Meena Manches* were formed till 2007 in these districts, 20% of the schools with old *Meena Manches* were selected through random sampling. In all 368 *Meena Manches* were selected – 55 from Fatehpur, 78 from Rai Bareilly 79 from Etah & 69 from Basti. Data was collected from facilitators (368), students (12,000) and parents (4,050) of

adolescent girls in these schools. Data was obtained from school records as well as through questionnaires. Tests were also administered to 5,870 adolescent girls of UPS for assessing content assimilation of Meena stories. Data was analysed using simple descriptive statistics; differential analysis was also undertaken (Critical Ratio).

**Main findings:** *Meena Rooms* were established in about two fifth (43.8%) of upper primary schools, other schools were not interested in establishing the same. Most (83%) of the *Meena Manches* of upper primary schools had trained Meena facilitators, 88% these were females.

All *Meena Manches* set up in upper primary schools were provided Meena kits during facilitators' training. Some (31.5%) of the upper primary schools had their own Meena Library. Majority (75.3%) of upper primary schools exhibited no interest in preparing charts to promote regular attendance of girls in schools.

Supportive programmes and incentives provided in primary schools had encouraged girls to continue their education yet 9.3% of girls did not complete their primary education. Girls studying in upper primary schools having Meena Manch were familiar with Meena stories.

In 60% of upper primary schools, Meena kits were not utilized properly. *Meena Manches* were trying to perform the duties assigned to them (60%). According to majority (73%) of adolescent girls *Meena Manches* enhanced and redeemed their educational and social life status. There was a significant difference in views of literate parents towards girls' education, as compared to illiterate parents.

Problems affecting the functioning of *Meena Manch* included extra work load, lack of proper infrastructure in upper primary schools, lack of trained teachers, inadequate funds and no motivation and supervision from administration. {UP/09}

Pandey, S., Tripathi, R.N. *et al* (2008) **Evaluation of the use of TLM grant by teachers in effective classroom teaching-learning at primary and upper primary levels** *Midstream Marketing & Research Pvt. Ltd., New Delhi*

**Objectives:** (i) To ascertain development of TLM by teachers (ii) To study nature, form and relevance of the TLMs along with the manner and frequency of their use in instructional processes (iii) To assess effectiveness of TLMs in clarifying the concepts and making teaching learning more interesting at primary and upper primary levels (iv) To identify teachers perception in respect of utilization and adequacy of grants (v) To suggest methods for effective use of TLM grants in classroom transaction at primary and upper primary levels.

**Scope & geographical coverage :** Study was undertaken in five districts- Agra, JHansi, Saharanpur, Shahjahanpur and Varanasi.

**Method:** A survey was undertaken in primary and upper primary schools in 4 blocks each of five districts. Multi stage stratified random sampling procedure was used to select districts (5), blocks (20), schools (200), students (424) and teachers (407). Views

of officials at district, block and cluster level along with community members and PRIs functionaries were also obtained. Data was collected through questionnaires, interviews and classroom observations and it was analysed using SPSS.

**Main findings:** Utilisation of TLM grants varied from (76-100%) across the sampled districts in the years 2005-06 and 2006-07. Data indicated that TLM grants were disbursed to 74% teachers in the year 2005-06, 83% in the year 2006-07 and 69% in the year 2007-08 all across the sampled schools. Diversion of TLM grants to other heads and delays in disbursement of grants to schools were also observed. Variations were observed across the districts in availing TLM grants by teachers ranging from above 80% in Saharanpur (89%) and Varanasi (82%) to below 60% in Agra and Shah Jahanpur (58%) and JHansi (53%). Majority (94%) of teachers utilized grants in procuring TLMs. Seventy six percent teachers bought TLMs from the market and also developed some themselves. More than half (57%) of the teachers had attended training programme on TLMs. Guidelines for the development of TLM were procured by 40% teachers. TLMs observed were mostly picture charts related to different subjects along with geography & biology/autonomy related equipments.

Availability of TLMs across the classes ranged from 85% at class I to 71% at class V level, at upper primary level it ranged from 83% in class VI to 75% in class VIII.

Analysis revealed that only 43 percent teachers of class I in sampled schools used TLMs at the time of teaching learning process followed by 36 percent teachers in class II, 38 percent in class III, 34 percent in class IV, 36 Percent in class V, 46 percent in class VI, 45 per cent in class VII and only 40 percent in class VIII.

Analysis indicates that use of TLMs during teaching-learning processes was not found very encouraging. Majority of teachers-irrespective of the classes they taught were found not using TLMs at the time of teaching.

Perception analysis of teachers about the effectiveness of TLMs in teaching learning process have revealed that majority of students have been benefited in getting their concepts clear to a great extent (85%) or to some extent (15 %). With the application of TLMs in the class, majority of students (66%) have increased their interest about the subject to a great extent and 32% to some extent.

Use of TLMs in the classroom has also increased the students' regular presence to great extent (46%) or to some extent (44%). Teachers' interest in teaching the students has also increased to great extent (39%) and to some extent (42 %). Majority of teachers (71%) stated that use of TLMs has made a good impact in terms of making teaching learning more effective. Two third of the teachers said that overall, quality of education has improved to great extent because of the use of TLMs.

By using TLM, 50 percent students of the sampled schools have shown an improvement in-terms of understanding the concepts to a great extent, the rest have also shown improvement to some extent. However, variations across the districts were observed. Analysis clearly indicates that effectiveness of TLMs in classroom teaching-learning process has a strong bearing in enhancing the grasping capacity of students. Use of

TLMs have benefited all the students and specifically those who were weak in the subject. Tremendous a improvement was noticed in understanding the science and with use of TLM in classes.

Majority of teachers in the sampled schools of selected districts are being encouraged to make the TLMs with the help of class specific textbooks. They are also being encouraged to use the TLM grants for purchasing the raw materials for making teaching learning materials.

**Suggestions:** There is need to ensure timely allocation of funds at school, strengthen the capacity building activities of teachers in terms of preparation of TLMs and its effective use and strengthen the monitoring mechanism of schools to understand the status of TLMs in the classroom and its usages. Students' participation in TLMs preparation is also required to understand their choice/ways of understanding. {UP/10}

Pratham (2005) **Status of SSA goal achievement** *Pratham Resource Centre, New Delhi*

**Objective:** To create Education Report Cards for local communities

**Scope and geographical coverage:** 62 Rural communities in Eastern and Central Uttar Pradesh have been included in a “dipstick” survey.

**Method:** The baseline dipsticks were done in the district and block selected by the partnering NGOs depending on their geographical area of work. Rural communities (62) in Eastern and Central Uttar Pradesh were included in a “dipstick” survey. Within each block, six villages were to be covered, 3 randomly chosen and 3 nearby ones. In each village, two hamlets randomly selected by chits were surveyed and all children between the ages of 3 and 14 were covered and 7 to 14 year olds tested. Children were asked simple questions about whether they are in school and what kind of school. At the same time, children were also asked to read simple text, write a dictated easy sentence and do basic arithmetic problems.

**Main findings:** Overall, in the sampled areas about 94% children in the age group 6 to 14 were enrolled in school in July 2005. Of the 6% out of school children, more girls were out of school than boys. 75% of children in the age group 7-10 could not read simple text fluently. 25% of children in the age group 11-14 could not read simple text fluently. 50% of all children in the age group 7 to 10 could not correctly recognize numbers from 20 to 100. Only 38% of 11-14 year olds could do a three-by-one division problem correctly (most of who have been in school for at least 5 years).

Among all 66 schools visited, 76% of teachers appointed and 61% of enrolled children were present on the given day. Student-teacher ratio (on enrolment) is 72:1. Textbooks had arrived in merely 37 schools, and mid-day meal scheme was operational in 50% schools. Two of average 3 rooms per school were in use, and number of children to a room came to 108:1. Usable water and toilet facilities were low in comparison to provision. {UP/11}

Rastogi, M. & Batra, R. (2008) **Impact study of Residential bridge courses under IED**  
*Bishop Cornard Memorial Hospital, Sitapur*

**Objectives:** i) To identify the impact of Residential Bridge course in terms of CWSN developed readiness and their integration in nearby Parishadiya School ii) To know the impact of various training on CWSN performance, school attendance & their perception in respect to self-dependence iii) To identify perception of parents of CWSN, teacher's attitude towards CWSN and community's awareness level towards problems of CWSN iv) To assess the achievement level of CWSN of bridge course and compare it with achievement of CWSN in school who did not attend the bridge course v) to suggest measures for developing enabling capacity among bridge courses.

**Scope & geographical coverage:** Study was conducted in five districts –Banda, Faizabad, Lakhimpur, Shajahanpur & Lucknow.

**Method:** Four blocks with larger number of disabled children enrolled in primary and upper primary school after undergoing residential bridge course were selected from each district. While selecting schools care was taken to select schools where a large number of disabled children were expected to have been enrolled. Data was collected through questionnaires from children & parents (40 each per district), teachers (212), district coordinators and community people (10 each per district). Data was analysed using simple descriptive statistics.

**Main findings:** Out of 19386 CWSN from sampled districts 16830 (86.8%) were enrolled and attending schools in nearby Parishadiya schools. Out of the remaining 2556 children who were out of regular schooling system 490 (19.2%) attended residential bridge courses and got integrated in nearby Parishadiya schools. Teachers (85%) consider residential bridge course useful for integration of disabled children in nearby school. Majority (67%) teachers stated that they are not able to pay full attention to CWSN. Teachers (41.5%) stated that learning capacity of CWSN is similar to the normal children.

After residential bridge course hearing impaired children showed improvement in audibility, speech, using hearing aids, day to day activities, reading and writing skills. Before bridge course none of the children was totally independent, some (40.8%) were dependent only in some work. After bridge course most (79.6 %) of them were dependent only in some work, more than half (69.2%) of Hearing impaired (HI) children and Visually impaired (VI) children (6.1 %) became totally independent.

On reading and writing skills, HI children (93%) between 7-9 years of age who underwent bridge course showed good reading and writing skill in comparison to children (49.3%) who did not attend bridge course. HI children of above 9 yrs who attended bridge course achieved good improvement in speech (37.5%) and audibility (81.6%) compared to those who did not attend bridge course (18.8%). In reading and writing skills those who underwent bridge course showed good reading and writing skill (87.5%) compared to children (44%) who did not attend bridge course.

Overall improvement of visually impaired after residential bridge course was observed to be good in different parameters:- Orientation and mobility (85.7%), sensory training (94%), using Braille aids (93.8%), daily living activity (85.7%), reading & writing Braille (89.8%) .

On reading and writing skills, HI children (93%) between 7-9 years of age who underwent bridge course showed good reading and writing skill in comparison to children (49.3%) who did not attend bridge course. HI children of above 9 yrs who attended bridge course achieved good improvement in speech (37.5%) and audibility (81.6%) compared to those who did not attend bridge course (18.8%). In reading and writing skills those who underwent bridge course showed good reading and writing skill (87.5%) compared to children (44%) who did not attend bridge course.

Among visually impaired children of 7-9 yrs who attended bridge course achieved good improvement in orientation and mobility (80%), sensory training (60%), using Braille aids (50%) and reading and writing skills of Braille (60%) compared to those who did not attend bridge course in orientation and mobility (20%), sensory training (10%) and none in other cases.

Visually impaired children of above 9 years who attended bridge course achieved good improvement in orientation and mobility (83.3%), sensory training (100%) and reading and writing skills of Braille (67%) where as no such progress was observed amongst children who did not attend bridge course

After bridge course, most (87.7%) parents were satisfied with the progress of their child. Parents (49.7%) found it difficult to meet their children as per their convenience during Bridge Course and some (14.9) had other complaints during course including security concern of their child.

In their school life children reported problems like difficulty in understanding lesson (60.1%), adjustment with peers and inadequate attention by teachers. In their day to day life they experience difficulty in purchasing and buying things in the market (55.9%).

Community members accepted that CWSN can be taught with normal children in schools after giving some special training as in bridge course (30%) however they (64%) felt that education of normal children will be affected adversely. {UP/12}

Saluja, A. (2008) **Study of mainstreaming of children from Non-residential Bridge Courses to formal schools** *Department of Education, University of Allahabad, Allahabad.*

**Objectives:** (i) To find out the status of bridge courses for out of school children (ii) To ascertain enrolment and completion rate of children in intensive bridge courses (iii) To identify process adopted for evaluation of children enrolled in bridge courses (iv) To assess effectiveness of the bridge courses (iv) To compare achievement of children in bridge courses with children of their age-group in academic and co-curricular activities (v) To suggest measures for effective functioning of non-residential bridge courses.

**Scope and geographical coverage:** Study covered bridge courses in 5 districts- - Allahabad, Chitrakoot, Bhadohi, Firozabad and Lucknow.

**Method:** The sample for the present survey was drawn from five districts of Uttar Pradesh - Allahabad, Chitrakoot, Bhadohi, Firozabad and Lucknow. Two blocks were selected from each district. Ten non-residential bridge course centres were taken from each of these blocks. Data from 10 primary schools was obtained from each district where non-residential bridge course students had been mainstreamed in the previous year. In all the study covered 50 NRBC centres and 50 primary schools.

Data was collected from school records as well as through questionnaires and focus group discussions from non-residential bridge course instructors (50), VEC members (100) and parents (100).The analysis of the data was done using both qualitative and quantitative techniques.

**Main findings:** Most of the NRBC centres were working in the constraints such as inadequate space and lacked basic facilities like drinking water and toilets. Activity based teaching methods were not used while teaching The use of TLM was also minimal in teaching even if TLM was available as the instructors were not clear about its usage. Supervision too was rather tentative with more emphasis on information collection than on academic guidance. There was absence of sharing of experiences of the instructors where they can learn from one another's strengths and weaknesses. Irregularity in payment of honorarium to instructors was another constant complaint.

**Suggestions:** There is a need to provide better facilities for conducting the NRBCs. Instructors need to be paid in time and their capacities to be built up by exposing them to intensive training of a longer duration. Record keeping mechanism needs improvement. More PTA meetings, VEC support and community mobilization would be beneficial in improving situation at present. The NRBC centres should be provided interventions and incentives like mid-day meals, uniform for girls and scholarships at par with the formal schools. There should also be a provision of giving rewards and prizes to promote good performance and academic excellence. {UP/13}

Sharma, C. (2008) **Impact of Workbooks on improving learning in class I and II** *Datamation Research Analyst, Delhi.*

**Objectives :** (i) To find out whether or not workbook are distributed to class I & II learners in time (ii) To understand teachers' perceptions/conviction regarding utility of Workbooks in effective classroom transactions and communication activities (iii) To find out whether workbooks are used by class I&II learners and exercises completed by them are checked by teachers regularly (iv) To find out whether Workbooks really help learners in classes I and II by way of making them feel interested in using Workbooks and register higher percentage of presence in class; (v) To find out the percentage of Class I and II learners who complete the task in the Workbook timely and attain mastery level (vi) To observe learners' involvement with Workbooks and improvement in learning outcome (vii) To find out the difficult aspects of Workbooks faced by the teachers.

**Scope and geographical coverage:** Study was limited to schools in five districts- Aligarh, Hardoi, Jalaun, Sidharth Nagar and Sitapur.

**Method:** A survey was undertaken in 400 schools selected from five districts. Data was collected from about 340 classes through questionnaire and observation of classroom proceedings while using the Workbooks in class room situation. From each of the schools in the sample 5 children were randomly selected from classes I and II for administration of tests in Hindi and mathematics. Enrolment and attendance of pupils for years 2006-07 and 2007-08 were compared to study the change in trends.

**Main findings:** As per teachers' perceptions Workbooks helped children in learning to certain extent (49%). They felt it can also be used for assigning Home Work (24%). More than half (54%) of the teachers said they always check students' attempts on Workbooks. Only a small percentage of children said they preferred the textbooks over the Workbooks.

A fairly large percentage of teachers had no copy of Workbooks (as also textbooks). Most of the teachers (60%) did not find any correspondence between textbooks and Workbooks. Mismatch was observed between lessons being taught in the class room from the text book and practice exercises being taken up in the same period. Its potential for use in multi grade situations, prevalent in large number of schools, was not understood by many teachers.

No impact on enrolment or attendance of children was noticed. There was no baseline data to compare the achievements of children with that of the year before the Workbooks were introduced. Low achievements in Class II i.e. of children who were given Workbooks in class I in 2006-07 too need evaluation of the whole exercise.

Workbooks were not delivered in all schools in the beginning of the school year. Only a small percentage of teachers used the Workbooks in correspondence with lessons taught in the class. Late delivery of Workbooks could have contributed to this mismatch.

**Suggestions:** Delivery of Workbooks along with text books and clear instructions to the teachers on how to use them would help the situation. Quality of printing of Workbooks also needs attention. {UP/14}

Shukla, A. & Sanyal, R. (2008) **A comparative study of achievement levels of girls of Kasturba Gandhi Balika Vidyalayas and girls of Parishadiya upper primary schools** *Dept. of Education (IASE), University of Lucknow.*

**Objectives:** (i) To find out the social category composition of girl students enrolled in Kasturba Gandhi Balika Vidyalayas (KGBVs) and those enrolled in Parishadiya upper primary schools (ii) To assess the achievement level of girls (class VI to VIII) of Kasturba Gandhi Balika Vidyalaya and Parishadiya upper primary schools belonging to different social groups in language, mathematics and social studies (iii) To compare the mean difference between two sets of schools for each subject and social category.

**Scope & geographical coverage:** The study covered KGBVs in 8 districts- Agra, Allahabad, Bulandsahar, Janshi, Kanpur Dehat, Maharajganj, Mahoba and Sahajahanpur.

**Method:** Survey covered 14 Kasturba Gandhi Balika Vidyalayas and 14 Parishadiya upper primary schools from the selected blocks in 8 districts - Agra ( Samsabad & Fatehpur Sikri), Allahabad (Kaudihar & Shankargarh), Bulandsahar ( Bulandsahar & Unchagaon), Janshi (Badagaon and Mauranipur), Kanpur Dehat (Amrodha), Maharajganj (Nichlol and Sadar), Mahoba (Charkhari & Jaitpur) and Sahajahanpur (Sindhoul). All the girl students studying at upper primary level in Kasturba Gandhi Balika Vidyalayas and Parishadiya upper primary schools, their parents, teachers and head-teachers of both the set of schools constituted the target population of the study. Data was collected through secondary sources as well as through the use of Achievement tests in language, mathematics and social studies. In addition, focus group discussion with head-teachers, teachers and parents were also held. Data was analysed using simple descriptive statistics and inferential statistics.

**Main findings:** Enrolment status of girls in both the sets of school, in terms of their social categorization showed that the percentages of scheduled caste, scheduled tribe, other backward and minority community as well as below poverty line general category girls was higher at Kasturba Gandhi Balika Vidyalayas.

The achievement scores of girls in two sets of schools indicated that achievement of girls of Kasturba Gandhi Balika Vidyalaya (total as well as in terms of their social categorization) was significantly higher than those of the girls of Parishadiya upper primary schools, in all the three subjects i.e. languages, mathematics and social sciences. {UP/15}

SCERT (2003) **A cohort study to estimate Completion rate in DPEP-III districts** State Council of Educational Research and Training, Lucknow, U.P

**Objectives:** (i) To estimate completion rate in five years of the primary education cycle for 1995-1996 Grade I cohort (ii) To examine gender, category and area –wise completion rate (iii) To examine cohort dropout and repetition rates in DPEP-III districts (iv) To develop an understanding of the completion rate in terms of its correlation with school variables available in DISE database.

**Scope and geographical coverage:** Study covered Parishadiya schools in 32 DPEP-III districts (Agra, Azamgarh, Ballia, Bijnor, Bulandshahar, Etah, Faizabad, Ambedkarnagar, Farrukhabad, Kannauj, Fatehpur, Ghaziabad, GB Nagar, Ghazipur, Hamirpur, Mahoba, Jalaun, Jaunpur, JHansi, Kanpur Dehat, Mainpuri, Mathura, Mau, Meerut, Baghpat, Mirzapur, Muzaffernagar, Kushinagar, Pratapgarh, Raebareli, Sultanpur, Unnao).

**Method:** A sample of 100 Parishadiya schools (rural & urban) was selected from each of the 32 DPEP-III districts. Student wise data on age, sex, social group, status in different years, examination results, position of repeaters etc. were collected from each sampled school.

**Main findings:** Completion rate in five years (CRF) was found to be 29.6% and the Completion rate for six years (CRS) was observed to be 8.2%. The Cohort dropout rate (CDR) was estimated to be 56.5%. The Cohort repetition rate (CDR) was 6.8%. Dropout Rate was highest (53.9%) in grade I.

Going by the age at entry in grade-I, for those who were of age below 5 years in 1995/96, CRF was 24.6 percent, for those of age 5 years 29 %, for those of age 6 years 32 % and for those of age 7 years 26%. It was highest for the children of age 8 in class I (35.9%) and much less for those of ages 9 and 10 (18.5% and 19.6% respectively). {UP/16}

SCERT (2003) **Students achievement (Mid Term assessment study)** *State Council of Educational Research and Training, Lucknow.*

**Objectives:**(i) To measure students' achievement on the competency based achievement tests in language and mathematics at class II and V (ii) To compare the average performance of class II and V students obtained during the BAS with that of MAS (iii) To estimate the overall increment in student's achievement from BAS to MAS in classes II and V (iv) To study the achievement differences in terms of area, gender and social groups and compare them under BAS and MAS (v) To study the effect of variables like home, school, teacher, classroom-practices, incentive schemes etc. on student's achievement.

**Scope and geographical coverage:** Study covered 36 districts (Agra, Ambedkar Nagar, Azamgarh, Baghpat, Bahraich, Ballia, Barabanki, Bijnor, Bulandshahar, Etah, Faizabad, Farrukhabad, Fatehpur, GB Nagar, Ghaziabad Ghazipur, Hamirpur, Jalaun, JHansi, Jaunpur, Kannauj, Kanpur Dehat, Sushi Nagar, Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzzaffar Nagar, Pratapgarh, Raebareli, Rampur, Shrawasti, Sultanpur, and Unnao)

**Method:** A normative study design was employed for conducting the mid term assessment study. Maximum 50 schools were selected from each district using stratified proportionate random sampling procedure Over all 1800 schools (1440 rural and 360 urban) was selected for the study.

**Main findings:** Achievement of students in class-II mathematics and language showed a significant improvement of 15-20% in 50% districts. Achievement for class V in mathematics and language showed more than 15-20% improvement in one third of the districts. A comparison of class V students' achievement in language and mathematics indicates that all the 36 districts showed significant improvement. The improvement in mean achievement in respect of class V language has been sighted to be more than 20% in two districts, 15- 20% in eight districts, 10- 15% in 15 districts, 5-10% in nine districts and below 5%.in two districts. For class-V mathematics, increment in achievement was 25% in five districts , 20% in six districts, 15- 20% in 12 districts, 10-15% in seven districts, 5-10% in Faizabad and below 5%.in five districts. {UP/17}

SCERT (2005)**Comparative study of learning achievement of students in MAS** *State Council of Educational Research and Training, U.P Lucknow.*

**Objectives:** (i) To assess the effects of different variables affecting learning achievement in different gender and social groups (ii) To find out the reasons for limited impact of project interventions on grade II and grade V students (iii)To identify the factors contributing to significant/marginal improvement in some districts (iv)To chart out the implications for the future.

**Scope and geographical coverage:** The study was limited to 6 districts of which 3 had high achievement in MAS-Bahraich, Shravasti and Mathura and other three-Azamgarh, Fatehpur and Rai Bareli that had marginal achievement in Mid Term Assessment (2003).

**Method:** From each district four blocks from rural areas and three from urban areas were selected randomly, a maximum of 50 schools- 10 schools from urban area and 40 schools from rural area were selected. In all 1800 schools, 1440 schools from rural areas and 360 schools from urban areas were selected. Maximum 20 students each from classes II and V were selected. Data became available from 29,598 students of class II and 28,260 students of class V. Data was collected from schools, teachers and students through questionnaires along with achievement tests in literacy and inumeracy for class II & V students,

**Main findings:** Learning achievement of students in grades II and V was not dependent on availability/ type of school building, distance of the village of selected school from BRC, district headquarter and other nodal points, availability of post office telephone, electricity and availability of newspaper in village and social composition of the village population. Mode of light available in the house, availability of *anganwadi* centers in the village and enrollment of children in the center had a positive bearing upon children's learning achievement levels. Mothers working outside home, had a negative impact upon child's learning achievement however mother's educational level, the status of mother i.e. looking after children with the help of husband, divorcee, widow or not alive, does not appear to be significantly influencing the academic achievement of children. Family's economic status in terms of having cultivated land as asset or not, and whether the family employs/ is employed as labourer had no significance for the achievement level of the child. {UP/18}

SIEMAT (2008) **School grading: innovation in quality monitoring** *state institute of educational management and training, Allahabad U.P.*

**Objectives:** (i) To identify factors that make up the school's grade and procedures used for collecting information (ii) To track the evolution of the schools in recent years (iii) To examine the evolution of a number of specific schools showing marked improvement or decline (iii) To study use of grading system at block level (iv) To ascertain perception of schools functionaries about the grading system.

**Scope and geographical coverage:** The study was undertaken in four districts- Agra, Allahabad, JHansi and Lucknow of Uttar Pradesh

**Method:** From each district two blocks were selected randomly. Ten schools from each district, five from each block, were selected on the basis of random selection. Data was collected from headmasters, teachers, NPRC / BRC coordinators and DIET mentor connected with the sample schools support & supervisory functionaries through questionnaires, interviews and discussions. The data was also collected from secondary sources - Government Orders.

**Main findings:** The schools were evaluated on five indicators - infrastructure (5 marks), community support (5 marks), enrolment & attendance (15 marks), teaching in

classrooms (20 marks) and evaluation of students on basis of their marks in examination (55 marks). For assessment of the achievement levels of children NCERT's quality monitoring tools were used in all schools. Schools with score of 75-100 were categorised as A grade, 60-74 as B grade, 50-59 as C-grade and 35-49 as D grade. For schools coming under C&D category, school development plans were made and implemented.

The analysis showed that there have been two major shifts in the process of school grading. One was in year 2003 and the other in 2006. Regular academic support and supervision were perceived to have improved the functioning of schools and classroom processes as well as achieving better academic levels amongst children. Majority of the stakeholders and education functionaries were aware of the grading system, its parameters and its objective.

The intervention of school grading was perceived by the school fraternity as an appropriate tool for self-assessment and self-improvement. BSA, ABSA and DIET mentors reported that school grading has been successful to quite an extent in achieving its objective of improving quality education in schools. All head-teachers & teachers acknowledged that BRC and CRC coordinator were providing regular academic support to them. Head-teachers and teachers perceived grading procedure as responsible for improving the school environment, be it infrastructure, classroom processes or student performance.

School level stake holders were responding positively and were feeling more accountable. According to teachers (90%) results helped in identifying weak and underachieving students, as well as locate hard spots in the curricular areas and helped in planning corrective action through remedial teaching.

Parents and community were aware of school grading (90%). However, grading has not affected community support or their participation in school functioning. Parents reported that students' achievement levels have also improved. {UP/19}

Srivastava, R., Pandey, A. & Srivastava, D.(2008) **Assessment of interventions made to meet the educational needs of SC/ST children in SSA** Pratham -UP Education Initiative, Allahabad.

**Objectives :** (i) To find out the status of free text book distribution, incentives, gender bias and deployment of local teacher, life-skills education in SC/ST majority schools (ii) To find out whether un-served habitations of SC/ST population have been identified and how many of them have been brought under education net (iii) To find out whether community has been mobilized to ensure participation of SC/ST children in educational activities (iv) To find out the extent to which alternative schooling facilities in unserved habitations for out of school children of these categories is available (v) To find out enrolment and retention status of SC and ST children in primary and upper primary schools (vi) To find out whether provision for diagnostic assessment and remedial teaching is available in the schools (vii) To suggest measures on the basis of findings to improve the effect of interventions in satisfying educational need of SC/ST children.

**Scope and geographical coverage:** The study covered government primary & upper primary schools in 5 districts- Rampur, Maharajganj, Ambedkar Nagar, Hamirpur and Mirzapur of the state.

**Method:** Survey was undertaken in 2 blocks and urban areas (with high SC/ST population) of each of the five sampled districts -Rampur (Milakh & Shahbad), Maharajganj (Nautanva & Laxmipur) , Ambedkar Nagar (Miyab & Jalal pur) ,Hamirpur (Kurara & Sumerpur) and Mirzapur (Rajgarh & Patehra Kala). Samples were selected from all government primary & upper primary schools located in rural & urban areas of these districts, parents of school going children and village and *basti* leaders. In all, the study covered 300 primary schools, 116 upper primary schools, 667 head-teachers and teachers, 653 parents & 300 *Gram-pradhans / Sabhasads*. Focus group discussions were held at 314 locations to assess the interventions made to meet the educational needs of SC/ST children under SSA.

**Main findings:** In 53% un-served habitations schools were opened. in last academic session Alternate schooling facilities were available in only 35% un-served habitations. Highest enrolment of SC children were found in Rampur (52%). Retention was higher in upper classes in comparison to lower classes. SC/ST children were provided equal opportunity. Diagnostic assessment and remedial teaching was not carried out in a systematic way effectively.

Major incentives given to children in primary and upper primary schools included scholarship, mid-day meal, uniform and cycles. ‘Text books’ was rated as the best incentive under SSA scheme. The same were distributed in all the schools. Facility of mid-day meal was available only in few upper primary schools where primary & upper primary schools were in the same campus.

Ist installment of scholarship had been distributed nearly in all primary and upper primary schools when the investigator visited schools. Inter and intra district variations were noticed in the type of uniform.

In all the ten blocks, 95% *Shiksha Mitra* belonged to the same village only 5% were coming from the near by villages. Neither the teachers nor the parents or children had any idea about ‘Life skills education’. The status of community mobilization to motivate parents to utilize the available opportunities for education of their children needs improvement.

**Suggestions:** Diagnostic assessment and remedial teaching programme needs to be made more effective. {UP/20}

## UTTARAKHAND

Datamation Research Analyst (2006) **Effectiveness of Multilevel, Multi-grade teaching - Learning Kunjapuri model** *Datamation Research Analyst, Delhi.*

**Objective:** To evaluate the effectiveness of multi-level, multi-grade teaching - learning Kunjapuri model

**Scope & geographical coverage:** Study covered 30 schools where Kunjapuri model was introduced along with equal number of non-Kunjapuri schools in three districts of Uttarakhand: Tehri, Pithoragarh and Uttarkashi .

**Method:** Ten schools were chosen in one block each of the three districts of Uttarakhand - Tehri (Bhilangana), Pithoragarh (Munsiyari) and Uttarkashi (Mori) where this model was introduced along with 10 non-Kunjapuri schools of the same blocks each.

Overall, data was collected from 514 students ( 234 boys & 280 girls), 99 teachers (47 from Kunjapuri model schools and 52 from Non-Kunjapuri model schools), 557 parents (361 fathers and 196 mothers) and 157 stakeholders (2 - DIETs, 2- DPOs, 2- BRCs, 11- CRCs, 34- SMCs, 39- VECs 19- Gram Panchayats, 28 - Mahila Samities, 18- Anganwadis and 2- NGOs)

The research methodology adopted was a judicious mix of quantitative and qualitative approaches. Data was collected through observation (classes & schools), interviews of teachers, parents, students and other stakeholders. Performance evaluation instruments were used to evaluate students' (class I & II) achievement in Hindi, Mathematics & EVS. Audio and photographic recordings were also undertaken.

**Main findings:** Teachers of Kunjapuri schools were trained in the model but many of them perceived the duration and inputs to be inadequate. On the spot support was needed along with the training and periodic feedback. BRC and CRC staff did not visit all the schools in a planned manner. During their visit to the schools their attention remained more on administrative matters.

The programmes have been conducted by a set of resource persons. Institutionalization of the effort and capacity building in the required manner did not receive due attention. Capacity building of DIETs, BRCs & CRCs in this aspect needs consideration.

The model requires more time and effort from teachers. There was lack of specific guidelines; targets were not specified for teachers. There was lack of guidance, support and reinforcement to them. Transfer of trained teachers posed problems as new teachers coming in place of trained teachers were not exposed to the required training programme. Community participation needs to be promoted. {UKD/01}

Day,N., Singh,B. & Sanwal,L.M.(2008) **Development of scholastic and co - scholastic skills and its impact on the achievement level of SC/ST students under various SSA interventions** *Academy of Management studies, Dehradun.*

**Objectives:** (i) To assess the change in the achievement level of SC and ST children through various interventions under SSA (ii) To evaluate the impact of various interventions on scholastic and co-scholastic development of SC/ST children (iii) To suggest measures to increase the effectiveness of various SC and ST specific interventions made under the SSA.

**Scope and geographical coverage:** The study covered 2 districts each in Kumaon (Udhamsinghnagar and Bageshwar) and Garhwal (Dehradun and Chamoli) region.

**Method:** Survey was undertaken in three blocks with high SC/ST population selected from each district. From each block five schools were selected. Secondary data was collected from the records in district project office, block resource center, cluster resource centre. Primary data was collected by interviewing head-teachers, officer in-charge at district, block and cluster level and Village Education Committee members. Focus group discussions were held with VECs and parents. Data from students were collected through observation and administration of achievement tests.

**Main findings:** In most of the schools only one instructor was hired for providing remedial coaching in English. Most of the instructors were provided one to two days training after selection at the BRC. Most of the instructors were provided with book of English grammar to help them in teaching children. In almost all the schools coaching in English was provided to the SC/ST children for 1 hour daily for a period of 1 month. Children were not provided reading material on English grammar. Monitoring of English coaching was not conducted. Separate evaluation of the beneficiary children was undertaken by either the teachers or the education department representatives. The single major problem faced by the school authorities in providing English coaching was difficulty in getting an able instructor at low honorarium.

In most of the sampled schools monitoring and evaluation of the activities under vocational training did not take place. Most of the coordinators and instructors had not received any training from the education department in conducting *Bal Choupals*. There was no proper guideline for implementation of the scheme. The tools for evaluation of the children were focused on measuring the content knowledge of the children. Most of the children scored very low in the test. It was found that the children who were involved in the *Bal Choupal* performed better than those children who did not attend *Bal Choupal*.

The children who went for *exposure visit* had scored better than the children in the control group on perception test, it indicated that the children were learning values, had inclination towards studies and developed co-scholastic behavior which would stand them in good stead in the future and result in their overall development., When the impact of exposure visit only was compared with the combined effect of exposure visit and children's fair then children performance was better in the latter case. VEC members stated that they played an active role in conducting meetings and informing the villagers about the various interventions in the school under SSA, but parents had no idea

about the various scholastic and co-scholastic interventions in which their children were involved during the academic year 2006-07. {UKD/02}

Day N., Chauhan, V. & Sanwal, L.M. (2008) **Study on students' attendance in relation to Mid day meal scheme in primary schools** *Academy of Management Studies, Dehradun.*

**Objectives:** (i) To study the impact of Midday meal scheme on attendance of children in govt. primary schools, Education Guarantee Scheme (EGS) and Alternate and Innovative Education (AIE) centre (ii) To assess the impact of midday meal scheme in retention of children in school; (iii) To study the impact of scheme in instilling values of equality, cooperation and discipline among children.

**Scope and geographical coverage:** The study was conducted in all 13 districts of Uttarakhand.

**Method:** A survey was conducted in 3 blocks of each of the 13 districts. From the selected blocks, selection of schools was made through systematic random sampling technique. It comprised rural schools (7%), urban schools (3%) and EGS/ AIE centres (10%). Data was collected through questionnaires, observation and Focused group discussions from head-teachers, *Bhojan Matas* and parents of school children. Qualitative data was content analysed and quantitative data was analysed to provide descriptive statistics.

**Main findings:** In maximum instances (94%) rice and dal was given to children. Health checkup of children was conducted in nearly two third (65%) of the schools. In more than one third of the schools (38%) there was an increase in the enrolment of girl child. No change in average dropout rate was observed in majority (85%) of cases. Students' attendance improved in more than three fourths of the sampled schools after implementation of Midday meal scheme. The observed attendance rate (79%) was slightly lower than the reported attendance rate (80%). Pass percentage of children showed an improvement in large number (60%) of schools post MDM scheme. Parents perceived this scheme as beneficial for children and for themselves. Community participation in implementation of MDM scheme was low (32%). Schools report that funds (72%) and food grains (86%) were received timely. {UKD/03}

Datamation Research Analyst (2008) **To study the effectiveness of School Grading System in developing classroom management and school management for Uttarakhand** *Datamation Research Analyst, New Delhi.*

**Objectives :** (i) To examine the implementation of school grading system at different levels, (ii) To identify the qualitative gaps, if any, and the reasons thereof (iii) To make an appraisal of the follow-up action taken (iv) To find out overall impact of school grading system in the district with regard to each individual parameter and the cumulative effect (v) To recommend measures for improving the system.

**Scope and geographical coverage:** The study covered all 13 districts in the state.

**Method:** From each district except Rudra prayag and Bageshwar, 4 blocks were selected on the basis of their distance from district head quarter, accessibility and area. In the case of Rudra prayag and Bageshwar only 3 blocks were selected making a total of overall fifty blocks under the study. From each district 50 schools were selected. Data was collected through questionnaires, interviews and group discussions from head-teachers, Village Education Committee members, block and cluster resources centres, DIET mentors, teachers and children.

**Main findings:** All BRC members were aware of the grading procedures and were of the view that total procedure needs to be simplified to reduce time required for it. In most of the places, CRC was doing the academic grading. Schools found this exercise useful. Record keeping at school level was poor. However, teachers (above 70%) were aware of the system, procedures, involved partners and role of CRCs in the academic and physical assessment.

VEC and SMC's participation ranged from 55-80% across the districts. Students' low performance particularly in maths was a cause of concern amongst CRC coordinators. More teacher training helped regular and para-teachers in undertaking remedial teaching for weak students and their efforts to stimulate parents' interest in education of their wards. {UKD/04}

J.P.S Associates Pvt. Ltd. (2006) **Assessing capacity of VEC and SMC to manage SSA programs with special reference to ECCE, MDM and financial management** *J.P.S Associates Pvt. Ltd, New Delhi.*

**Objective:** To study the role of Village Education Committee with special reference to Early Childhood Care and Education (ECCE), Mid-day meal (MDM) scheme and financial management.

**Main findings:** Quite a few of sampled VECs were holding monthly meetings. The average attendance in these meetings was generally 3 to 4 members. The attendance of women members was generally low and same is true of their participation in the discussions. By and large, VEC members were aware of their roles and responsibilities. The discussion in VEC meetings focused on civil construction/ maintenance, attendance of children, availability of consumables, celebration of national days etc. Pradhan and the head-teacher were major decision makers. Minutes of the VEC meetings were very sketchy.

The funds for VEC were routed through the DPO and deposited in Gram Shiksha Nidhi, which is operated under the joint signature of the Pradhan and the head-teacher. The funds were utilized properly and record was maintained.

The management functions include (i) construction of school building and other facilities; (ii) maintenance of school assets and provision of consumables; (iii) arrangement of mid-day meal; (iv) supervision of AS and ECCE centres; (v) school improvement including appointment of para-teachers and quality of teaching and (vi) convergence with on-going activities.

The AS/EGS and ECCE centres visited were found functioning efficiently and had on an average 25-28 children enrolled. The centres had suitable establishment and learning material as prescribed under the project. Once a month, Pradhan and the NPRC coordinator visited AS/EGS centre and verified the attendance of children. ECCE centres were operating in the school premises under the overall supervision of the head-teachers. Convergence at ground level was found weak as ICDS functionaries and project officials often supervised their own departmental components. They did not share their views on issue of management of centres and quality aspects of ECCE services. In both AS/EGS centres and ECCE centres the system of providing academic support on regular basis was rather rudimentary and there was no system for rating the performance of children enrolled periodically. Efforts have been made by VEC for mainstreaming of children passing out from EGS/AS centres.

All the stakeholders agreed that appointment of para-teachers was much needed and that it had definitely improved the teaching-learning practices in the school. The community members were aware of the existence of VEC but most of them identified VEC with the Pradhan. They recognized the role of VEC in organizing environment building campaigns, in improving school infrastructure etc.

**Suggestions:** Intensive and wide publicity about the role of VEC/SMC through multi-media; selection of suitable members who can devote time and have interest in educational development; better and focused trainings; better coordination among VEC, SMC and *Mamta Samooh*; greater involvement of the VEC in improving the quality of education.; NPRCs should be the link between head-teacher and VEC. There needs to be two way linkage between the VECs and the district authorities in terms of need assessment and the strategies proposed. Capacity building in the area of micro-planning for developing educational plan of the village and supervision of the construction activities need attention. {UKD/05}

Joshi, S.N., Chauhan, V. & Sanwal, L.M. (2007) **Study on impact of Computer aided learning on achievement level of students** *Academy of Management Studies, Dehradun*.

**Objectives:** (i) To compare the performance of students studying in Computer aided learning programme (CALP) and Non-CALP schools (ii) To assess the attitude of teachers and VEC members towards this programme (iii) To find out the usefulness of programme, especially in respect to competencies gained by the students (iv) To list out various problems faced in conducting this programme in schools (v) To give recommendations for addressing these problems and achieving the programme objectives.

**Scope and geographical coverage:** The study was undertaken in all 95 blocks spread over 13 districts in the state.

**Method:** From each block one school where the computer aided learning programme was running for minimum of last 3 years was selected randomly along with a non CALP school. The selected non CALP school was from the same locality and comparable in terms of infrastructure, enrolment, number of teachers, and student teacher ratio. The study observed programme inputs, processes as well as the outcomes. In addition, role

and attitudes of teachers and VEC members toward the programmes were also studied. Data was collected from head-teachers (95), CALP trained teachers (190), VEC members (94) through semi-structured interview schedules. In addition, a test was also conducted to measure the achievement level of students in CALP (1423) and Non CALP schools (1405).

**Main findings:** Majority of the schools had 1 or 2 computers. The duration of computer period ranged from 30-35 minutes. Students get instructed in group situation. Results indicate that two fifth (42%) of students were able to operate the computer. Average achievement of the students in CALP school was higher than that of non CALP schools but the difference was not significant. The programme was well received by the community as was evident from community involvement in activities like construction of computer room, getting electricity connection, hiring a watch man for the safety of computer etc. {UKD/06}

Joshi, S.N. & Chauhan, V. (2008) **5% sample checking of DISE data** *Academy of Management Studies, Dehradun.*

**Objectives:** (i) To verify the accuracy of the DISE data being collected in the State (ii) To identify the gaps/weaknesses and suggest appropriate remedial measures for strengthening the system.

**Scope and geographical coverage:** Study was undertaken in all the 13 districts of the state of Uttarakhand

**Method:** A survey was undertaken in 39 blocks from 13 districts. From each district, 3 blocks were sampled with due consideration to SC/STs/minority dominated population and literacy rate. From each of the sampled block a random sample of 5 % schools was selected.

Data was collected through a specially developed data collection format. In addition, qualitative assessment of the implementation of DISE mechanism was undertaken along with capturing of actual attendance of students and teachers on the day of visit. A comparative analysis of DISE and sampled data was undertaken on various variables to identify discrepancies.

**Main findings:** Data of majority (99%) of selected sampled schools was available. In majority of the cases (95%) data on sampled schools matched with departmentally collected DISE data. Cross verification of the data brought into light instances of enrolment missing in some primary schools (6%) and schools having upper primary classes (9%). Analysis of micro level data indicated that enrolment figures provided in DISE matched with data from sampled primary (53%) and upper primary schools (50%).

Data discrepancies were also identified with regard to data relating to 'repeaters'. It was because school authorities clubbed three categories i.e. failures, long absences and repeaters into one.

Data discrepancies were also identified with regard to data on annual examination, number of teachers in position and basic amenities in nearly one third of the cases.

It was observed that training on filling up the format was provided to only 57% of school representatives in that academic year. "School Report Cards" were available in only 58% of the schools visited, office copy of DISE format was available with nearly half (49%) of schools. Mean students' attendance on the day of visit was found to be 81%. Attendance was found to be lower in schools having 6 or more teachers. {UKD/07}

Nagi, B.S., Juyal, R.P.& Tyagi,V.(2004) **Rapid assessment of the functioning of Govt. primary schools, Education Guarantee schools and Alternative Education centres in Uttaranchal** *Center for Rural Studies, Sahibabad, Dist. Gaziabad U.P.*

**Objective:** To assess the status and functioning of govt. primary schools, EGS and Alternative Education centres.

**Scope and geographical coverage:** The study was limited to govt. primary schools, EGS and AIE centres, in Haridwar, Tehri Garhwal and Uttarkashi districts.

**Method:** A survey was undertaken in randomly selected govt. primary schools (5), EGS (24) and Alternative Education centres (15) spread over 10 development blocks of districts Haridwar, Uttarkashi and Tehri Garhwal. Data was collected from teachers, students and community members through interviews. Achievement level of students (maximum 20 per school) who had passed class I was also ascertained through administration of achievement tests.

**Main findings:** Free textbooks were distributed in EGS and AIE centers along with govt. primary schools. Salary of teachers in Alternative Education and EGS centres was meagre. Mean achievement score of students in language and mathematics of alternative schools (84.5% & 87.1%) was higher than that of students in EGS (77.9% & 79.1%) and govt. primary school (78.5% & 76%). Students' mastery in language was higher in AIE centres (62.6%) followed by EGS (52.1%) and govt. primary schools (46.5%). The achievement score of boys in both subjects in govt. primary schools and AIE centers was greater than that of girls. In case of EGS the mean achievement score of girls was slightly better than that of boys in both subjects. Major areas of concern were inadequate infrastructure, lack of basic facilities and teachers' training. {UKD/08}

Nath, D. (2006) **Study of convergence of other Govt. schemes & programmes with primary education programme and its effect on quality of education especially in context of MDM and ICDS** *New Concept Information Systems Pvt. Ltd. New Delhi.*

**Objectives:**(i) To determine the extent of convergence and coordination of other schemes with SSA - primary education programme (ii) To understand how convergence and coordination is currently affected (iii) To identify what needs to be done to improve both quantitative and qualitative aspects of primary education.

**Scope & geographical coverage:** The study was conducted in 30 villages from districts (i) Pauri, (ii) Tehri Garhwal (iii) Bageswar (iv) Udham Singh Nagar, covering both schools as well as *Aanganwadi* centres in Uttarakhand.

**Method:** The study was conducted in 30 villages, covering both schools, as well as AWCs. Data was collected from parents, community leaders and officials in 15 blocks, 4 districts and at state level. Discussions were also held with functionaries from departments, other than education and ICDS, who have one or the other role to play in improving quality of education.

**Main findings:** Enrolment of both boys and girls was satisfactory in the state. Retention of students was good up to class III but it decreased in class IV and V. Nearly half (50%) of the students remained absent from school during the agricultural season. Repetition rate showed a downward trend for all classes except class V up to year 2003-04,. In the following year the increase was nearly twice for classes II and IV and about 6 times for class V. It declined steadily only for class III. Inadequate number of teachers in schools was affecting the quality of education.

The number of schools covered under the MDM programme increased three-folds since the programme was pilot-tested (2002-03). State policy is to provide only cooked meals in government schools. VECs were involved in monitoring and supervising the MDM activity (72%). Block officials perceive the involvement of VEC as a crucial factor in increased retention of children in school and proper implementation of the MDM programme. Procurement of food grains for MDM, receipt and disbursement of funds were the two major problems faced by the blocks in programme implementation. Unavailability of *Bhojan-Mata* due to poor salaries (Rikhnikhal and Thalisan and Narendra Nagar blocks), involvement of teachers in the MDM, monitoring the cooking and distribution of MDM in schools which were not easily accessible and difficulty in arranging for fuel in such schools, caste based discrimination were cited as some of the problems faced by the blocks in the implementation of the programme.

All VECs feel that the MDM programme is effective and has greatly contributed in increasing the level of education (56%) in the village. Interesting menu for children (Udham Singh Nagar, Rikhnikhal, Bageswar) to attract children to school and to ensure retention improved attendance. However, headcount before and after the meal showed that, the number of children declines sharply in the school (Pauri district) in the session following the meal. Teachers (63%) in Pauri felt that MDM had not been able to improve enrolment and attendance. Parents' (67.7%) first priority, for sending their children to school, was availability of a good teacher; availability of MDM was rated as priority by few (8.9%). Quality of MDM supplied was bad as per majority of parents (85.9 to 97.4 %), some families mentioned irregular supply of ration for MDM

School health check up was reported to be irregular. District ICDS data and district health data on incidence of illness or deficiencies among school children varied considerably.. Many cases of anaemia, deficiency of Vitamin-A & Iodine, worm infestation and dental problems were reported by the Health Department in the school health check-ups in the years, i.e. 2003-04, 2004-05 and 2005-06.

Transition from pre-school to primary schools was high (97-98%). However, enrolment of children from ECCE centres which were not close to primary schools was decreasing. Three fourth (75 %) of the AWCs in the study districts had teaching aids and learning material but only 41 % were using them. Half of the AWCs lacked sanitation and drinking water facilities. VECs were active, but parent-teacher interface needs strengthening.

ICDS, Education Department, and the community [VECs] have taken over functions related to MDM, as well as other related issues such as water, access, etc. Health department is facing problems of human resources for ensuring effective coverage of school health programme. The *Swajal dhara* and rural development department and the PWD have not been in a position to contribute effectively in ensuring infrastructure facilities as well as water and sanitation facilities to schools. It is the active participation of the VECs, facilitated by the Education Department and of the AWCs facilitated by the ICDS that is instrumental in ensuring monitoring of MDM, and interface between school/pre-school and community.

There is tremendous potential to converge and coordinate at the district and state levels., Immediate attention needs to be paid to provision of water & sanitation facilities to all ECCE centres and primary schools; Cooked meals have to be strengthened with additional financial support for increase in honorarium for the Bhojan Mata, supply of fuel and condiments and variations in recipes, storage of raw materials and adequate arrangements for cooking must be the responsibility of the local Panchayat; supplies need to be regularised by streamlining the supply system. Pre-schools not attached to primary schools must be relocated with local community participation; mini-AWCs need to be planned with quarterly interaction between the primary school and mini-AWC.

In order to put into place a convergent model, it is recommended that blocks where convergence is present should share experiences on what works and how. {UKD/09}

Nagi, B.S.(2004) **The impact of in-service training on primary school teachers in Uttarakhand** *Centre for Rural Studies , Sahibabad, Distt. Gaziabad (U.P.)*

**Objectives:** (i) To find out participants' reaction about effectiveness of their in-service training (ii) To ascertain change in teachers' attitude towards teaching as a result of their in-service training (iii) To identify classroom behaviour of teachers (iv) To understand pupils liking for their teacher.

**Scope and geographical coverage:** The study was conduct in four districts (Pithoragarh, Haridwar, Tehri Garhwal, Udham Singh Nagar).

**Method:** Ten days training programme was studied at two training centers using participatory learning and action technique on the first and last day of the training programme to assess teachers' expectations from the training and problems faced in understanding different modules of the training. Teachers' attitude was assessed on first and last day of the training using 'Teacher Attitude Inventory' (Ahluwalia, S.P).

Participatory learning and action was also used on the last day of the training to assess the problems faced by the trainee teachers in understanding different modules in the training.

Group discussion was carried out with the participants and trainers, individually as well as in groups to understand the problems faced by them while transacting the modules. Classroom observation was also undertaken to study teaching process adopted by teachers in primary schools.

**Main findings:** The teachers said that training should be activity based, lectures should be delivered in easy language and must be conceptually clear. More and frequent use of charts and models should be made to make comprehension easy. Some gap need to be given before introducing next module. The quality of food should improve.

Teachers stated that they need further training in teaching English, Sanskrit and Mathematics. The critical areas pointed out were use of decimals and brackets in Mathematics; grammar and method of transaction in Sanskrit, tenses and phonetics in English language. English Module needs to be simplified.

**Suggestions:** Provision of distance learning, dispatch of modules and clarification of doubts through correspondence would help teachers. Duration of in-service training must increase. In-service training should not be held in summer vacation and if it is organized in summer vacation it should be compensated adequately by providing honorarium, as per pay drawn by the teacher. {UKD/10}

ORG Centre for Social Research (2006) **To estimate and identify reasons for class wise dropout and repetition rate at elementary level and transition to upper primary level** *ORG-MARG, New Delhi.*

**Objectives:** (i) To assess repetition and drop out rates by class, gender, area and social category (ii) To assess transition rate from primary to upper primary by gender, area and social category (iii) To analyse data on child tracking from government schools to other schools (iv) To list out socio-cultural, school and home specific reasons for repetition and drop out (v) To provide district wise analysis of drop out, repetition and transition rates.

**Scope & geographical coverage:** The study covered govt. and govt. aided schools in 6 districts- Dehradun, Haridwar, Pauri, Nainital, US Nagar & Champawat

**Method:** Repetition rate was calculated as percentage of students who repeat a given class. Drop out rate was calculated as the percentage of students dropping out of class/classes in a given year.

**Main findings:** The overall repetition rate, irrespective of gender and area was 10.9% across districts for primary classes. Trend of repeating the same class was higher in rural area (11.4%) vis a vis urban area (9.2%). Gender variation was not evident. Repetition rates were 16.7%, 11.9%, 11.0%, 8.5% and 2.8% for classes I, II, III IV and V respectively.. Caste wise, repetition rate was highest amongst the students from ST category (14.4%) followed by the students from SC category (11.2%).

The overall drop out rate was 7.8%. It was higher in urban area (12.6%) as compared with that of rural area (6.4%). Overall, drop out rate for boys (8.3%) was marginally higher in comparison to that of girls (7.3%). Across districts, drop out rate decreased with increase in the level of class.viz 9.3% in class I and 6.4% in class IV. Drop out rate was higher for the students of general category (8.2%) followed by SC (7.4%) and ST students (5.8%). Overall, nearly a three fifth of the students took admission in class VI after passing class V. Transition rate of girl students was relatively higher than that of boy students. Across districts there was no difference in transition rate from class V to class VI between SC and general category students while this transition rate was comparatively low for the ST students. Transition rate from primary to upper primary was higher amongst the students of urban schools than rural. Almost all (99%) students took admission in other schools at upper primary level after passing out primary level education from government school. As compared to boys a higher proportion of girl students took admission in other schools in upper primary classes in all districts except Haridwar. Across districts, highest transfer rate to other school was reported in Pauri district while it was lowest in Nainital district of Uttaranchal. Proportion of students belonging to Scheduled caste (61.4%) was significantly higher as compared to the students belonging to general category (57.3%) and Scheduled tribe (36%) who got admission in class VI of other schools. This trend was common across study districts barring U.S. Nagar of Uttarakhand. NER at primary and upper primary level was 91.9 and 27.0 respectively.

As per parents' perception, involvement of child in household business (21%), child not interested in going to school (19%), parents not being able to afford to send all their children to school (11%), or child required to supplement household income (8%), were some of the main reasons for the child dropping out from school. Some other reasons pertain to school's location at a distant place and child being too young to go to school. It was observed that child's lack of interest in going to school (26%), involvement in household business (17%) and need to supplement the household income (14%) were more commonly cited reasons for boys, while for girls these were mostly related to involvement in household business (25%) followed by affordability to send only limited number of children to school (18%), engagement in domestic chores (7%) and not interested in school (12%).

Half (50%) of the teachers and head-teachers contacted during the study felt that **economic problem** was the main reason for parents not sending their children to the school. Reasons for sending children to other schools include inadequacy of teaching staff (40%), job transfers or migration of parents to some other place (22%), unsatisfactory quality of education and distance of school from home (15-17 %).

By and large, most of the schools were adequately equipped with the minimum required infrastructure in terms of building, classrooms, drinking water & toilet facilities. However, exclusive girls' toilet was not available in majority of schools.

Although there were several community level institution such as PTA/MTA/VEC formed at village level to enhance quality of education, barring VEC in few cases, most of them were inactive, ignorant and reluctant to take up the responsibilities.

**Suggestions:** Maintenance and functional status of the basic amenities in schools should be ensured. There should be a minimum of three teachers at primary level to reduce the extra load and to ensure quality of education. Teachers posted in remote areas should take up the classes regularly and their attendance and performance should be closely monitored. Teachers should be orientated for maintaining and updating school records at regular intervals. Community/VEC should be involved in monitoring the attendance of teachers, regularity of teaching, opening of schools daily and quality of teaching and also in motivating the parent of out of school and drop out students to send to school. Active participation of VEC and community in preparation of mid-day meal, construction of school building and providing other infrastructure support could be of great help. {UKD/11}

ORG Centre for Social Research (2006) **The impact and effectiveness of innovative programmes in girls' education programme in Uttarakhand** *ORG Centre for Social Research, ORG-MARG, New Delhi.*

**Objectives :** (i) To list out the types of innovative programmes (ii) To assess the impact of the innovative programmes on enrolment, attendance and retention of girl child (iii) To assess the effectiveness of the programmes (iv) To assess the perception of teachers, parents, students and officials about the programmes (v) To identify obstacles affecting the programmes (vi) To recommend changes in the existing programmes (vii) To assess transition rate from class VIII to IX by gender and social category (viii) To identify best practices in innovative programmes.

**Scope and geographical representation:** The study covered upper primary schools in 6 districts - Almora, Dehradun, Haridwar, Nainital, Pauri, & Pithoragarh.

**Method:** The study was conducted in 50 upper primary schools where girls' were enrolled and innovative programmes for girls' education were being undertaken.

**Main findings:** Most (72%) of the sampled schools introduced innovative courses during 2005-06. Out of 38 innovative courses listed under the programme, around 26 courses were found operational across sampled districts. In each of the sampled districts, on an average, 7 to 8 types of innovative courses were operational. Majority (76%) of the sampled schools opted for only one course per academic session. In nearly half of the sampled schools the selection of the course in each school was primarily based on the availability of resources and skilled instructors to impart training rather than on identification of the need. Innovative courses were taught either as optional subject (58%) or as compulsory course for all the students especially girls at upper primary level (42%).

No guideline was given to the schools on how and what to teach, for how long and number of times the classes should be held for a particular course. The course contents were decided by the instructors of the respective courses. Same contents were taught to the students studying at different levels of upper primary. The course duration varied from one course to another. None of the innovative course or activities continued for the entire academic session.

It was planned under the programme that classes of innovative programmes would be held before or after school timings so that the regular teaching schedule of the school would not get disturbed. However, it was neither felt convenient nor safe for girls to go to school at odd hours. As a result, many of the schools adjusted these classes within the regular time schedule.

In most of the schools, course instructors (skilled professionals) were hired or help of some local NGOs was sought in organizing these courses/activities. A few schools deputed one or two teachers of the school to observe and attend the courses that an external instructor organised. In Nainital and Pithoragarh districts, most of the schools took initiative and involved their teachers who had some skill training or knew some folk art etc.

In all 6 districts, the most popular course was Sewing and Embroidery (39%) followed by Computer Education (18%) in Dehradun, Almora, Nainital & Haridwar; Remedial teaching (12%) in Haridwar & Pauri; Book Binding (12%) in Dehradun, Pauri, Nainital & Haridwar; Nursery, Candle and Mushroom production (8%) in Pauri & Nainital. Except Remedial Teaching programme which was conducted daily, all other programme ran twice a week. The courses were found effective as well as useful by almost all the girls who attended the particular course. Sports activities, Judo/Takwando/Karate were observed to be very effective for self defense by girls as well as their parents. Girls learning these activities found positive changes in their personality and level of confidence.

Expenditure on raw material required for some of the innovative courses such as 'Alpana training', Making soft toys, Handicraft, Book-binding etc. was perceived as financial burden by some parents, VEC members and teachers.

Barring years 2001-2002, girls' enrolment in the selected upper primary schools was higher than that of boys during last five academic sessions. The proportion of girls' enrollment has improved over the period of five years particularly for SC girls. A majority of the schools (82%) of the total 50 primary schools had a drop out rate of up to 2.3 percent only.

Since none of the courses lasted for the entire academic session, any change in the trend of attendance pattern cannot be directly attributed to innovative programme. Still there was improvement in the trend for the attendance of girls in sampled schools. Girls of higher classes were more regular. Impact on retention was seen in significantly higher proportion of rural schools than urban. One fifth of the schools (20%) perceived no significant impact of innovative programme on the vital indicators of education of girls. Two-thirds (66%) of school head-teachers/senior teachers felt that after the implementation of innovative programmes in the school girls started coming to the school regularly.

Majority (98%) of the girls liked the programme to a great extent because of their usefulness for jobs (43%) and future (38%). Parents (58%) perceived it as useful for their daughters.

Some of the major problems perceived by the girls attending the innovative courses were: irregularity of the trainers (33%) and inadequacy in organization of course (28%).

In each selected district, some of the schools initiated practice of selling the finished product at minimal profit margin. It developed a sense of confidence and interest in learning the course amongst the girls.

**Suggestions:** In order to make the implementation of innovative programmes uniform across the state, guidelines need to be developed about type, category, contents, duration and frequency of courses at state level in consultation with technical experts. Folk art & craft, folk song and folk -dance could also be included under the programme.

There should be a monitoring system to check the progress and to find out the improvement in key indicators of education. Members of Village Education Committee should be involved in monitoring process. Regular & timely availability of teacher / trainer of innovative course should be ensured while implementing any innovative programme. The girls should be given some certificates which they can use later, this will provide them motivation. Provision of some initial raw material to girls for the training should be there.

Proper assessment of impact of the programme on enrolment, retention and attendance of girls can be made only when the course continues for a longer duration. Any improvement in the attendance pattern should not be expected if the frequency of a programme is once a week/fortnight/month. {UKD/12}

ORG Centre for Social Research (2006) **Study on achievement level in language and mathematics of the students passing class I and class IV in DPEP districts** *ORG Centre for Social Research, ORG-MARG, New Delhi.*

**Objectives:** (i) To measure the average performance of students' achievement in language and mathematics at the beginning of class II and V during TAS (ii) To compare the average achievement of students' on BAS, MAS and TAS tests (iii) To study the achievement differences by area, gender and social groups across BAS, MAS and TAS (iv) To study the effect of variables like home, school, teacher, classroom practices, incentive schemes, etc., on students' achievement.

**Scope and geographic coverage:** Study was undertaken in six DPEP districts -Haridwar, Tehri Garhwal, Uttarkashi, Pithoragarh, Bageshwar and Champawat

**Method:** TAS was conducted in six districts, namely, Haridwar, Tehri Garhwal, Uttarkashi, Pithoragarh, Bageshwar and Champawat. Multi-stage sampling design was used for the selection of schools, teachers and students. From each district, 50 primary schools consisting of 40 rural and 10 urban schools were randomly selected using proportionate allocation. A total of 299 primary schools, 2370 class V students, 2448 class II students and 441 teachers were selected.

Data was collected through questionnaires from schools, teachers and students. Besides, achievement tests in language and mathematics consisting of 20 items each were

administered on class II students. Tests in language and mathematics were also administered to class V students. Achievement test in language consisted of two parts, namely, Word Knowledge and Reading Comprehension with 35 items each. Achievement test in mathematics consisted of 40 items. It would be worthwhile to mention here that the achievement tests meant for class I and class IV students were administered on class II and class V students respectively in the beginning of the academic session.

**Main findings:** The overall mean percent achievement of **class II** students in language and mathematics was 75.6 and 76.9 respectively. Among districts, class II students of Pithoragarh had the highest mean achievement in language (85.7) and mathematics (84.1), whereas in Uttarkashi it was lowest in both language (72.2) and mathematics (70.5).

Difference between overall mean percent achievement of boys and girls in class II in language (76.2; 75.2) and mathematics (77.5 ; 76.5) was marginal and the same was true for area wise overall mean achievement of class II students in language & mathematics (urban 76.4 & 80.2; rural 75.4 & 76.3).

The mean achievement of general category students in language as well as in mathematics was found to be significantly higher than that of students belonging to SC/ST category.

**Class V** results in TAS indicate that in mathematics, the mean achievement of OBC students was significantly lower than that of 'Other' category students.

The overall mean percent achievement of class V students in language and mathematics was 54.8 and 46.1 respectively.

At class V level, overall mean percent achievement in language was 54.2 for boys, 55.3 for girls, 55.5 for students in urban area and 54.6 in rural. In mathematics it was 46 for boys and 46.3 for girls and 48 for students in urban area and 45.8 for the students in rural area.

The mean achievement of general category students in language was found to be significantly higher than that of students belonging to SC/ST category. However, there was no significant difference between mean achievements of SC/ST and general category students in mathematics.

The mean achievement of general category students in language was found to be significantly higher than that of students belonging to OBC category.

From **MAS to TAS**, the gain in overall mean achievement of class II students was 1.67 percent points in Language and 0.98 in mathematics. The corresponding figures for boys and girls were 1.89 and 1.58 in language. In mathematics, there was a slight decrease in the performance of boys while girls showed a significant hike of 3.66 percent points between MAS and TAS.

From **MAS to TAS**, the gain in overall mean achievement of class V students was 3.03 percent points in language and 8.67 in mathematics. The corresponding figures for boys and girls were 2.87 and 3.44 respectively in language and 7.94 and 9.60 respectively in mathematics.

From **BAS to TAS**, the gap between rural and urban students in language at class II reduced from 8.54% in BAS to 0.97% in TAS. At class II level gap between boys and girls achievement in language reduced from 2.65 in BAS to 1.01 in TAS. With regard to social category the achievement gap between SC/ST, OBC and general category students was significant in 3 districts.

The difference between home language and medium of instruction, educational level and occupation of parents had no impact on students' achievement. Variables such as student having attended pre-primary classes, teacher regularity, monthly assessment, reading newspaper/ magazines and other motivating reading material had positive impact on students' achievement. {UKD/13}

Pokhriyal, H.C.& Juyal, R.P.(2004) **Midterm assessment study of the DPEP conducted in six districts in Uttaranchal** *National Institute of Administrative Research, LBS National Academy of Administration, Mussorrie.*

**Objectives:** (i) To assess the learning achievement of students (ii) To analyze the overall status of schools, teachers, students' related aspects (iii) To compare the achievements in MAS with the Base line Assessment (BAS) data.

**Scope and geographical coverage:** The study was limited to six districts Bageshwar, Tehri, Uttarkashi, Haridwar, Pithoragarh and Champawat.

**Method:** The survey was undertaken in 50 schools in each of the six districts using NCERT tools. Data was collected from schools, teachers and students through interviews. Achievement tests of class I and class IV level in Hindi & Maths were administered to students studying in class II and V respectively. Data was analysed using simple descriptive statistics.

**Main findings:** Significant increase in average percent achievement score was observed for students in both language and mathematics at class I and IV levels between BAS and MAS in all the districts except in language at class IV in Uttarkashi and class I in Tehri. The increase in achievement in percent point ranged from 5% to 17% across the districts. However, the achievement score of SC/ST students was lower in Uttarkashi, Tehri and Champawat across both subjects and grades. In general, the achievement scores were higher in MAS than those in BAS.

Gender wise difference in achievement was observed with boys performing better than girls in district Tehri at class I and IV levels in language and in Champawat in mathematics at class IV level; in other districts differences were not observed to be significant.

With regard to area, no specific pattern emerged across the districts. In some district students from rural areas scored higher than the urban students as in Uttarkashi at class I level. Urban students scored higher than the rural ones in Pithoragarh at class IV level in language and mathematics and in language in Tehri at both class I and IV levels. In other cases no such difference was observed in the achievement of students across areas.

**Suggestions:** Special efforts need to be made to remove disparity in the achievement level of students by gender and social groups. Remedial teaching for weak children and use of proper TLM can improve the achievement levels.

Teachers' training need to focus on improving reading comprehension in language and solving simple problems of daily life relating to money, length, mass, capacity, area and time. Fractions, decimals and percentage are the difficult areas in mathematics. Multi pronged strategy has to be formulated to improve the situation. {UKD/14}

Sharma, C. (2007) **Profile of out of school children in Uttarakhand** *Datamation Research Analyst, New Delhi.*

**Objectives:** (i) To prepare children's profile in the age group 6-14 (ii) To estimate number of never enrolled and dropout children and children with high absence rate (iii) To identify reasons for children remaining out of school.

**Scope and geographical coverage:** The study was conducted in all 13 districts.

**Method:** Household sample survey was conducted by covering 271819 (41.5%) out of 655491 households. District wise variation existed in coverage of household from 19% to 83%. Data was collected through questionnaire and discussions with parents and children.

**Main findings:** Study indicated that out of total 5,29,025 children in the age group 6-14; 4,96,207 (94%) children were enrolled in school. 201494 (38.6%) were in the age group of 11-14 years. Total 2,38,680 (45.1%) were girl children, out of which 91196 (17.2%) were in the age group 11-14 years and 27.9% of the age group 6-10 years. Amongst boys 21.4% were in the age group 1-14 years and 33.5% were in the age group 6-10 years. In all 6% children were out of school, of these 3% belonged to 6-10 years age group and 3.2 % were in the age group 11-14. Overall there was no difference by sex with regard to children being out of school in any of the two age groups. High illiteracy rate, floating population and high percentage of parents who were unskilled workers, were cited as some of the causes of children being out of school.

Across the districts, enrolment ranged from 93.2% to 99.6%. Haridwar and U.S Nagar were the only two districts where enrolment was 93.2%. Highest enrolment was in Almora (99.6%) followed closely by Pithoragarh (99.4%) and Tihari (99.3%), Pauri & Uttarkashi (98.9%) Rudraprayag and Chamoli (98.8%) Bageshwar (97.5%), Dehradun, Naintal (95%) and Champawat (93.9%).{UKD/15}

Vinayak,S.(2004) **Evaluation of the ECCE programme in DPEP districts of Uttaranchal** *Society for Action, Vision and Enterprise, Lucknow.*

**Objectives:** (i) To analyze the overall functioning of ECCE centers and to assess as to what extent the strategy under DPEP-III for ECCE programme in convergence mode with ICDS has met its objectives (ii) To examine the effect of proximity to school and synchronized timings on enrollment and retention of children in general and girls in particular (iii) To understand the process of capacity building of ECCE workers, ICDS and project functionaries and its impact on various aspects of ECCE programme and to assess coverage, quality and management of training programme including the quality of material developed during training (iv) To study the role of Village Education Committee in management and supervision of ECCE centers (v) To ascertain the extent of monitoring and supervision of ECCE programme by the community (vi) To ascertain the views of ICDS on overall impact of ECCE intervention under DPEP on its other services about the sustainability of ECCE programme during the post project period.

**Scope and geographical coverage:** The study was undertaken in three DPEP districts- Tehri, Haridwar & Bageshwar.

**Method:** From the districts in which ECCE programme was operational, three districts namely Haridwar, Tehri and Bageshwar were selected on the criteria of low female literacy and geographical representation. From each district two-three blocks were randomly selected giving due representation to their distance (nearness, mid-way and remoteness) from district headquarter. Blocks Champa and Jaunpur were selected in Tehri district, blocks Rurkee, Narsen and Bahadrabad in Haridwar district and blocks Bageshwar, Kapkot and Garur in Bageshwar district were selected for primary survey. Each sampled block was sub-divided into three equal parts and from each sub-division three ECCE centres were randomly selected from three villages on the basis of their distance from block headquarter; viz., nearer to block headquarter (1-2 Kms.) and the remote village (more than 3-5 kms. away from the block headquarter). In this way 9 ECCE centres were randomly selected from each of the 2 blocks i.e. 18 in Tehri district. In Haridwar districts 6 ECCE centres were selected from each of the 3 blocks and in Bageshwar. In all 54 ECCE centres located in 8 blocks from three sampled districts were selected for this study.

Data was collected both from primary and secondary sources. Primary data was collected through questionnaires, observations, interviews and discussions with ECCE workers, parents, VEC members, Master trainers, head-teachers, project functionaries and ICDS functionaries. Secondary data was collected from State and District Project Office. Data was analysed using simple descriptive statistics.

**Main findings:** More than 98% ECCE centers were operating in primary schools. ECCE centers were functioning regularly and teaching-learning environment was better in comparison to *Aanganwadi* centers. The activities conducted by the ECCE workers were satisfactory. A mutual supportive relationship was observed between ECCE workers and head-teachers. Parents viewed shifting of ECCE centers to schools as beneficial for learning of their children. Provision of cooked meal to ECCE children relieved mothers' from some of their daily responsibilities. Workers perceived their new role positively. As

per school educator, DPEP Uttaranchal has evolved a systematic structure and system for monitoring of ECCE programme. ECCE programme played a significant role in promoting girls' education. Paucity of space (mostly in Haridwar district) or non-availability of separate ECCE room may prove detrimental to the purpose of shifting of ECCE centers to schools.

**Suggestions:** There is a need to review the specific case wise situation and the two departments concerned should develop an action plan. Head-teacher, ICDS supervisor and NPRC should be provided necessary orientation to provide academic support to ECCE workers. VEC/SMC members should also be oriented. Planner "RimJHim" needs regular enrichment with new songs, stories and rhymes. The ICDS supervisors and CDPOs should participate actively in ECCE training programme and monthly meeting of ECCE workers {UKD/16}

Vinayak,V.(2004) **Evaluation of the role of Village Education Committee in school management in districts under DPEP in Uttaranchal** *Society for Action, Vision and Enterprise, Lucknow.*

**Objectives:** (i) To assess the functioning of VEC vis-a-vis their role (ii) To ascertain the quality and coverage of training programme for VEC members (iii) To check frequency of VEC meetings held in last one year, along with members' attendance and, participation level of members in the meeting (iv) To understand mutual relationship between the VEC and the head-teacher and to identify the constraints faced by the VEC pertaining to its expected role (v) To analyse the views of project functionaries on participatory process for educational planning and management (vi) To assess the expectations and perceptions of local villagers and teachers of DPEP and VEC (vii) To examine the extent to which VEC can influence the quality of school programme and its own perception about improving the quality of school programme.

**Scope and geographical coverage:** Study was limited to Haridwar, Uttarkashi and Bageshwar district.

**Method:** Three districts were selected randomly using the criteria of geographical representation and low female literacy, from each district two to three blocks were randomly selected Rurkee, Narsen and Bahadrabad were selected from Haridwar district, block Nawgaon, Bhatwari and Dunda from Uttarkashi district and Kapkot, Garur and Bageshwar from Bageshwar district. From each block 2-3 Nyaya Panchayats were randomly selected. From each Nyaya Panchayats 1-2 VECs were randomly selected. Thus 16 VECs were selected from each sample district. The secondary information was collected from project documents. Primary data was collected through questionnaire from VEC members, teachers, Alternative Schools & ECCE instructors and community members.

**Main findings:** The VEC was functional in all villages and nearly three fourth (72%) of them organized meetings every month. Members were aware of their roles and responsibilities. Parents and the VEC members recognized the role of VEC in organizing environment building campaigns leading to considerable increase in demand for education, creation of school infrastructure, increase in enrolment, retention and

attendance level of children. *MAMTA Samooh* focused on promotion of girl's education and also in bridging the gaps between the school and the community. VECs participated in the area of creating school infrastructure and facilities, improving enrolment, retention and attendance level of children, management of mid-day meal and ECCE and EGS centers, improving teaching-learning practices by appointment of para-teachers and mobilizing resources for creation of additional facility. VEC members were of the opinion that after enrolment and retention it is time to focus on quality of education and suggested measures like complete administrative control of teachers, availability of subject teachers; (specially for mathematics and science), provision of remedial teaching for weak students and main streaming of EGS/AS students, academic/ support to EGS/ECCE instructors on regular basis.

**Suggestions:** VEC need further strengthening in the area of micro planning, school mapping and House hold survey. Specific roles and responsibilities of Village Education Committees & School Management Committees should be defined. {UKD/17}

ORG Centre for Social Research (2006) **Mid-term Assessment Survey (MAS) in Non DPEP districts** *ORG Centre for Social Research, ORG- MARG, New Delhi.*

**Objectives:** (i) To measure the average achievement of students' in language and mathematics at the beginning of class II and V during MAS (ii) To compare the average performance of students' on BAS tests with their performance on parallel tests administered during MAS (iii) To study the achievement differences by area, gender and social groups and compare them with BAS (2002-2003) (iv) To study the effect of variables like home, school, teacher, classroom practices, incentive schemes, etc., on students' achievement.

**Scope & geographical coverage:** MAS was conducted in seven SSA districts, namely, Dehradun, Chamoli, Rudraprayag, Pauri Garhwal, Almora, Nainital and Udham Singh Nagar

**Method :** Multi-stage sampling design was used for selection of schools, teachers and students. From each district, 50 primary schools (40 rural and 10 urban) were randomly selected using proportionate allocation. A total of 360 primary schools, 2920 class V students, 3231 class II students and 600 teachers were selected. Data was collected through schedules for schools, teachers and students. NCERT Achievement tests in language and mathematics meant for class I and class IV students were administered to class II and class V students respectively at the beginning of the academic session.

### **Main findings:**

(a) In MAS the overall mean percent achievement score of class II students in language and mathematics was 78.0 and 78.7 respectively and of class V students 58.3 and 43.7 respectively in language and mathematics.

The overall mean percent achievement score of class II boys in language was 78.8 as against 77.3 for girls while in mathematics, it was 81.2 for boys and 76.4 for girls. At

class V stage boys score in language was 57.7 against 58.9 for girls while in mathematics it was 44.2 for boys and

(b) Between BAS and MAS a significant increase of 16.2 mean percent in overall achievement of class II students in language and 12.4 in mathematics was observed. The corresponding figures for boys and girls were 14.6 and 17.8 respectively.

An increase of 16.6 was noticed in the overall mean percent achievement of class V students in mathematics from BAS to MAS. The corresponding increase for boys and girls was 16.2 and 16.8 respectively.

The overall mean achievement gap between rural and urban students of class II in language reduced from 3.6% in BAS to 1.6% in MAS. For boys and girls the gap reduced from 4.80 in BAS to 1.5 in MAS; the mean achievement gap between SC/ST and general category students was found to be significant in 3 districts in BAS and 5 districts in MAS.

In mathematics, the difference in the mean achievement of boys and girls of class II was significant in four districts in BAS as well as in MAS. Gap in the mean achievement in mathematics of SC/ST and general category students at class II level was significant in two districts in BAS while in MAS the gap was significant in case of four districts.

The overall mean difference in the performance of class V rural and urban students in language was found to be significant in BAS but not in MAS. Where as between boys and girls while the mean difference in the scores in BAS was significant in one district only, at MAS this was true in the case of two districts;

In mathematics the gap between SC/ST and general category students of class V was not significant in BAS in any district, in MAS the gap was found to be significant in two districts. Between boys and girls while the mean difference in the scores in BAS was significant in two districts only at MAS this was true in the case of one districts;

The mean achievement of students whose medium of instruction was the same as language spoken at home was significantly high in comparison to others. However no such difference was observed in mathematics. The mean achievement of students whose parents were graduates or above, students who received help from teachers when facing difficulty in doing class work; who spent more time in completing the home work, were given tests in mathematics and language either once in a month or once in a term, whose teachers check their class work regularly, give questions in mathematics and dictation in language, was significantly higher than others. {UKD/18}



## WEST BENGAL

Chakrabarty, A., Bagchi, B., *et al.* (2005) **An assessment of in-service teachers' training programmes in five districts of West Bengal** *Institute of Development Studies, Calcutta University, Kolkata.*

**Objectives:** (i) To examine the impact of the short duration in-service training programme for teachers on primary education in the five districts where DPEP was launched first in the state (ii) To assess the impact of an intervention in elementary education (iii) To assess learning achievement as an outcome indicator and its distribution across various groups of students

**Scope and geographical coverage:** The study was carried out in five districts of West Bengal – Bankura, Birbhumi, Coochbehar, Murshidabad and South 24 Parganas, where DPEP was launched first.

**Method:** In all 988 students, 988 parents and 362 teachers from 100 primary schools (20 per district) scattered over 5 districts were sampled for the study with due representation to groups of population classified in terms of socio economic criteria and regions. From each school, 10 students of class IV were selected randomly with equal representation of boys and girls. Their achievement was assessed by administering achievement tests in mathematics and Bangla. In addition, data was also collected through questionnaires. Simple descriptive statistics was used to analyse data.

**Main findings :** Teachers' training programme has been by and large successful in sensitizing the teachers about the need for learning modern pedagogical inputs. It has not been effective in orienting the teachers towards the need for closing the inter group disparities and weakening the close association between students innate social characteristics and her learning achievement. Many of the teachers were skeptical about the applicability of some of the methods when classroom situation is not favorable.

Considerable variation was observed in the achievement test scores across various social groups of students. Overall mean achievement score (combined score in mathematics and Bangla) of the students in all the five district was 44.7% ; for ST students it was 26.7%, 38.2%. for muslim students and 56.6%e for general category students. Performance of girls was slightly better than boys, mean achievement score for girls being 46.2 % compared to 43.5% achieved by boys.

The ILIP schools on average performed better in achievement test in all the selected schools. The average score in ILIP schools was 50.3% and in non-ILIP schools it was 42.4%. The dependence on private tuition was widespread and there was no difference between ILIP and non-ILIP schools in this regard. More than half of schools had pictures and charts on the walls (57%). Strong connection was observed between the success in monitoring a programme and collection and maintenance of good quality data. {WB/01 }

Salam,S.N.& Mandal, S. (2005) **Assessment study on status of Madhyamik Shiksha Kendras (MSKs- the Alternative Institutions for upper primary level)** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata*

**Objective:** To ascertain the need and status of Madhyamik Shiksha Kendras (MSK) with a focus on location, infrastructure, enrolment and pupil teacher ratio.

**Scope and geographical coverage:** Study covered MSK scattered over four districts - South-24 Parganas, North-24 Parganas, Hooghly and Howrah in West Bengal.

**Method:** MSK (19) were selected purposively from the four districts in West Bengal. Data was collected both from primary and secondary sources. Primary information was collected through interviewing the instructors of the investigators and secondary data was collected from different registers maintained at the respective centers.

**Main findings:** Nearly half (48%) of the centers had one or more than one high /higher /junior basic schools within the 3 km. radius to meet the demand of elementary education in that particular area.

Infrastructure facility was inadequate in all the Madhyamik Shiksha Kendras. Many of them were running in the places donated by the community and few of them were running in the high school premises subject to the regular school hour. Most of the centers required at least two to three to additional classrooms for smooth functioning of the centers (85%).

Total enrolment in sampled centers varied from 117 to 290 with PTR varying from 22 to 48. In all the centers girls' enrolment was higher compared to the boys their proportion varied from 54% to 70%. Most of the students admitted in the Madhyamik Shiksha Kendras were those who could not be accommodated in Govt. schools due to intake capacity of the schools at elementary level. {WB/02}

Salam,S N.& Mandal, S.(2007) **Study on School efficiency: Cohort Study'2005 at primary level** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata*

**Objectives:** (i) To estimate the completion rate over the four years of primary education cycle for 2000-2001 grade-I children (ii) To estimate cohort dropout and repetition rates (iii) To assess gender and social gaps in completion rate, dropout and retention status

**Scope and geographical coverage:** The study covered primary schools established before the year'2000-2001 from all over the state.

**Method:** The survey covered 44,303 primary schools out of total 49,857 primary schools established before the year 2000-2001 in the state

The present study followed the true cohort method (TCM), it covered all grade-I children admitted in the schools in the year'2000-2001 and tracked their progress in terms of promotion to the next grade, dropout, repetition and transfer to other schools for a period up to four years in a specific data capturing format.

**Main findings:** The average number of class I children in the study area was 37.5 slightly less than last year (39). Overall 15.8% children dropped out in four years from different grades. Dropout rate has declined; it was 19.9% for the earlier cohort.

More than 20 percent of children continued in the system even after four years in different grades, repeating the same or different grade for one or more time. Overall completion rate (in four years) was 58% with large inter and intra district variations. An increase of three percent in completion rate was evident compared to the previous cohort (55.1). {WB/03}

Salam, S. N. & Mandal S. (2007) **Assessment of Non Residential Bridge Course Centers – A micro level study at primary level** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata*

**Objectives:** (i) To assess the number of children mainstreamed through these Non Residential Bridge Course Centers (ii) To assess the socio economic background of the children and impact in mainstreaming/non mainstreaming (iii) To determine the factors influencing programme implementation (iv) To identify procedures and mechanism of monitoring and evaluation process of the programme.

**Scope and geographical coverage:** Study was undertaken in six districts namely- Bankura, Birbhum, Coochbehar, South 24 Parganas, Dakshin Dinajpur and Jalpaiguri.

**Method:** The study covered 2,762 number of learners admitted in 112 numbers of Non Residential Bridge Course Centers opened during the year 2005-06. From each cluster resource centre one center was chosen randomly. Data was collected through interview and focused group discussion with parents, to know their perception and attitude towards the center.

**Main findings:** The average number of children admitted in each NRBCCs was 24 and total enrolment was a composition of 36.5% SC, 19.2% ST, 37.7% muslim and 7% other castes' enrolment. Out of total children admitted in the centers, 30.1% children were never enrolled and 69.2% were drop out. Average attendance rate was 67% with large district variation. Out of 2,762 children admitted in the centers, 47% were mainstreamed to the formal schools. Higher proportion of boys (55.2%) were mainstreamed compared to girls (38.5%). This proportion was highest for STs (67.2%) and lowest for SCs (29.6%). Reasons for non-mainstreaming of children in majority of cases were engagement in income generating or household activities (74.5%).

Out of total 120 Education volunteers, 62.5% was male; more than half ( 53.3%) were matriculate, 22.2% with (10+2) standard and rest were Graduates. {WB/04}

Salam, S.N. & Mandal S. (2008) **Study on teachers absence at primary level** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata*

**Objectives:** (i) To assess the number & percentage of teachers remaining absent from schools because of different reasons (ii) To find out the average number of teachers present on a typical working day in relation to the number of teachers in position in school (iii) To find out the reasons behind absence of the teachers

**Scope and geographical coverage:** Four districts were chosen out of 20 educational districts in West Bengal of which 2 were DPEP & 2 were non DPEP districts.

**Method:** Out of 20 educational districts in West Bengal, 4 districts were chosen of which 2 were DPEP & 2 were non DPEP districts. From each district, 25 schools were selected through random sampling. The sampled schools were visited twice without prior information by a team of two district level coordinators. Second visit was made at an interval of about 15 days and both the visits were unannounced. In 402 teachers from 93 schools were covered under the study.

**Main findings:** Teachers attendance rate was 87.1% on first day and 90.1% on the second day. Mostly teachers were absent on account of personal work and had submitted the leave application to the head-teachers' well in advance. Near about 11% teachers were absent on account of teachers training or other official works as entrusted by school inspector. {WB/05}

Salam, S.N. & Mandal S. (2008) **Survey on transition pattern in primary and upper primary level** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata.*

**Objectives:** (i) To assess the percentage of children passing at the annual examination of terminal class at primary level (ii) To know the percentage of children admitted in the upper primary level (iii) To identify the reasons behind non admission at upper primary level (iv) To ascertain the type of educational institutions where children prefer to take admission.

**Scope and geographical coverage:** Study covered children who passed class IV from primary schools in the year 2005-06 in 17 districts.

**Method:** Multistage stratified random sampling was used for selection of schools. In 1,11,218 children studying at class IV from 2834 primary schools in the year'2005-06 in 17 districts were covered under the survey.

**Main findings:** Sampled population of students at class IV was a composition of 49.8% boys and 50.2% girls. Total enrolment was a composition of SC (29.8%), ST (7.3%), OBC (4.5%), muslim (27.6%) and others (30.9%). Total 2.1% CWSN of different castes & categories were also covered.

Nearly 95% children passed in the last annual examination of the primary level. Out of total children in the class IV, 87.35% were admitted in the class V level. Main reasons behind non admission of children at upper primary level included hidden costs involved to continue the education, parental unwillingness, engagement in domestic or other income generating activities and permanent migration. {WB/06}

Salam, S.N.& Mandal, S. (2008) **Cohort study 2006 at upper primary level** *State Project Office, Paschim Banga Sarva Shiksha Mission, Kolkata*

**Objectives:** (i) To estimate the completion rate over the four years of upper primary education cycle for 2002-2003 grade-II children (ii) To estimate cohort dropout and

repetition rates (iii) To assess gender and social gaps in completion rate, dropout and retention status

**Scope and geographical coverage:** Study covered all upper primary schools in the year 2007-08 in 16 districts.

**Method:** Multistage stratified random sampling was used for selection of schools. 6984 upper primary schools along with all children studying at class VIII in the year 2007-08 in 20 districts were covered. In all, information was collected about 9,27,312 students from these districts. Data was collected through data capturing format.

**Main findings:** Data was obtained from 16 districts - Bankura, Bardhaman, Birbhum, Howrah, Jalpaiguri, Kochbihar, Kolkata, Malda, Murshidabad, Nadia, North 24parganas, Paschim Medinipur, Purulia, Siliguri, South 24Parganas and Uttar Dinajpur. Data from four districts- Dakshin Dinajpur, Darjeeling, Hugli and Purba Medinipur was not available. Out of the total 9,27,312 students 4,79,613 were boys and 4,47,699 were girls.

District wise variations were observed in drop out rates (DR) of districts total as well as for boys and girls separately. For all students DR was lowest in Kolkatta (10.7) and highest in Nadia (27.7). In all districts except Jalpaiguri, Siliguri & Bankura (with DR being 13.2, 16.4 and 19.7 respectively) DR was above 20%. For boys it ranged from 9.8 in Kolkata to 28.8 in Nadia. DR was above 20%. In all districts except Kolkata, Jalpaiguri and Howrah. For girls, it ranged from 12.4% in Kolkata to 28.8% in Bardhaman. Here too, the DR was above 20% in all districts except Kolkatta (12.4) Jalpaiguri (13.9), Howarah (17%), Siliguri (19.3%) & Bankura (19.9%). {WB/07}

SCERT (2009) **To find out the learning achievement of students at primary and upper- primary levels vis-à-vis attendance of teachers and students – a sample study**  
*State Council of Educational Research & Training (WB) Kolkata*

**Objectives :** (i) To assess the number and percentage of teachers remaining away from both primary and upper primary schools for different reasons (ii) To find the reasons for teachers remaining away from schools (iii) To ascertain the percentage of students at both primary and upper primary levels remaining away from schools on a particular day (iv) To study whether remaining away from schools by the teachers and students affects the learning achievement of the students (v) To study the effect of private tuition on the performance of the students, if any.

**Scope and geographical coverage:** The study covered to all 17 districts of West Bengal. Study covered teachers and students of primary and upper primary sections in West Bengal.

**Method:** In all 400 primary and upper primary schools were sampled using two stage Stratified Sampling procedure. First strata was Metropolitan urban area (1) – Kolkata and others (all other districts were grouped into three regions. Each Region was further stratified into the following substrata: (i). Urban -2: All urban schools located in urban areas of a particular region (excluding Urban – 1) ii) schools from rural area. Block was the first stage sampling unit for selecting rural schools. Number of blocks sampled

through Circular systematic sampling in each region was proportionate to the total number of blocks in that region. From each of the 20 blocks thus selected 13 primary and 3 upper primary schools were sampled using circular systematic method from DISE data. Urban areas were excluded while selecting the rural schools in a particular Region. For selecting schools from Urban -2 stratum, all the urban schools of a particular region were listed and schools were sampled using circular systematic method. In all 310 primary schools (10 Urban -1, 40 urban -2 and 260 rural schools) and 90 upper primary schools (3Urban -1, 27 urban -2 and 60 rural schools) were sampled.

**Main findings:** Attendance rate of primary school teachers in rural area ranged from 78%-85% and in urban area it ranged from 78%-83%. Attendance rate of upper primary school teachers in rural area ranged from 74%-77% and in urban area it ranged from 67%-72%. The reasons for teachers being absent or late were mainly family problems, health problems and involvement in festivals /religious functions. Alternate arrangement made in such situations was to assign the class to another teacher to look after in addition to his / her own class or assignment of the class to some other teacher in that order of preference.

In rural primary schools, children belonging to SC/ST/ OBC constituted almost 50% of the total enrolment. The attendance rate of the students ranged from 73% -77%.

In rural upper primary schools children belonging to SC/ST/OBC constituted 40%-50% of the total enrolment and in urban upper primary schools their proportion was 29%-35% of total enrolment. In rural upper primary schools the girls' enrolment was higher by 9%- 16% and in urban areas the enrolment was 5% -20% higher than the boys. The attendance of the upper primary students was 67% -71%. {WB/08}

# Section- B1

## DISTRICT LEVEL RESEARCH STUDIES

Sl. No	State	No. of researches
1.	Andhra Pradesh	38
2.	Assam	1
3.	Chhattisgarh	26
4.	Gujarat	106
5.	Haryana	3
6.	Himachal Pradesh	2
7.	Karnataka	20
8.	Maharashtra	18
9.	Madhya Pradesh	35
10.	Mizoram	4
11.	Meghalaya	8
12.	Orissa	33
13.	Rajasthan	21
14.	Tamil Nadu	8
15.	Tripura	2
16.	Uttarakhand	2
17.	West Bengal	10
	<b>Total</b>	<b>337</b>



## 1. ANDHRA PRADESH

1. Anjaneyulu,D. Krishnaiah,D.C. *et al* (2006) **A study of occupational stress of primary school teachers** *DIET, Pallipadu, Nellore .*
2. Anjaneyulu, D.& Reddy, G.N. (2006) **Cohort study of primary schooling** *DIET, Pallipadu, Nellore, A.P.*
3. Banu,N. Nagamani,T.S.,Ratnashee,A.,Sarita,P.&Jayasree,Ch.(2006) **Identification of learning disabilities among primary school children** *Dept. of Human Development and Family Studies, College of Home Science Acharya N.G.Ranga Agricultural University , Hyderabad.*
4. Burayya,D. & Sastry,T.S.*et al* (2006) **A study on the influence of computer aided learning on the achievement levels of children in Mathematics and Environmental Studies-II in West Godavari district of Andhra Pradesh** *DIET Dubacherla, West Godavari district, AP.*
5. Chandra Mouli, M. Reddy, R. & Prameela, T. (2005) **A study of adjustment problems of children from Residential Bridge Course (RBC) after mainstreaming** *DIET, Vikarabad, A.P.*
6. Devi, B.S. (2002) **To study the development of class I and II children hailing from ECE centers and others** *Vinjamoon mandal, Nellore district, A.P.*
7. Dharmanga P, Girija K., *et al* (2002) **Performance levels of class – I to II children – A study** *DPOs, SSA, A.P.*
8. DIET (2006) **Impact of Mid-day meal at primary level in Visakhapatnam district** *DIET, Bheeminipatnam, Visakhapatnam District, Andhra Pradesh.*
9. Hemakumari, G. (2005) **A study to know the achievement of the disabled children in inclusive education** *N.G.Palem, Kasimkota (M), Visakhapatnam, A.P.*
10. Jayaramana, K. (2004) **A study on the contribution of Teacher Centre (T.C.) meetings for the development of professional competence among teachers at the primary level** *DIET, Vizianagaram, A.P.*
11. Kumari,M.V., Narayana,M., Sinha,G.P , & Naidu,P.J.(2006) **A comparative study of the girls studying in schools and the girls dropped out in relation to certain social, cultural and health aspects** *DIET, Karvetinagar, Chittoor district, AP.*

12. Kumari,S.R. & Devi,M.S.(2007) **Status of Mid-day meal programme in primary schools in tribal areas of Andhra Pradesh** *Department of Human Development & Family Studies, College of Human Science , Acharya NG Ranga Agriculture University, Hyderabad.*
13. Lokanadhan, M.V. & Pasha, S.K. *et al* (2006) **A study on the utilisation of Operation Black Board (OBB) kits and teaching learning equipment in teaching General Science in upper primary schools of Kadapa district of Andhra Pradesh** *DIET, Kadapa district, A.P.*
14. Molugu, V.R. (2005) **A study to understand impact of supervision for effective schooling** *DIET Bheemunipatnam Visakhapatnam, A.P.*
15. Murthy, N.V. & Parameswar , H. B. (2004) **A study on training needs of tribal teachers working in primary schools in the tribal area of Khammam** *DIET, Khammam, A.P.*
16. Naidu, N.T. (2005) **An investigation into the effectiveness of teaching Mathematics to class III children using SIM /SLM** *DIET, Bheemunipatnam, Visakapatnam, A.P.*
17. Pavan,I. & Krishna,J. (2005) **Problems faced during the process of mainstreaming the children from RBCs** *UPR Foundation, Visakhapatnam, A.P.*
18. Rafath,R. Reddy,G.R.,Sagar,R.V. & Sathaiah,K.(2006) **A study on the effect of Children’s Language Improvement Programme (CLIP) in improving learning achievement of pupils in class-V** *DIET, Nalgonda, Andhra Pradesh*
19. Rao, K.R. (2005) **A study on functioning of Teacher Centers** *DIET, Bheemunipatnam, Visakapatnam.*
20. Rao, R.N. & Mitra, G.K.(2008) **A study of impact of infrastructure facilities of SSA programme in improving education in Medak district** *Centre for Economic and Social Studies, Begumpet, Hyderabad.*
21. Rao, R.N. & Mitra, G.K.(2008) **A study of impact of Infrastructure facilities of SSA programme in improving education in Nellore district** *Centre for Economic and Social Studies, Begumpet, Hyderabad.*
22. Rao, R.N. & Mitra, G.K.(2008) **A study of impact of infrastructure facilities of SSA programme in improving education in Ananthapur district** *Centre for Economic and Social Studies, Begumpet, Hyderabad.*
23. Rao,M.A., Rao,K.K.& Manohar,Ch.(2006) **Cohort study of primary schooling** *DIET, Srikakulam district, Andhra Pradesh*

24. Rao,N.,Papalal,V.,Rao,D.V.& Ashok,P.(2006) **A study on the effectiveness of Children Language Improvement Programme (CLIP) on children achievement of 3Rs in Adilabad district** *DIET, Adilabad district*
25. Ravinder, C. (2002) **Role of Teacher centres in QIP - A study** *GPS, Desaipet, Warangal mandal, Warangal district. A.P.*
26. Reddy, K. L. (2002) **A study of the achievement levels of students at primary stage in Language and Mathematics** *Karimnagar district Karimnagar. A.P.*
27. Reddy, R. & Reddy, S. (2004) **A study on the attitudes of teachers towards QIP** *Gandhi Nagar, Warangal, A.P.*
28. Sarma, M.S.R. (2004) **An evaluative study of the role performance of the Mandal Education Officers (MEOs) at primary level** *DIET, Bheemunipatnam, District Visakhapatnam,A.P.*
29. Savitri, M. (2004) **A study on the conduct of teachers' recruitment test** *Karim Nagar District, A.P.*
30. Savitri,M. (2004) **A study on the conduct of B.Ed practices** *College of Teacher Education (CTE), M B N R, A.P.*
31. Savitri,M. (2005) **A comparative study of achievement levels of children attending regular schools and residential bridge courses** *Research & Evaluation Coordinator, State Project Office –DPEP/ SSA, Hyderabad .*
32. Sridevi, L. (2004) **Effectiveness of class – III Mathematics text-book** *DIET, Bheemunipatnam, Visakhapatnam,A.P.*
33. Subbaraju D.V. (2005) **A study on the effectiveness of useful practices in primary schools** *DIET, Bheemunipatnam., Visakhapatnam, A.P.*
34. Suryanarayana,M., Sarma.M.S.R., Sarma,P.V.,Ramamani,D.,& Naidu,N.T.(2006) **Role performance of teachers in relation to students' achievement at primary level- A study** *DIET, Bheemunipatnam, Visakhapatnam district, Andhra Pradesh*
35. Suryanarayana,V.V. (2006.) **A study on the impact of radio lessons at the primary school level in tribal areas of Visakhapatnam district** *GTTI, Arakuvally, Visakapatnam, A.P.*

36. Suvarna & Raju, M.S. (2005) **The reasons for variations in performance levels between primary school children and ECE children** *Chodavaram, Bheemunipatnam, A.P.*
37. Venu, N. (2002) **A study on the working aspects of teacher centres** *Warangal District. A.P.*
38. Yadagiri, K. (2002) **A study of the effective functioning of Alternative Schools** *Hanmakonda. , A.P.*

## 2. ASSAM

1. Hussain, W. & Das, R.P. (2008) **Status of mainstreamed children in formal schools from Jyoti Kendras (Hard- to- Reach centres) in Guwahati City** *Centre for Development and Peace Studies, Guwahati*

## 3. CHHATTISGARH

1. Acharya, H. (2003) **A critical study of the form and implementation of mid-day meal and its effect on enrolment of students in primary schools** *Govt. College of Education, Raipur.*
2. Acharya, H. (2003) **An analytical study of educational co-ordination system conducted in primary & schools** *Govt. College of Education, Raipur (C.G.)*
3. Aggarwal, B. (2006) **A comparative study of comprehension (competency as per M.L.L.) in language of rural and urban students at upper primary level** *Govt. college of Education (C.T.E.) Raipur.*
4. Bavankar, K. (2003) **A study of effectiveness of self-learning material on scholastic achievement of students in Mathematics at primary level** *Govt. College of Education, Raipur, Chhattisgarh.*
5. Bhasin, V. (2004) **A comparative study of attitude and awareness towards health education of students and teachers at upper primary level** *Govt. College of Education, Raipur*
6. Bhuwal, M.K. (2003) **A comparative study of the effect of socio-economic status on the self perception and the scholastic achievement of SC & ST students in primary class of tribal areas** *Govt. College of Education, Raipur (C.G.)*
7. Bodele, D. (2006) **A comparative study of the learning behaviour and scholastic achievement of the children of literate and illiterate parents at upper primary level** *Govt. College of Education, Raipur.*

8. Cheteshwari, B.K. (2004) **Comparative study of interests and adjustment of boys and girls studying in deaf and dumb schools** *Govt. College of Education, Raipur.*
9. Dani,M.& Jain,S.K. (2003) **Identification of talented students and their educational & vocational guidance** *District Institute of Education and Training & Urban Area of Raipur district.*
10. Dewangan, R. K. (2004) **An analytical study of utility of B.Ed. & D.Ed. training by teachers in their teaching in schools** *Govt. College of Education, Raipur*
11. Dewangan,B.(2006) **A comparative study of scholastic achievement and self-concept of the students at primary level in Kamar and Bhunijya tribal area** *Govt. College of Education ,Raipur.*
12. Dubey,R.(2006) **A comparative study of scholastic achievement of the girls of different categories with reference to their socio-status at upper primary level** *Govt. College of Education, Raipur.*
13. Gajendra,D.R. (2003) **An analytical study of the contribution of the teacher's guide in the field of developing the consciousness of the primary teachers with reference to inclusive education** *Govt. College of Education, Raipur ,Chhattisgarh.*
14. Jha,D.K.(2004) **An educational evaluation of elementary education in Sarguja district, Chhattisgarh** *National Institute of Educational planning and Administration, New Delhi.*
15. Kriti,S. (2003) **An analytical study of the problems faced by children of slum areas** *Govt. College of Education, Raipur (C.G.)*
16. Mala, D. R. (2004) **An analytical study of the problem of enrolment and retention in schools** *Government Education College, (Institute of Advanced study in Education) Bilaspur*
17. Nishad, R.K. (2003) **An analytical study of educational co-ordination system implemented in primary schools** *Govt. College of Education, Raipur (C.G.)*
18. Panda, S. K (2004). **An analytical study of English teaching at elementary level of primary school** *Principal, Govt. college of Education, Bilaspur (C.G.)*
19. Rajput, N. S.(2003) **A comparative study of the achievement of class two students in maths on the basis of traditional & multi-class teaching** *Education Department, Govt. College of Education (IASE), Bilaspur , Chhattisgarh.*

20. Rani, S. (2004) **The impact of instructional material prepared for the teachers to improve writing skills in students of middle school** *Govt. College of Education, Raipur.*
21. Raufi, Z. (2004) **A critical evaluation of primary and upper primary board examination results of last 5 years** *Govt. College of Education, Raipur.*
22. Soni, K. (2003) **An analytical study of the problems faced by children of slum areas** *Govt. College of Education, Raipur*
23. Soni, K.(2003) **Analytical study of Town area slum children's problems in education** *Govt. College of Education, Raipur (C.G.)*
24. Sudhish, M. & Dubey, D. (2003) **A study of the problems faced by the urban slum dwellers in the education of their children** *State Project Office, Rajiv Gandhi Shiksha Mission, Chhattisgarh.*
25. Sukul, K. (2003) **An evaluation of the effect of environment on the achievement of child labours** *Education Department, Govt. College of Education (IASE), Bilaspur, Chhattisgarh.*
26. Tiwari, N. (2004) **A study of the effect of teachers' accountability and school climate on students' achievement** *Education Department, Govt.College of Education (IASE), Bilaspur*

#### 4. GUJARAT

1. Adhapan, M. (2006) **A study of language problem of Hindi std.VII in Amreli block of Amreli** *Mandir Babapur, Amreli.*
2. Ansari, I. (2009) **A case study of children's failure in exam of Chotyasy taluka** *Vir Narmad South Gujarat University, Surat.*
3. Ansari, I. K. (2008) **A study of Computer education imparted in the primary schools of Navsari district having Computer lab** *Department of Education V. N. S. G. Unit, Surat.*
4. Ansari, I.K. (2009) **Availability and uses of teaching aids in the primary schools of Navsari block** *Department of Education V. N. S. G. Unit, Surat.*
5. Ansari, S.H. **A study of teachers' attitude about 20 days in-service training & its impact in classrooms of Bhanvad taluka of Jamnagar district** *Pachatar, Taluka Bhanvad.*

6. Bamaniya,C.M. (2008) **A report on problems of teachers who were absent in cluster resource group meeting of Dahod district** *SSAM,Dahod.*
7. Baria,S.V. (2008) **A study of Government teachers' teaching-learning method & its impact in Bhanvad, Lalpur, Jamkhabhaliya talukas of Jamnagar district** *BRC Co.Bhanvad*
8. Bharda, A. R. (2008) **A study on girls education in primary schools** *R.G.T. college, Porbandar.*
9. Bharda, A. R. (2009) **A study of attitudes of primary teachers of Porbandar taluka toward learning without burden approach** *R.G.T. college , Porbandar.*
10. Bhati, S.S. (2008) **A study report in teaching skill of PTC students studying at PTC college Dahod** *B.Ed. College, Dahod.*
11. Chaudhry, R,B.(2006) **A study of effectiveness of in-service training programmes in Surat district** *Vir Narmad South Gujarat University Surat.*
12. Chauhan, M. (2009) **A study of role and contribution of Foundation course for teachers in integrated education of disabled children** *DIET- Idar.*
13. Chauhan,M. (2008) **A study of the planning and development in the schools having Science laboratory in Sabarkantha district** *DIET- Idar.*
14. Dabhi,P.S. (2008) **A study of the achievement of the students studying in std. III to VII of Kathlal block** *Kathlal, Kheda.*
15. Daxaben,B. (2009) **A study of the Alternative classes in Valsad district under SSA** *Valsad.*
16. Desai, P.M. (2008) **Shasksardip programme in Dharampur taluka** *R. K. Desai College of Education. GIDC Vapi*
17. Desai, P.M. (2009) **A study of the CAL programme in elementary schools of Valsad district** *R. K. Desai College of Education, GIDC Vapi .*
18. Dharmajivandasji, S. (2006) **An assessment of causes of low enrolment of girls in Amreli district** *PTC College Tarvada- Amreli.*
19. Dr.R.G & Yadav, V.K. (2005) **A study of subject matter competence in English in case of primary school teachers of Karjan taluka in Vadodara district** *DIET Vadodara*

20. Gajera, M.J. (2006) **A study of role of SSA in class room interaction & teacher training given in Liliya taluka of Amreli district** *B.Ed College Patel Sankul Amreli.*
21. Gohil, M. (2008) **To construct & try out a multi media package for std. VI on maths**, *K.K.M. PTC College, Kapadwanj.*
22. Jadeja J.B. (2008) **A study of the primary teachers reading interests in Rajkot district** *CRC Santhali Rajkot.*
23. Jani, V.M. (2008) **A study of difficulties faced by female teachers serving in District Education Ccommittee** *Taluka Lalpur.*
24. Joshi D.B. **A study of teaching problem in Maths & their solution in Rajkot district** *BRCC Lodhika Rajkot*
25. Kalpesh, K. & Tandel, R. K. (2009) **Vocational work satisfaction of primary teachers of Valsad district** *Desai College of Education, Vapi.*
26. Karkar, K.K.& Chapaneri, N.R. (2005) **A study of the difficulties experienced by lecturers of Educational Technology (E.T.) unit of DIET** *DIET – Amreli*
27. Katad, H.H. & Rindani K.V. (2008) **A study to identify barriers in girls education and their rectification in Rajkot district** *DIET Rajkot.*
28. Mahajan, J.J. (2008) **A comparison of teaching based on play-way method and audio - visual tools in Mathematics for Standard IV** *Smt. B. M. Kansara Institute of Elementary Teacher Education, Navsari.*
29. Mahajan, J.J. (2009) **An experimental study based on the impact on learning of Std. –VI students by using audio - visual aids in Mathematics** *Sardar Patel College of Education, Navsari.*
30. Mahla, S.J. (2008) **A study of the difficulties faced by the teachers in teaching physically disadvantaged students studying in the primary school situated in Dang district** *Jilla Panchayat Primary School, Dang.*
31. Makawana, S.P. (2007) **To construct & try out a multi media package for std. V on " Apala "- social study** *DIET, Kathlal.*
32. Modh Patel, A.K. (2009) **A study of availability and usability of Computer in the Govt. primary schools of Gandhinagar district** *DIET, Gandhinagar*
33. Mulvani, R.C. (2009) **A study of the effect of school enrolment drive programme in girls' education at primary schools in Kheda district** *DIET, Kathlal*

34. Naik,A.B. (2009) **A study of problem faced by the primary teachers of Jalalpor taluka in using audio - visual aids** *Naran lala Institute of Teacher Education, Navsari*
35. Naik,K.R (2008) **A study of the nature of the practical work during the teaching of Science in primary school of Gandevi taluka** *Shrirang Shikshan Mahavidyalaya, Bilimora*
36. Nayak,K.R. (2007) **A study of the work efficiency to the teachers teaching Science subject in V Standard for the primary schools of the Navsari district** *Shrirang Shikshan Mahavidyalaya, Bilimora Navsari*
37. Pandey, N.R.(2005) **A study of Hindi subject matter competence of class – V teachers** *DIET – Vadodara*
38. Pandya, C.A. (2006) **A study of the mathematical achievement of the students studying in std.V to VII of Kheda district** *DIET, Kathlal*
39. *Pandya,C.A. (2007) An investigation of efficacy of the educational computer software on Motion, Force & Speed in the teaching of Science to the pupils of std.VI* *DIET, Kathlal*
40. Pandya,C.A. (2009) **A study of the effectiveness of NPEGEL programe in Balasinor block of Kheda district** *DIET, Kathlal*
41. Pandya,R.D. (2007) **A study of language efficiency of the teachers teaching Gujarati to Standard VI in Navsari district** *B. Ed. College Bilimora*
42. Parmar, G.S.(2008) **A study of job satisfaction of in-service teachers in district Surat** *Vir Narmad South Gujarat University Surat*
43. Parmar, P. (2008) **Development and try out of Open book test- std. VI mathematics** *Hathoda Primery School, taluka Mangrol, District Surat*
44. Patel ,A.K. (2008) **Development and tryout of Self learning package for std V on " SANGNA " (NOUN) - Hindi** *Smt. B. M. Kansara Institute of Elementary Teacher Education, Navsari*
45. Patel ,S. B. (2008) **Activities for work achievement of teachers under the 'ADEPTS' programme in the primary schools of Mehsana District** *Mehsana*
46. Patel M. V. & Valmik R. M. (2005 ) **An experiment to improve handwriting of Class -VII pupils** *DIET – Anand*

47. Patel, D. (2009) **A study of effect of schools and family circumstances on students achievement** *DIET- Idar*
48. Patel, G.A.(2008)**A study of role of teachers & parents in education of rural girls of Valsad district** *Education college of Nani Daman*
49. Patel, J. S. (2009) **A study of primary English teachers' awareness of communicative approach of Navsari taluka** *Naran lala Institute of Teacher Education, Navsari*
50. Patel, J.S. (2009) **Development and tryout of `Self learning material for std.- VII to teach Adjectives' in English** *Naran lala Institute of Teacher Education, Navsari.*
51. Patel, K. (2009) **Development and try – out of `Self - learning material for VII Std to teach Pronouns in English** *Naran lala Institute of Teacher Education, Navsari*
52. Patel, K. (2009) **Construction and try out of Science teaching programme for std. VII** *Kudiyana, taluka Olpad, District Surat*
53. Patel, K. B. (2008) **A study of problems of Vidhya-sahayak working at primary schools of Dahod district and their job satisfaction** *DIET, Dahod*
54. Patel, M.V. & Patel, I.V. (2005) **A study of the difficulties experienced by the teachers of PTTIs (Anand district) in teaching English** *DIET – Anand*
55. Patel, N. (2009) **Comparative study of Open book test and close test of std. VI mathematics** *Ta.Mangrol, District Surat*
56. Patel, S. B. (2008) **A study of the effectiveness of ' Sarva Shiksha Abhiyan' in the primary schools of Mehsana district** *Dist. Mehsana*
57. Patel, S. B. (2009) **A study of Gujarati vocabulary of the student of std V in Dang district** *Primary School, Dang*
58. Patel, S.S. & Boriwala S.K. (2008)**A study of environment awareness of teachers of primary schools managed by Valsad jilla Panchayat Adhyapan Mandir, District Valsad**
59. Patel,A.K. (2009) **A study of language efficiency of the teachers teaching Hindi in Navsari taluka to Std.- VII** *Smt. B. M. Kansara Institute of Elementary Teacher Education, Navsari*

60. Patel,G.B. & Patel,J.U. (2007) **A study of the present situation of primary education in the Chikhli block Arts & Commerce College Chikhali, Navasari**
61. Patel,H. (2008) **To construct & try out multi media package on spelling skills of the std.7 English. K.K.M. PTC College, Kapadwanj**
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63. Patel,M.V & Matad, P. (2005) **A study of language competence of CRC Co-coordinators in Anand district DIET- Anand**
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