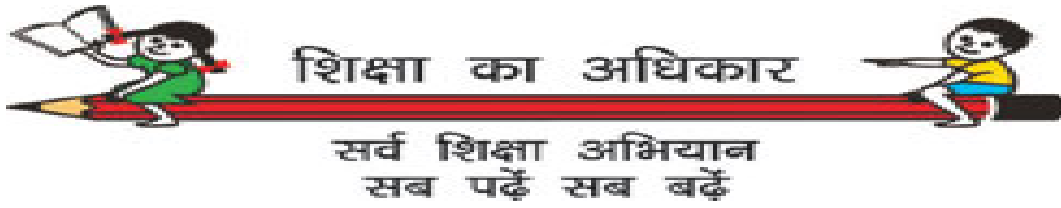


EIGHT MEETING OF RESEARCH & EVALUATION COORDINATORS

SARVA SHIKSHA ABHIYAN



November 30 to 2 December, 2011

Venue: Uday Samudra, Kovalam, Kerala

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



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1. INTRODUCTION

1.1 Preamble

The 8th workshop of Research and Evaluation Coordinators of various states was held from 30th November to 2nd December, 2011 at Kovalam, in Kerala. The meeting was organized by the Research, Evaluation & Studies Unit (RESU) of Ed.CIL's Technical Support Group for SSA on behalf of the Department of Elementary Education & Literacy, Union Ministry at Human Resource Development of Government of India, in collaboration with SSA Kerala. Venue of the meeting was *Hotel Uday Samudra, Kerala*. The main objective of the meeting was to review the research studies conducted or completed during 2011-12 and to share information on dissemination and use of the studies in planning and implementation of SSA.

1.2 Participants

Thirty-one participants from 16 states attended the meeting. Among the resource persons were Prof. Snehlata Shukla, Retired Professor from NCERT and four consultants from RESU and Pedagogy Unit of Ed.CIL's Technical Support Group for SSA-RTE. The list of participants and resource persons is given in Appendix II.

1.3 Inaugural Session :

The inaugural session was presided over by Dr. KM Ramanandan, State Project Director, SSA Kerala. He emphasized the critical role played by research and evaluation in fulfilling the goals of SSA. He further pointed out that it is an important component of the SSA programme as it gives us a chance to assess ourselves and improve ourselves. Prof. ABL Srivastava while welcoming the participants underlined the importance of this meeting especially with SSA becoming the vehicle for implementation of RTE provisions and making an emphasis on quality issues. This meeting is held annually to review the national and state level research and evaluation activities and serves as a platform for exchange of information about research studies completed in the previous year, studies in progress and studies proposed to be conducted in the future. It may be noted that a Joint Review Mission (JRM) also reviews the overall implementation of SSA every six months and most studies at the National level are taken up on the basis of the recommendation of the biannual JRM. Prof. Srivastava also pointed out that problem in the way of the implementation of the Right to Education Bill needs to be an area of focus in research in order to ensure enrolment and retention of all children and quality of education in schools.

1.4 Presentation of findings of national level studies:

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

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

It was followed by a presentation by Dr. Neeru Bala (TSG, Ed.CIL) on 'Studying Classroom Processes in the context of SSA'. She pointed out that change in school culture and classrooms are two important antecedents for improving school achievement.

Mr. Ajay Kumar Singh (TSG, Ed.CIL) made a presentation on the issues of research for improving quality in education. It was supplemented by a Group Work session which involved identifying the relevant research topics and then identifying the research questions for the purpose of formulating the objectives for the study.

On the third and final day of the meeting a presentation was made by Ms. Taramani Naorem (TSG, Ed.CIL) on 'Methodologies for approaching Qualitative Studies'. The importance of qualitative studies especially in the light of RTE was highlighted in the course of the presentation with an elaborate focus on the methodologies that are generally adopted in such studies.

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

1.5 Presentations by states

State level research studies were presented by 16 states namely: Andhra Pradesh, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Punjab, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal. State presentations are included in Chapter 3 of this report.

1.6 Panel Discussion

The Panel Discussion on the second half of the third and final day was focused on 'Research needs related to Continuous and Comprehensive Evaluation (CCE) and directions for future research in the context of RTE'. The importance of both scholastic and co-scholastic achievements should be kept in mind in the CCE. Areas for evaluation need to be defined in terms of knowledge and skills. In this context Prof. Srivastava also highlighted the importance of evaluating the implementation of CCE in schools in different states. Moreover with the implementation of the RTE Act, the big concern remains quality issues since the mandate now is not merely to enroll all children but to ensure regular attendance of children and successful completion of education upto grade 8.

Several states have started developing their CCE schemes, some on a pilot basis and other for the whole state, prescribing procedures of evaluation to be followed in all the schools. It will be necessary to evaluate it and if extended to all schools, to monitor how the scheme is being implemented by teachers in schools, what difficulties, if any they have faced and whether the scheme needs any modification. An evaluation of the scheme after a year of its introduction would help in improving it.

In the session devoted to research studies to be undertaken in the context of RTE it was pointed out that we have to think of various provisions of the Act on which the states are

supposed to have issued notification. It will be interest to find out whether head teachers and teachers have understood the implications of the Act for the management of their schools and classroom teaching. Studies pertaining to access and retention, facilities in schools, setting up and functioning of School Management Committees, observance of no detention policy, development of school development plans, etc. could be subjects of studies pertaining to RTE.

2. STUDIES CONDUCTED AT NATIONAL LEVEL

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

PROF. ABL SRIVASTAVA¹

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

1.1.1 Studies completed in 2009-10

I. STUDIES COMPLETED IN 2009-10

- 1) **All India survey of Out of School Children** (through SRI-IMRB), completed in 2009. Report published this year.

Main findings

- % of OOSC children in age group 6-13 declined from 6.94% in 2005 to 4.28% in 2009
 - Estimated no. of OOSC is 81.5 lakhs in 2009
- 2) **Study of VECs/SMCs/PTAs in 14 states** (Bihar, Delhi, Haryana, Jharkhand, Kerala, Karnataka, M.P Maharashtra, Mizoram, Nagaland, Punjab, Rajasthan, Uttarakhand and West Bengal).
 - The study was coordinated by NUEPA, with Dr. A K Singh as the principal Investigator
 - A synthesis report of the study was prepared by NUEPA on the basis of the 14 state reports. The report will be published shortly.

¹ Chief Consultant, RESU, Technical Support Group for SSA

Cont.....

3) Study of Reason of large decline between classes I and II in 4 states (Assam, Bihar, Meghalaya & West Bengal)

- Main reason was high repetition rate in class I. The decline is only partly due to dropping out of children after class I. The report has been published

4) Teaching of English in primary schools in 8 states (Gujarat, Uttar Pradesh, Chandigarh, Nagaland, Maharashtra, Tamil Nadu, Orissa and Jammu & Kashmir) coordinated by Dr. Usha Dutta of NCERT

- Study completed. Report to be published shortly.

1.1.2 Reports published in 2009 and 2010

II. REPORTS PUBLISHED IN 2009 AND 2010

- 1) Teachers Absence in Primary and Upper primary schools (in 3 states)
- 2) Deployment and Professional Competence of Para-Teachers (12 states)
- 3) All India Survey of Out- of-School children of 5 and 6-13 years age
- 4) Abstracts of Research studies in Elementary Education
- 5) Study of Reasons of Large Decline in Enrolment Between classes I and II (4 states)
- 6) Study on Students' Time-on-Task in Primary and Upper Primary Schools (5 states)
- 7) Effectiveness of Block Resource and Cluster Resource Centres in Providing Academic Support and Supervision to Elementary Schools
- 8) Attendance of Students & Teachers in Primary and Upper Primary schools (Synthesis Report of the study conducted in 20 states)

III. STUDIES IN PROGRESS

- 1) Impact of Teacher Training on classroom processes (15 states : Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Haryana, Jammu & Kashmir, Orissa, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Rajasthan, Tamil Nadu, Uttar Pradesh & West Bengal) being coordinated by Dr. S K Yadav NCERT
- 2) Third party Evaluation of Civil Works including environmental assessment in 12 states (2nd Phase).
- 3) Study for Estimation of Dropout Rates in North Eastern States (all NE States except Assam), commissioned to DRS. Work in progress.

Cont.....

- 4) **Survey for assessment of dropout and retention rate at elementary stage**, Commissioned to TNS India. Work in progress. (Mainly for validation of findings of an earlier survey)
- 5) **Development of methodology and tools for study of Classroom processes**. Tools ready for try out in 2 states (UP and Haryana).
- 6) **Study of Inclusion and Exclusion of students in primary and upper primary schools in 6 states** (Andhra Pradesh, Assam, Bihar, Orissa, M.P and Rajasthan). It is being coordinated by Dr. Vimala Ramachandran.

- 7) **Baseline Survey of school scenario in some state in the context of RTE in 3 states** (Delhi, Andhra Pradesh and West Bengal). Being coordinated by Dr. Padma Sarangapani of TISS, Mumbai
- 8) Impact of Early learning, socialisation and school readiness experiences in pre-primary setting on educational and behavioural outcome at the primary stage being conducted by Prof. Venita Kaul of Early Childhood Education and Care Centre at Dr. Ambedkar University, Delhi (in Assam).

1.1.4 Studies to be undertaken in 2011-12

IV. STUDIES TO BE UNDERTAKEN IN 2011-12

- 1) **Assessment of access to facilities for primary and upper primary education in tribal areas** (Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa and Rajasthan) being coordinated by NUEPA. Work yet to start.
- 2) **Assessment of access to facilities for primary and upper primary education in Muslim predominant areas** (Assam, Bihar, Gujarat, Haryana, Jharkhand, J & K, Kerala, Karnataka, Madhya Pradesh, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal). Prof. Z. Meenai of Jamia Millia Islamia is Principal Coordinator. Work to begin shortly.
- 3) **Study of Students' Attendance and Teachers' Absence in all major states.** Agency yet to be selected

1.1.5 Long term planning of studies in the context of RTE

**V. LONG TERM PLANNING OF STUDIES IN
CONTEXT OF RTE**

- 1) Survey of Out of School Children
- 2) Status & Effectiveness of Special Training Centres for school dropouts and students lagging behind in studies.
- 3) Survey to estimate dropout and survival rates
- 4) Attendance of students and teachers
- 5) Study of implementation of CCE in schools
- 6) Study of role of School Management Committee
- 7) Learning achievement surveys (NCERT and states)
- 8) Evaluation of curriculum in the light of NCF 2005.

1.2 Issues related to Assessment of Repetition and Drop Outs

PROF. ABL SRIVASTAVA²

Prof. ABL Srivastava also made a presentation on the estimation of repetition and dropout rates, as an indicator of wastage in education. The following slides were presented under this:

Estimation of Repetition and Dropout Rates – Indicators of Wastage in Education

- Grade Repetition and Dropping out from school are indicators of wastage in education and of efficiency of the school system.
- Repetition and Dropout rates can be calculated from the data on grade-wise enrolment and no. of repeaters in each grade for two consecutive years.
- Repetition rate in any class is simply the percentage out of the children enrolled in that class who repeat the class in the following year.
- Dropout rate for any class is the percentage out of the children enrolled in that class who drop out from school and do not continue schooling in the following year.

Method of Calculation

if E_{iy} denotes is enrolment and R_{iy} the number of repeaters in grade i in year y , then for grade i in year y .

$$\text{Repetition rate, } RR(i, y) = \frac{R_{i+1, y+1}}{E_{i, y}} \times 100$$

$$\text{Promotion rate, } PR(i, y) = \frac{(E_{i+1, y} - R_{i+1, y+1})}{E_{i, y}} \times 100$$

Here $E_{i+1, y} - R_{i+1, y+1}$ gives the number of promotees from grade i in year y to the next grade $i + 1$ in year y .

Dropout rate,

$$DR_{(i, y)} = \frac{E_{i, y} - R_{i+1, y+1} - (E_{i+1, y} - R_{i+1, y+1})}{E_{i, y}} \times 100$$

$$\text{or } DR_{(i, y)} = 100 - PR_{(i, y)} - RR_{(i, y)}$$

² Chief Consultant, RESU, Technical Support Group for SSA

Cohort dropout rate is the percentage of children out of grade I cohort of any year who would drop out before completing the full primary (or elementary) cycle of education.

It is sometimes calculated from the available data on grade-wise enrolment of two or more consecutive years, by using Apparent cohort method. But, if the data on repeaters in each grade is available, Reconstructed Cohort Method can be applied to provide a better estimate of Cohort Dropout Rate (CDR) and Survival (or retention) rate which is simply “percentage of children who continue schooling till completion of a particular stage of education (primary or elementary or secondary)”.

Reconstructed Cohort method - Example

Measures of Internal Efficiency for Primary (All India) 2008-09 and 2009-10

Flow rates	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	ENR	DR	ENR	DR	ENR	DR	ENR	DR	ENR	DR
Promotion	0.846		0.915		0.914		0.923		0.829	
Repetition	0.072		0.037		0.032		0.027		0.030	
Dropout	0.082		0.048		0.054		0.050		0.140	

Year	ENR	DR	ENR	DR	ENR	DR	ENR	DR	ENR	DR
0	1000	82								
1	72	6	846	40						
2	5	0	92	4	774	42				
3	0	0	8	0	109	6	707	35		
4	0	0	0	0	11	1	119	6	653	92
5			0	0	0	0	13	1	130	18
6					0	0	0	0	16	2
7							0	0	0	0
8									0	0
Total	1077	88	946	44	894	49	839	42	799	112

Number of graduates =	663
Total pupil-years studied by the cohort =	4555
Cohort dropout Rate to the last Grade (graduation) of the stage =	33.5%
Average no. of pupil-years invested per graduate =	6.87
Ideal number of pupil-years for a graduate =	5
Coefficient of Internal Efficiency =	72.8%

Calculation of Cohort Dropout rate – Examples

Year		Enrolment (in thousands) in Himachal Pradesh				
		I	II	III	IV	V
2008-09	E	130.4	124.8	127.2	130.9	133.3
2009-10	E	126.9	121.3	121.9	125.4	127.7
	R	5.93	2.39	2.22	2.32	1.78
	RR	4.55	1.92	1.75	1.77	1.34

Apparent cohort method: Survival Rate (Class I to V)

$$= \frac{121.3}{130.4} \times \frac{121.9}{124.8} \times \frac{125.4}{127.2} \times \frac{127.7}{130.9} \times 100 = 87.4$$

Cohort Dropout Rate = 100 – 87.4

$$= 12.6$$

Reconstructed Cohort method = 12.7%

Year		Enrolment (in thousands) in Bihar				
		I	II	III	IV	V
2008-09	E	4188	3609	2959	2433	2044
2009-10	E	3805	3324	3194	2637	2197
	R	307.1	127.6	76.8	47.8	29.9
	RR	7.33	3.54	2.60	1.96	1.46

Apparent Cohort method : Survival Rate (class I to V)

$$= \frac{3324}{4188} \times \frac{3194}{3609} \times \frac{2637}{2959} \times \frac{2197}{2433} \times 100 = 56.5$$

Cohort Dropout Rate = 100 – 56.5

$$= 43.5$$

Reconstructed Cohort method = 56.6%

Cohort Dropout Rate (Primary level)

Approach A - Children of cohort dropping out before reaching grade V (dropping out from grade V not included)

Approach B – Children of cohort dropping out before completing grade V successfully.

Approach C – Children of cohort completing grade V but not entering grade VI.

Approach B requires availability of data on pass outs from grade V (not at present available from DISE). Approach A can be used with available DISE data on enrolment and repeaters upto class V; Approach C requires enrolment and repeaters data for class VI also.

Grade-wise and Cohort Dropout Rates in some States/ UTs in 2008-09

S. No.	State	Class-wise dropout rate (%)					Cohort Dropout Rate (%)	
		I	II	III	IV	V	A	C
1	Rajasthan	12.8	9.1	9.2	4.4	11.0	33.6	41.2
2	Kerala	-3.9	-2.4	-2.0	-6.5	-1.8	-15.9	-18.0
3	Himachal Pradesh	4.3	2.2	1.4	2.0	3.1	9.9	12.7
4	Bihar	16.3	10.1	9.9	9.0	27.6	39.8%	56.6
5	Maharashtra	4.2	1.8	2.0	2.0	2.7	9.9	12.4
6	Andhra Pradesh	8.2	2.4	2.8	4.0	5.6	13.5	18.4
7	Meghalaya	21.0	15.3	18.9	13.3	2.34	54.0	65.1
	All India	8.2	4.8	5.4	5.0	14.0	23.3	33.5

Approach A - Upto class V

Approach C - Upto class VI

Dropout rates become negative or wrong because of

- (i) Coverage of schools being incomplete in one or both years of which data is used for calculating Dropout Rate.
- (ii) Late admissions in class I (admissions after 30 September).
- (iii) Lateral entry in class II, or any other class after class II (children taking admission in these classes directly).

For (i), the solution is to have complete coverage of schools every year.

Alternatively, data of the schools that have provided data in both years can be used, though it is not an ideal solution.

For (ii) and (iii) it is necessary to collect and tabulate data on late entrants and lateral entrants. Adjustment can be made in Reconstructed Cohort method to take these data into account.

1.3 Studying Classroom Processes in the context of SSA

DR. NEERU BALA³

Dr. Neeru Bala presentation was on the need and processes for studying classroom processes in the context of the RTE. She stressed that change in schools culture and classrooms as two important antecedents for improving school achievement. The details of the presentation are as provided in the slides below:

Studying classroom processes in the context of SSA

Need

Change in school culture and classroom are two important antecedents to improve school achievement

Improving students' achievement involves a process of change in processes that entail numerous steps before reaching the goal.

Knowledge of the teaching learning process in classrooms for facilitating students learning could contribute to a great extent towards it through teacher training programmes.

School level characteristics

- Does the school make students feel welcome and supported, motivate them and inculcate in them the basic skills for self learning ?
- Does the school have requisite physical infrastructure and learning resources to cater to the needs of students enrolled?
- Does the school make full use of the time available, to ensure optimal learning of all children?
- Does the school make interacts with parents, especially on attendance issues, and other relevant issues such as health, behaviour and progress?

³ Senior Consultant, RESU, Technical Support Group for SSA

Classroom Processes

Classroom processes involve all the variables that would occur in the classroom.

- Teacher's characteristics including communication skills, practices & behavior with students, Knowledge of content , sensitivity to children needs etc.,
- Students' characteristics & behavior
- Others such as
 - i) Physical environment :
 - a) Place, sitting space , air & light , neatness,
 - b) suitable for teacher's access ,
 - c) print rich –display number & quality,
 - d) Black board -Type, size, visibility of matter written on it
 - e) Class library

ii) Transaction process

- Medium of instruction used in the class and language appropriateness as per students' level
- Introducing lesson in the class
- Teaching strategies: use of diverse teaching learning strategies, use made of text book, black board & other TLM
- Efforts made to make students understand : Attention to students;, use of question & answer; feedback, reinforcing learning, removing learning gaps
- Participation level of teacher and students
- Supervision & Class management (maintaining required discipline, corrective measures, use of praise/reward, encouragement/ motivating students)

- Home work: frequency; type, feedback given/use made of
- Activities for promoting higher order learning
- Teacher characteristics : Teacher behavior , teacher 's empathy, voice clarity , pronunciation , intonation, pauses, subject knowledge, mistakes made in writing , speaking etc.
- Students' activities at class level
- Information about any thing special noticed during the classroom observation

for example:

- innovative ways of teaching,
- appreciation of children's work by the teacher,
- engaging students in role play, etc
- mistakes made by the teacher or shortcomings in teaching
- punishment given to student/s,
- Any other

Observing children in class room/s and school

- Do children feel secure in the class and are able to question freely?
- Do children get ample opportunities to express themselves ?
- Do children provide references and examples from the local situation, in different aspects being learnt in the class?
- Does each child participates in the area of her/his own interest ?
- Do the children feel responsible for her or his own learning?

Contd..

- Do they have the ability to
 - analyze a situation (control their change and development);
 - adapt to diverse situation ;
 - see other person's point of view;
 - act co- operatively / work well with others;
 - express one's views quickly, briefly and persuasively;
 - think and communicate in quantified terms ;
 - self learning for broadening the cognitive aspects of personal and social skills;
 - create and use opportunities, make things happen?

Students activities at class level

Did you find the students taking part in the activities listed below:

(i) For the language and EVS classes

Skills		Activity	Yes	No	NA
Listening & Speaking	1.1	Students repeating words, sentences etc			
	1.2	Students listening attentively to teacher explaining something			
	1.3	Students reciting poems with intonation & gestures			
	1.4	Students sharing ideas, experiences etc; narrating something			
	1.5	Students asking questions; students answering questions orally			

Contd..					
Reading	1.6	Only a few students reading (aloud) words/ sentences.			
	1.7	Only a few students reading (aloud) paragraph from text books a story book or magazine or something written on blackboard			
	1.8	All students reading from a book by turn			
	1.9	Students reading silently in the class (for finding answers to questions)			
Writing	1.10	Students copying material written on blackboard.			
	1.11	Students taking dictation			
	1.12	Students writing answers to questions/ taking written test			
	1.13	Students writing sentences or composition based on visual /verbal inputs given by the teacher in language class			

Contd..					
(ii) Applicable only in Mathematics class					
Mathematics	2.1	Students copying sums from the black board			
	2.2	Students solving sums on basic operations (such as addition, subtraction, multiplication, division, fraction etc) on the blackboard/ in their own notebooks/ workbooks			
	2.3	Listening attentively to the teacher while he/she explains mathematical concepts/ operations			
	2.4	Students participating in activities designed by teacher to facilitate understanding of mathematical concepts			
	2.5	Students interacting with teacher for getting clarifications/ better understanding			

1.4 Research for improving Quality of Education

MR. AJAY KUMAR SINGH⁴

Mr. Ajay Kumar Singh's presentation and subsequent group work was focused on the theme, 'Issues of research to improve quality of education'. An effort was made to cover as many areas related to intervention for quality in education as delineated under the NCF 2005 and the RTE 2009. A summarized version of the areas and details covered in the two sessions are compiled in the slides below:

Issues of research to improve quality of education

Areas related to intervention for 'Quality in Education'

- Learning in age appropriate classes
- Subject balance and age appropriate syllabi
- Understanding children's local knowledge
- Understanding teacher's notion of 'activity', 'discovery' and 'exploration'
- Classroom Processes and Transaction
- Fear free environment: existing practices in the school and community
- In-service training of teachers
- Academic support and supervision: BRC/CRC
- Pre-school: School Preparedness

⁴ Chief Consultant, Pedagogy, Technical Support Group for SSA

Example from a Study conducted in 2009-10:
Understanding Children's experience in Shivpuri

Objective:

Based on the analysis of the experiences of children from tribal families, the study will:

- Examine the interrelationship of socialization and schools with special focus on socialization inherent in the community.
- Help in understanding schooling in the context of state curriculum, textbooks, pedagogical approaches
- Analyze the organization of socialization, particularly family and school and their role in the shaping of children's views and understanding of the world.

Research Questions:

- ✓ What constitutes values for the children: socialization and cognitive moral influences on righteous rule preferences
- ✓ Child understanding of well being within and beyond family structures
- ✓ Nature of adult-child socialization in rural society
- ✓ Social structure and agency of governance: issues in local governance and socialization
- ✓ Child's idea of self, neighborhood etc
- ✓ Gender roles and childhood: the construct in the rural context
- ✓ Socialization and 'Child Labour'

1.4 Methodology for Approaching Qualitative Studies

Ms. TARAMANI NAOREM⁵

Ms. Taramani Naorem made a presentation on the methodology for approaching qualitative research focusing on commonly used qualitative methods, sampling methods and also a comparison with quantitative methods in terms of the general framework, analytical objectives, question format, data format and flexibility in the research design. The following slides were presented:

What is Qualitative Research?

- A method of inquiry employed in many different academic disciplines; traditionally in the social sciences.
- Aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior.
- Investigates the why and how of decision making and what is happening
- Smaller focused samples rather than large samples.

Four Main Components of Qualitative Methods

- The research relationship that you establish with those you study
- Sampling: what times, settings, or individuals you select to observe or interview
- Data collection: how you gather the information you will use
- Data analysis: what you do with this information to make sense of it

⁵ Consultant, RESU, Technical Support Group for SSA

Qualitative Research

- Interpretative research
- Process orientated
- Researcher(s) are the primary data collectors
- Descriptive research

Some Common Qualitative Research Methods

Participant Observation: Appropriate for collecting data on naturally occurring behaviors in their usual context.

In-depth Interviews: Optimal for collecting data on individual's personal histories, perspectives and experiences; particularly when sensitive topics are being explored.

Focus Groups: Effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern of the cultural group/subgroups represented.

Case Study: In-depth, longitudinal (over a period of time) investigation of a single individual, group or event. It provides a systematic way of looking at events: collecting data; analyzing information and reporting the results.

Role-play: Helps understand classroom processes, teacher behavior, overt and subtle forms of behavior. It cannot give us numbers but enhances our understanding of the classroom situation.

Participant Observation

- The Observer becomes 'part' of the environment or the cultural context
- The method usually involves the researcher's spending considerable time in the field
- It's hallmark is interaction among the researcher and the participants

Questions in Qualitative Research

- Questions are open-ended.
- Semi-structured data collection: Sometimes a check list or topic guide will be used by the researcher to ensure all the relevant areas are covered.
- Unstructured data collection: Sometimes the only guide is the topic itself and the researcher collects verbatim or naturally occurring data.

In-depth Interviews

- Interviews are usually wide ranging probing issues in detail.
- Use the same principle as focus group but subjects are interviewed individually.
- Seldom involve asking a set of predetermined questions; instead encourage subjects to express their views at length.

Focus Groups

- A carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.
- On an average 6 to 10 people participates:
 - ✓ Small enough to give everyone an opportunity to express an opinion
 - ✓ Large enough to provide diversity of opinions
 - ✓ Should be composed of people who are not too familiar with each other.

Case Study

- Used to gain in-depth understanding replete with meaning for the subject.
- Focus is on the depth of an individual case, not a whole population.
- Usually involves the following steps:
 - ✓ Determine and define the research question
 - ✓ Select the cases and determine data gathering and analysis technique
 - ✓ Collect data in the field
 - ✓ Evaluate and analyze the data

Qualitative Research seeks to gain insight into "WHY"

Qualitative techniques used:

- ❖ Interview
- ❖ Observation
- ❖ Correspondence (emails, letters, memos)
- ❖ Diaries
- ❖ Audio recordings
- ❖ Video recordings
- ❖ Feedback forms
- ❖ Pictures
- ❖ Artifacts (products)



- Attitudes,
- Behaviors,
- Value systems,
- Concerns,
- Motivations,
- Aspirations,
- Culture,
- Lifestyles.

Comparison of Quantitative and Qualitative Research Approach

Areas	Quantitative	Qualitative
General Framework	<ul style="list-style-type: none"> •Seek to confirm hypotheses about phenomenon. •Use highly structured methods such as questionnaires; surveys and structured observation. 	<ul style="list-style-type: none"> •Seek to explore phenomena. •Use semi-structured methods such as in-depth interview; focus groups and participant observation.
Analytical Objectives	<ul style="list-style-type: none"> •To quantify variation. •To predict causal relationships. •To describe characteristics of a population. 	<ul style="list-style-type: none"> •To describe variation. •To describe and explain relationships. •To describe individual experiences. •To describe group behavior.
Question format	Usually fixed response type	Free response type
Data Format	Numerical	Descriptive
Flexibility in study design	<ul style="list-style-type: none"> •Stable from beginning to end. •Participants responses do not determine how and which questions researchers ask next. •Subject to statistical assumptions and conditions. 	<ul style="list-style-type: none"> •Some aspects of study are flexible. •Participants responses determines how and which questions researchers ask next. •Iterative i.e., data collection and research questions are adjusted according to what is learned.

Examples of Qualitative Approach

Issue: Study on Reasons for Dropping out of School

- Need not propose any factors or attempt to measure anything.
- Do not begin with any beliefs or preconceived ideas about the reasons for students dropping out of school.
- More interested in understanding the experience of dropping out of school.
- Interview and interact with a small group of school dropouts.
- Observe their behaviours and record what they talk about.
- And also examine documents such as reports by counsellors and their school progress report.

Example of Quantitative Approach

Issue: Study on Reasons for Dropping out of School

- Begin by suggesting the factors influencing or your beliefs as to why students dropout from school.
- Some of the factors identified maybe poverty, low self-esteem, poor academic performance, peer pressure and so forth.
- Based on these beliefs develop a questionnaire and administer it to a sample of students who had dropped out of school.
- Analyse the data and identify the factors explaining why students drop our from school.
- Might rank the factors or reasons for students dropping out of school.

Sample

- Sample is small and not chosen randomly. Rather, the choice of a sample is purposeful.
- **Purposive Sampling:**
 - ✓ One of the most common sampling strategies.
 - ✓ Groups participants according to preselected criteria relevant to a particular research question.
 - ✓ Sample sizes depends on the resources and time available as well as the study's objective.

Skill and Sensitivity of the Research Team

- Need for Trained Field Investigators
- Investigators with some Basic Education, Sensitivity as well as Readiness to engage in Qualitative Research
- A mix of Men and Women Investigators may help capture the nuances depending on the subject of Research

Decisions about Data Analysis

- Data analysis should be conducted simultaneously with data collection.
- Integration of data from a variety of methods and sources of information:
 - ✓ reduces the risk that your conclusions will reflect only the systematic biases or limitations of a specific method.
 - ✓ Allows gaining a better assessment of the validity and generality of the explanations that you develop.

Inductive Approach in Qualitative Analysis

Qualitative research adopts the inductive approach (see Figure in next slide).

- Such research is conducted because of a lack of theory or existing theories are unable to explain phenomenon convincingly.
- Because of this no hypotheses are put forward to guide research.
- The qualitative researcher begins by observing phenomena and continues to find patterns in the form of themes, categories, concepts and typologies that emerge.
- Tentative hypotheses are introduced and additional information is collected to explain the phenomenon.

Strengths of Qualitative Research

- Depth and detail: may not get as much depth in a standardised questionnaire
- Openness--can generate new theories and recognize phenomena ignored by most or all previous researches and literature
- Helps people see the world view of those studies-- *their* categories, rather than imposing categories
- Attempts to avoid pre-judgments:
 - ✓ Judgement is made about the choice of one location or group
 - ✓ The goal is to try to capture what is happening without being judgmental
 - ✓ Tries to represent subjects from their perspectives so that the reader can see their views.

Weaknesses of Qualitative Research

- Fewer people studied usually
- Less easily generalised as a result
- Difficult to aggregate data and make systematic comparisons
- Dependent upon researcher's personal attributes and skills
- Participation in the setting can change the social situation

Guideline for Classroom Observation

On arriving for the fieldwork, start with observation. Sit in the class and observe the teacher, the children and the overall environment - absorb the atmosphere in the school. Sit on the floor in a corner, be as quiet and invisible as possible. Do not draw any attention to yourself. The following issues need to be focused on:

- ✓ How children are sitting - caste-wise, gender-wise and any other form of segregation (economic/child's appearance).
- ✓ Whom does the teacher communicate with - when asking questions, etc. Her/his eye contact with children (all, few - if so who and their characteristics). Who is chosen for activities, to come to the board, recite a poem or rhyme, etc.
- ✓ Whom does the teacher pass over?
- ✓ Cleanliness of the classroom - get to the school early enough, check on who cleans the classroom (note if it is a boy / girl, if the child is from a specific community, from a very poor family).
- ✓ Drinking water - where it is kept? How do children's access to it. Observe and note down if some children run out to a hand pump and drink water while others use the pot in the school? Observe who serves water to the teacher.
- ✓ Midday meal - when it is served, what is the distribution/sitting arrangement. Utensils - do children bring their own plates, do some children bring their plates? If so, who. (There could be a problem in some areas if the supplies have not reached.)
- ✓ Are there any disabled children in the class, if so, describe.
- ✓ Observe where teacher sits, keeps TLM and other materials.

SECTION –II

STATE PRESENTATIONS

1. ANDHRA PRADESH

Objectives of REMS

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

State Research Advisory Committee (SRAC)

- Purpose: (1). To promote and guide research and evaluation activities. (2). To evaluate/screen research proposals and finalize them.
- Members of SRAC
 1. Principal Secretary (PE & SSA) - Chairperson
 2. The State Project Director, RVM (SSA) - Vice-Chairman
 3. Director, SCERT - Member
 4. Dean, Faculty of Education, OU - Member
 5. Principal, IASE, Hyderabad - Member
 6. Head, Department of HDFs,
 - College of Home Science, ANGRAU, Hyderabad - Member
 7. Head, Dept of Sociology, Univ. of Hyderabad - Member
 8. Professor/ Head Center for Equity and Social
 - Development, NIRD - Member
 9. ASPD dealing with R & E - Member
 10. State R & E Coordinator - Convener

District Research Advisory Committee

- **Project Officer, RVM (SSA)** - **Chairman**
- **District Educational Officer** - **Member**
- **DIET Lecturer** - **Member**
- **Principal CTE/IASE** - **Member**
- **Lecturer , CTE/ IASE** - **Member**
- **One NGO** - **Member**
- **One Retired Principal/Professor** - **Member**
- **MEO/ School Complex HM** - **Member**
- **AMO – Co-convener** - **Member**
- **Principal, DIET** - **Convener**

Procedure for release of Budget

State and District level studies

- 30% to be released after screening of proposal by SRAC/DRAC.
- 50% to be released after data collection, and submission of preliminary report.
- 20% to be released after submission of final report and presentation of Report to SRAC/ DRAC.

Action Researches

- 50% may be released after screening of proposals. Remaining 50% may be released after submission of final report.

State level Studies in 2010-11

- Utilization of aids and appliances provided to CWSN by SSA
Indian Counsel for Market Research
- Study on the support of Madrasas by SSA
Dr. Shaik Nazar, NSR College
- Study on sanitation and hygienic situation in PS and UPS
Center for Economics & Social Studies
- 5% sample check of DISE 2010 study (Post Enumeration Survey).
National Institute of Rural Development
- Community Participation and mobilization in SSA programme
Dept. of Adult & Continuing Education, S.V.U, Tirupati

State level Studies in 2010-11 (Contd.)

- Leadership behavior of Headmasters in implementation of SSA interventions
Sri Veera Educational Society, Tarnaka, Hyderabad
- Evaluation of Multilingual text books for tribal children
Prof. Battu Ramesh, Telugu University, Hyderabad
- Study on implementation of Snehabala kit (Slim cards) in classes I and II in schools of A.P
Research & Evaluation wing
- Discrimination practices and their impact on learning and retention
Dept. of Sociology, UOH
- Evaluative study on ZERO enrollment schools
IASE, Janavignana Vedhika & Skill Pro

AWP & B 2011-12 - SPO & DPO

Sl. No.	Name of the District	No. of Schools	AWP & B 2011-12 approved budget for REMS (Rs.in lakhs)
1	Srikakulam	4242	53.025
2	Vizianagaram	3207	40.088
3	Visakhapatnam	4465	55.813
4	East Godavari	4657	58.213
5	West Godavari	3657	45.713
6	Krishna	3977	49.713
7	Guntur	4278	53.475
8	Prakasam	4231	52.888
9	Nellore	4269	53.363
10	Chittoor	5945	74.313
11	Kadapa	4071	50.888
12	Ananthapur	4753	59.413

Contd....

Sl. No.	Name of the District	No. of Schools	AWP & B 2011-12 approved budget for REMS (Rs.in lakhs)
13	Kurnool	3485	43.563
14	Mahabubnagar	4623	57.788
15	Ranga Reddy	2819	35.238
16	Hyderabad	1230	15.375
17	Medak	3515	43.938
18	Nizamabad	2695	33.688
19	Adilabad	4544	56.800
20	Karimnagar	3698	46.225
21	Warangal	3927	49.088
22	Khammam	3960	49.500
23	Nalgonda	3878	48.475
	SPO		225.31
	Total	90126	1351.893

State Level Studies in 2011-12

- Impact of CRCs/ School Complex monthly meeting on Teachers empowerment
- Study on effectiveness of Civil Works
- Analytical study of English teaching at Primary level
- Study on achievement levels of Tribal students of Residential and Non Residential schools in tribal areas
- Community participation in Tribal and Non-Tribal regions with reference to SSA - A critical study
- Study on the problems being faced by the urban slum dwellers in the education of their children
- Study on achievement level of children whose parents have migrated

State level Studies conducted in 2011-12 (Contd.)

- Study on children attendance in Primary/Upper Primary schools
- Study on availability of girls toilets and retention of adolescent girls in UP schools
- Impact of In-service Teachers Training
- Study on Achievement Level of CWSN under IED
- Study on Implementation of CAL Programme in the State
- 5% Sample Check of DISE (PES) data
- Student Achievement Survey
- Analysis of the types of TLM and use of TLM by students

Other State Level REMS Activities

S. No	Title
1	Bi-monthly meeting of SRAC
2	Bi-monthly meeting with Principals of DIET/ CTE/ IASE
3	Monthly review meeting with AMOs on R&E activities
4	Printing of brochures, booklets on research activities
5	State level seminar on R & E activities
6	5-day workshop to develop research abstracts of last 2 years
7	Research & Education related books for SPO library
8	3-day orientation of District Monitoring Teams on M & E
9	Other State Specific activities
10	Review meeting with State level observers
11	NCPCR/ SCPCR Meetings

District Level REMS Activities

S. No	Name of the Activity
1	2-day Orientation to Teachers on Action Research
2	3-day workshop of 5 Teachers from each Mandal on Action Research
3	Screening of proposals developed in the Workshop
4	District Specific Studies
5	2-day workshop to develop Research Abstracts for studies of last 2 years for follow up action
6	Printing of Action Research hand book (One book for each school)
7	District Research Advisory Committee meetings.
8	Suggesting Research/Education books for DPO/ DIET library
10	Monthly meeting with District Monitoring Team

District Level Activities (Contd.)

11	Monthly meeting with MEO and MRPs
12	3-day training to District Monitoring Team on Monitoring & Supervision
13	3-day training to HMs of School Complexes on Monitoring & Supervision
14	3-day training to Mandal level Monitoring teams
15	Review meetings with District Monitoring teams
16	Supply of TA, DA to Monitoring teams
18	Action Research Handbooks for all schools/ Review meeting with Action Researchers
19	Strengthening of PMRC ITDA/ District Science Center
20	Review and follow up (Exposure Visit to other States)

3. CHHATTISGARH

Studies by DIETs in 2010-11

Title of the study	District
Evaluation of Diploma in Education Programme for untrained teachers under Distance Mode.	Surguja Raipur
Documentation of examples related to initiatives taken by self-motivated community to prepare School Development Plan under Community Participation in Schools.	Bilaspur Durg
Documentation of better Classroom Processes under Active Learning Programme at the Upper Primary Level	Bastar Khairagh

Studies by DIETs in 2010-11 (Contd.)

Title of the study	District
Evaluation of different Programmes for promoting Girls Education under NPEGEL	Dantewara Korea
Evaluation of the effectiveness of implementation of Computer Aided Teaching Programme in Schools.	Kawardha Korba

Findings

Documentation of examples related to initiatives taken by self-motivated community members for preparing school development plan under community participation in schools.	Bilaspur
Findings	The study documents activities conducted by community members towards school development and welfare (Eg., bringing back dropouts, beautification and providing infrastructure, honouring students, etc.). However no observation on the ways school improvement plan is being developed.

Findings (Contd.)

Documentation of better classroom processes under Active Learning Programme at Upper Primary level		Bastar
Findings	<ol style="list-style-type: none"> 1. 70% Teachers stated that class environment is active 2. 60% students felt the class was more interesting 3. 62% students have started making mind map 4. ALM more effective in science learning. 	

Findings (Contd.)

Evaluation of effectiveness of implementation of Computer Aided Teaching Programme in Schools.		Kawardha
Findings	<ol style="list-style-type: none"> 1. Out of a total 11197 children only 937 (8.38%) children have benefitted 2. Lack of adequate number of computer teachers and appropriate infrastructure 3. Sound system needs attention. 4. Maintenance grant needs to be allocated. 	

Studies by Other Institutions in 2010-11

Title of the study	Sample
To provide informations on different activities for the intellectual development of children in anganbadi centres, their effectiveness and to suggest ways to promote activities related to age appropriate intellectual development.	50 anganbadi centres from Raipur district out of which 25 run under ECCE and 25 run by traditional method. Similarly 50 anganbadi centres from Durg district out of which 25 run under ECCE and 25 run by traditional method .
Gender sensitization within schooling system in Chhattisgarh	10 rural and 5 urban schools from each district. 25 girls from Class 5 of 15 PS; 25 girls from class 8 of 15 UPS

Studies by Other Institutions in 2010-11 (Contd.)

Title of the study	Sample
A study of the status and impact of computer aided learning program in KGBVs and suggestions for improving ICT skills among girls.	7/16 KGBVs of Surguja, 5/12 KGBVs of Bastar, 3/3 KGBVs of Mahasamund districts (15/93), 30/100 students from each KGBVs i.e., 450/1500 students.
A study of active participation and increase in achievement of children in MGML method adopted classes.	Rajnandgaon and Kawardha districts. 10 schools with traditional and 10 schools with MGML method from each district.
To study the effectiveness of the efforts undertaken by SSA for developing competencies in English at elementary level	4 schools from each block (2 education, 2 tribal) : 20 students from each school(10 boys, 10 girls) by random sampling. 592 teachers and 18 trainers; 11680 students.

Findings of Studies 2010-11

Title of the study	Suggestions
To provide informations on different activities for the intellectual development of children in anganbadi centres, their effectiveness and to suggest ways for promoting activities related to age appropriate intellectual development.	<ol style="list-style-type: none"> 1. Anganwadi workers below 35 years of age should be motivated for higher education and administrative support in this regard should be provided. 2. Both workers and assistants should be oriented regularly at least every six months. 3. Regular salary be made possible for all workers and assistants. 4. Extension of basic facilities in Anganwadi centres should be given more priority. 5. Efforts should be made to arrange annual celebrations in all centres and financial provisions be made in this regard.

Studies proposed by DIETs 2011-12

Title of study	Selected district
A crtical study of the utility of Teacher Grant provided by SSA	Bastar
A Study of the effectiveness of ALM training in teaching Science in Upper Primary Schools.	Bastar
A study of effect of Community Participation in School Development	Bastar

Studies proposed by DIETs 2011-12 (Contd.)

A comparative analysis of study habits and educational achievement of students enrolled in Eklavya Residential Schools and Regular Schools.	Surguja
Study of effectiveness of evaluation process in MGML method.	Kanker
Study of effectiveness of activities taken up for the development of co-cognitive areas in Upper Primary Schools.	Kanker
Usefulness of mother tongue in elementary education in Tribal Areas: a study.	Kanker

Studies proposed by other Institutions 2011-12

Title of the study	Sample
Study on impacts of teaching in local dialect (mother tongue) on the tribal children living in remote tribal areas	Dantewara and Bastar districts. 25 schools each from Dantewara (dorli, halbi, gondi language) and Bastar (halbi, bhatri)
Study of the benefits of training and support provided by BRCs to the CRCs and teachers at the BRC level.	Bilaspur and Raigarh districts <ul style="list-style-type: none"> • 50 CACs and 100 teachers from each district • Teachers from 50 PS and 50 UPS from each district Teachers from those clusters be selected whose CACs are selected as sample.

Studies proposed by other Institutions 2011-12 (Contd.)

Study on the effects of various facilities being provided to CWSN under SSA.	Bilaspur, Korba districts 100 children from PS and 100 children from UPS separately from both districts.
Study on " Time on Task"	Kabirdham and Rajnandgaon districts <ul style="list-style-type: none"> • 100 Schools from each district • 50 Primary and 50 Upper Primary from each district
Study on contribution of parental support in the performance of students of Government Schools.	Durg and Dhamtari districts. 100 PS and 100 UPS from each district. Also each 100 schools should contain 50 rural and 50 urban schools.

Studies proposed by other Institutions 2011-12 (Contd.)

Study on social and psychological factors leading to drop-out at the elementary school level.	Raipur and Jashpur districts. <ul style="list-style-type: none"> • 800 students(400 from each district) • 200 students from Rural and 200 from Urban area of each district
Effect of improvement in infrastructure and other facilities being provided in government schools on the attendance and learning of students.	Surguja and Korea districts; 50 PS and 50 UPS from each district (rural and urban). 200 children from 50 PS and 4 children are selected from each school. 200 children from 50 UPS and 4 children are selected from each school. Total students from each district is 400.

3. GUJARAT

Researches Conducted in 2011-12

No	Type of researches	Number of Researches
1	State level Studies	3
2	District level Research Studies under SSAM	8
3	Block level Action Research	133

State level Studies completed in 2010-11

- Study on the impact of resource room on the educational performance of Children with Special Needs (CWSN).
- Study on impact of Meena Campaign.
- Evaluation of process and implementation of AS centers, Education Camp, Nivasi Camp, Seasonal Hostel & Support School.

A study on the impact of resource room on the educational performance of Children with Special Needs (CWSN).

Study Conducted by :

Chayan Consultants Pvt. Ltd. Ahmedabad

Objectives :

- To explore the physical environment, infrastructure and resources available at the Resource Room.
- To study the impact of the RR on CWSN in primary schools.

Sample :

- BRCC - 20
- Special Teachers - 20
- Total Students - 147
- Total Parents -146

Method Adopted: Survey Method

Findings of the Study

- Maximum Representation from MR, Moderate from V.I. & H.I. , Low from Multiple Disabilities in RR.
- Cleanliness was maintained in 72.2 % of the schools .
- Ramp was present in only 33.33 % of the RR.
- High Retention Rate, Low Dropout Rate and significant qualitative improvement

Impact of Meena Campaign

Conducted by:

Sahiyar, Vadodara

Objective:

- To study the impact of the MEENA Campaign.
- Impact of the Meena in terms of gender training of the teachers in changing their mindset.
- Providing suggestions for more effective implementation.

Sample:

- Head Masters : 262
 - Teacher s : 520
 - Parents : 1299
 - Students : 2694
- Total: 4775**

Findings of the Study

- There is a remarkable difference in the amount received by the schools in various districts.
- 74.6 % of the teachers have received the Meena storybooks.
- 65.4 % have received the CD-Cassettes of the film.
- 80 % children recognized the picture of Meena as they had seen it before, but about 50 % to 60 % of the children in various districts had not read, seen or listened to the 4 major Meena stories.

Evaluation of process and implementation of AS centers, Education Camp, Nivasi Camp, Seasonal Hostel & Support School

Conducted By :

Ganpat University, Mehsana

Objectives :

- To find the number of children covered under ALS centers and Nivasi camps out of the total out of school children in the district.
- To study the impact of seasonal hostels on the quality of primary education.

Sample :

165 Centres of 5 Districts

Findings of the Study

- Maximum percentage of children were out of school in Dahod district.
- Maximum ST children were out of school.
- Maximum 10 year old children were out of school.
- Each center had two Bal Mitras.
- Rooms were well ventilated.
- Average teaching time of a Bal Mitra was three hours.

Studies by GCERT Gujarat

Studies on Student Achievement
Studies on In-service Teacher Training
Studies on Girls Education, Population Education, Special Group Children, Dropouts
Studies on Adjustment, Attitude, Aptitude, Interest, Intelligence.
Studies on Teaching Learning Process
Studies on Text Book Evaluation, Vanche Gujarat

Researches proposed in 2011-12

- Impact of Special Training Programme in Gujarat.
- Impact of KGBV on Girls' Education & Retention.
- Impact of training on Classroom Transaction.
- Feedback of Teachers & their need regarding teacher training
- Studies on Block Resource Person's Performance
- Impact of BaLA in Gujarat
- Impact study of new textbook for standards 1 to 8

Problems on which Action Research was conducted in 2010-11

- Problem of dictation faced by the students in Gujarat.
- Students of Standard 7th are weaker in Hindi speaking skill.
- Problem of daily interaction between teacher and students of standard 7.
- Many children were found stressed out in the school.
- Standard 7th children are not able to follow education procedure.
- Standard 7th children are not able to follow up-down number procedure.
- Standard 7th children are found having difficulty in writing English spelling.

Action Research 2010-11 (Contd.)

- Students faced difficulties in inter linkage with other subject.
- Boys and girl of Standard 6-7 were found having inferiority complex in sitting together.
- Standard 6-7 students poor in reading and writing of English.
- Some children of standard 6-7 were found having inferiority complex while participating in any kind of competition.
- Some children were found having difficulty during practical work in science.

Gujarat: GAP Research

Series of GAP:

GAP I	1998-99
GAP II	2000-01
GAP III	2002-03
GAP IV	2004-05
GAP V	2008-09

Objective of GAP:

- To explore the profiles of academic achievement (First term, Second term and Overall) of the primary school children of Gujarat for the academic year 2008-09 in the context of MLL Program.

GAP Series: An Overview

GAP	YEAR	Districts Covered	Sample of Students	Standard	Sub	Avg. Achievement
GAP – I	1998-99	19	32,232	3 to 6	18	48.8 %
GAP – II	2000-01	18	96,886	3 to 7	27	49.54 %
GAP – III	2002-03	23	1,20,160	3 to 7	27	54.14 %
GAP – IV	2004-05	23	72,379	5 to 7	21	55.84 %
GAP – V	2008-09	26	1,71,790	3 to 6	20	61.68 %

4. HARYANA

Studies Completed in 2010-11

1. Study of the cohort drop out rate at the Primary Level in Four Districts of Haryana

Objectives:

- To study the Class Wise Dropout Rate.
- To study the Area, Gender and Category Wise Dropout Rate among Class I to V Students.
- To find out the reasons for Drop Out.
- To know the Teachers, Parents and Children views on Students dropping out .
- To study the attendance pattern of Teachers and Students in the Sampled Schools.

Sample: Four Districts were covered i.e., Sirsa, Yamuna Nagar, Karnal, and Mewat. All blocks in each District were selected.

7

Methodology

- The major focus of the study was on primary students. It was decided to select 20% schools from each block comprising of 465 schools in four districts covered under the study.

District	Total Schools	Sampled Schools
Sirsa	563	115
Yamuna Nagar	620	125
Karnal	503	100
Mewat	626	125

Major Findings

Dropout Rate

S.No.	District Name	No. of Sampled Students						% of Dropout Students		
		Total Students			Total Dropout Students			Boys	Girls	Total
		Boys	Girls	Total	Boys	Girls	Total			
1	Karnal	1565	1574	3139	41	35	76	2.62	2.22	2.42
2	Mewat	2694	2123	4817	355	403	758	13.18	18.98	15.74
3	Sirsa	2024	1836	3860	125	79	204	6.18	4.30	5.28
4	Yamunanagar	1668	1438	3106	31	34	65	1.86	2.36	2.09
District		7951	6971	14922	552	551	1103	6.94	7.90	7.39

Overall Class Wise Dropout Rate

S.No.	District Name	Overall Students			Class 1st						Class 2nd					
					Dropout Students			% of Dropout			Dropout Students			% of Dropout		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Karnal	1565	1574	3139	10	3	13	0.6	0.19	0.41	20	11	31	1.28	0.7	0.99
2	Mewat	2694	2123	4817	16	21	37	0.6	0.99	0.77	104	134	238	3.86	6.31	4.94
3	Sirsa	2024	1836	3860	39	23	62	1.9	1.25	1.61	54	33	87	2.67	1.8	2.25
4	Yamunanagar	1668	1438	3106	1	1	2	0.1	0.07	0.06	16	13	29	5.62	5.43	5.54
District		7951	6971	14922	66	48	114	0.8	0.69	0.76	194	191	385	2.44	2.74	2.58

Overall Class Wise Dropout Rate (Contd.)

S.No.	District Name	Class 3rd						Class 4th						Class 5th					
		Dropout Students			% of Dropout			Dropout Students			% of Dropout			Dropout Students			% of Dropout		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Karnal	4	8	12	0.3	0.5	0.4	7	10	17	0.4	0.6	0.5	0	3	3	0	0.2	0.1
2	Mewat	101	126	227	3.7	5.9	4.7	88	79	167	3.3	3.7	3.5	46	43	89	1.7	2.0	1.8
3	Sirsa	24	13	37	1.2	0.7	1.0	7	8	15	0.4	0.4	0.4	1	2	3	0.1	0.1	0.1
4	Yamunanagar	13	13	26	4.7	5.3	5.0	0	3	3	0	1.1	0.5	1	4	5	0.4	1.5	0.9
District		142	160	302	1.8	2.3	2.1	102	100	202	1.3	1.4	1.3	48	52	100	0.6	0.7	0.6

Dropout Rate of SC Students

Sl. No.	District Name	No. of Sampled Students						% of SC Dropout		
		SC Students			Total SC Dropout					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Karnal	701	717	1418	11	10	21	1.57	1.39	1.48
2	Mewat	228	211	439	13	14	27	5.70	6.64	6.15
3	Sirsa	1061	918	1979	78	48	126	7.35	5.23	6.37
4	Yamunanagar	838	764	1602	6	6	12	0.72	0.79	0.75
District		2828	2610	5438	108	78	186	3.82	2.99	3.42

Class Wise SC Dropout Rate

S.No.	District Name	SC Students			Class 1st						Class 2nd					
					Dropout SC Students			% of SC Dropout Rate			Dropout SC Students			% of SC Dropout Rate		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Karnal	701	717	1418	5	2	7	0.7	0.28	0.49	6	5	11	0.86	0.7	0.78
2	Mewat	228	211	439	0	1	1	0	0.47	0.23	5	6	11	2.19	2.84	2.51
3	Sirsa	1061	918	1979	26	14	40	2.5	1.53	2.02	34	15	49	3.2	1.63	2.48
4	Yamunanagar	838	764	1602	0	1	1	0	1.16	0.52	2	2	4	1.33	1.52	1.43
District		2828	2610	5438	31	18	49	1.1	0.69	0.9	47	28	75	1.66	1.07	1.38

Class Wise SC Dropout Rate (Contd.)

Sl. No.	District Name	Class 3rd						Class 4 th						Class 5th					
		Dropout SC Students			% of SC Dropout Rate			Dropout SC Students			% of SC Dropout Rate			Dropout SC Students			% of SC Dropout Rate		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Karnal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Mewat	4	2	6	1.0	0.5	0.7	2	3	5	0.5	0.7	0.6	2	2	4	0.9	0.9	0.9
3	Sirsa	13	13	26	1.2	1.4	1.3	4	5	9	0.4	0.5	0.5	1	1	2	0.1	0.1	0.1
4	Yamunanagar	4	2	6	2.9	1.6	2.3	0	0	0	0	0	0	0	1	1	0	0.1	0.1
District		21	17	38	0.7	0.6	0.7	6	8	14	0.2	0.3	0.3	3	4	7	0.1	0.2	0.1

Reasons of Dropping out

Parents View

Sl. No	Name of District	Repeated Failure in Classes	Sibling Care	Helping Parents in household work	Poverty (Financially Weak)	Negative attitude of parents towards girls education	Migration of Parents
1	Karnal	0.00	2.63	39.47	27.63	26.32	3.95
2	Mewat	16.62	17.15	33.51	20.84	7.65	4.22
3	Sirsa	1.96	20.59	23.53	19.12	6.37	28.43
4	Yamunanagar	1.54	9.23	29.23	44.62	9.23	6.15
Total		11.75	16.83	31.65	22.27	8.75	8.75

Qualification of Parents of Dropout Students

Sl. No.	District Name	Father			Mother		
		Illiterate	Up To 5th	10/12th	Illiterate	Up To 5th	10/12th
1	Karnal	40.79	52.63	6.58	72.37	21.05	6.58
2	Mewat	55.15	34.04	10.82	86.28	13.72	0.00
3	Sirsa	92.16	7.35	0.49	95.10	4.90	0.00
4	Yamunanagar	73.85	21.54	4.62	76.92	21.54	1.54
District		61.77	29.49	8.74	85.93	12.98	1.09

2. Study of Transition Rate from Upper Primary to Secondary in Four Districts in Haryana

Objective :

- To study the Transition rate – gender & category wise.
- To study the Pass Percentage of Class 8th Students.
- To study the admission of pass students in Govt. & Pvt. School.
- To know the Teacher, Parents & Students view who are not admitted their son/daughter in Secondary Classes i.e. Class-IX.
- To know the Qualification & Job of Parents whose wards are not admitted in schools.

Sample: Four Districts were covered namely: Bhiwani, Gurgaon, Jund, and Kurushetra. 25% UPS were selected from the total No. of UPS school in each district.

S.No.	District Name	Total No. of UPS	25% Proposed UPS
1	Bhiwani	456	115
2	Gurgaon	315	80
3	Jind	200	50
4	Kurukshetra	286	70
	Total	1257	315

Overall Transition Rate from Upper Primary to Secondary

Sr. No.	District Name	Over All Enrolment			Over All Students Admitted in Schools in 9th class			Over All Transition Rate		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Bhiwani	1860	2358	4218	1840	2306	4146	98.92	97.79	98.29
2	Gurgaon	1627	1809	3436	1586	1762	3348	97.48	97.40	97.44
3	Jind	1117	1267	2384	1106	1246	2352	99.02	98.34	98.66
4	Kurukshetra	1705	1430	3135	1661	1387	3048	97.42	96.99	97.22
	Total	6309	6864	13173	6193	6701	12894	98.16	97.63	97.88

SC Students Transition Rate from Upper Primary to Secondary

Sl. No.	District Name	SC Enrolment			SC Students Admitted in Schools in 9th class			SC Transition Rate		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Bhiwani	721	765	1486	715	746	1461	99.17	97.52	98.32
2	Gurgaon	571	595	1166	560	582	1142	98.07	97.82	97.94
3	Jind	405	391	796	402	378	780	99.26	96.68	97.99
4	Kurukshetra	670	540	1210	659	519	1178	98.36	96.11	97.36
Total		2367	2291	4658	2336	2225	4561	98.69	97.12	97.92

3. Study of Retention Rate at Primary Level in Five Districts of Haryana

Objective:

- To study the class wise Retention Rate of the students.
- To study the area, gender and category wise Retention Rate among class I to V Students.
- To study the Pass Percentage of Class 5th Students.
- To study the admission of pass students in Govt. & Pvt. School.
- To know the Teacher, Parents & Students view who are not retain their son/daughter at primary level i.e. up to class 5th .
- To know the Qualification and Job of Parents whose wards are not admitted in schools?
- To study the attendance pattern of sampled school students & Teacher

Sample: Five Districts were covered under this study: Hisar, Palwal, Rewari, Kaithal, and Sonipat.

Methodology

20% PS are selected from the total No. of Primary school in each District .

Sl. No.	Name of the District	Total PS	20%of PS
1	Hisar	556	110
2	Palwal	387	77
3	Rewari	450	90
4	Kaithal	390	78
5	Sonipat	476	95
Total		2259	450

Major Findings

Overall Retention Rate at Primary Level

Sl. No.	Districts Name	Over All Enrolment as on 2006-07			Over All Students Stay in Schools up to 5th class as on 2010-11			Over All Retention Rate		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Kaithal	1521	1441	2962	1507	1419	2926	99.08	98.47	98.78
2	Rewari	1390	1303	2693	1379	1299	2678	99.21	99.69	99.44
3	Hissar	2222	2168	4390	2156	2107	4263	97.03	97.19	97.11
4	Palwal	1491	1440	2931	1456	1381	2837	97.65	95.90	96.79
5	Sonipat	6624	6352	12976	6498	6206	12704	98.10	97.70	97.90
Total		13248	12704	25952	12996	12412	25408	98.10	97.70	97.90

SC Students Retention Rate at Primary Level

Sl. No.	Districts Name	Over All SC Student Enrolment			Over All SC Students Stay in Schools upto 5th class			Over All SC Student Retention Rate		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Kaithal	657	595	1252	649	583	1232	98.78	97.98	98.40
2	Rewari	563	462	1025	560	461	1021	99.47	99.78	99.61
3	Hissar	1045	953	1998	1003	921	1924	95.98	96.64	96.30
4	Palwal	499	542	1041	487	533	1020	97.60	98.34	97.98
5	Sonipat	590	589	1179	586	573	1159	99.32	97.28	98.30
Total		3354	3141	6495	3285	3071	6356	97.94	97.77	97.86

Actual Attendance at the Primary Level on the Day of Survey

Sl. No.	District Name	Overall Enrollment			Actual Attendance			% of Attendance		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Kaithal	6880	7099	13979	5650	6925	12575	82.12	97.55	89.96
2	Rewari	5898	6120	12018	4949	5345	10294	83.91	87.34	85.65
3	Hissar	10496	10245	20741	8515	8553	17068	81.13	83.48	82.29
4	Palwal	7363	7685	15048	5873	6041	11914	79.76	78.61	79.17
5	Sonipat	7020	7186	14206	5957	6213	12170	84.86	86.46	85.67
Total		37657	38335	75992	30944	33077	64021	82.17	86.28	84.25

Actual Attendance of SC Students at the Primary Level on the Day of Survey

Sl. No.	District Name	SC Enrollment			Actual Attendance			% of Attendance		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Kaithal	3510	3337	6847	2965	2794	5759	84.47	83.73	84.11
2	Rewari	2710	2556	5266	2350	2394	4744	86.72	93.66	90.09
3	Hissar	5702	5291	10993	4716	4416	9132	82.71	83.46	83.07
4	Palwal	2897	2708	5605	2297	2179	4476	79.29	80.47	79.86
5	Sonipat	3222	3110	6332	2731	2611	5342	84.76	83.95	84.37
Total		18041	17002	35043	15059	14394	29453	83.47	84.66	84.05

Activities in Progress

Studies in Progress:

- Study on Civil Works in Five Districts
- Study on the Status of Library in Upper Primary Schools
- Study on Aids and Appliances for CWSN Children under SSA

Action Research Training:

- Two Days Training of Master Trainers
- Two Days Training of ABRCCs
- One Day Orientation of Master Trainer
- Two Days training of Primary Teachers
- One Day Training of Primary Teachers

Sample Topics for Action Research

Sl. No.	Name & Address of the Participant	Name of Topic	Class
1	Umed Singh GGPS Mandhana	Problem of Division long three digit number	4 th
2	Sunil Kumar GPS Badala	Unit System Problem	4 th
3	Kavita Kumari GGPS Dhanana	Diseases caused by polluted Water	4 th
4	Surander Singh GGPS Ranila	Problem of Reading Hindi	4 th
5	Brij Mohan Soni GPS Sai	Problem of Reading & Understanding English	4 th
6	Pawan GPS Dhani Naurangabad	Handwriting English	4 th

Sample Topics for Action Research (Contd.)

Sl. No.	Name & Address of the Participant	Name of Topic	Class
22	Yashwanti GPS Sanga	Simple Interest	5 th
23	Hitesh Kumar GPS Dhani Surat	Profit & Loss	5 th
24	Munshi Ram GPS Dhani Ahiran	Odd & Even Numbers	5 th
25	Raj Kumar GPS Dhirana	Problem of Percentage	5 th
26	Suman GPS Naurangabad	Balanced Diet	5 th
27	Sarita GPS Kitlana	Problem of Understanding Liver	5 th
28	Ram Niwas GPS Talu	Solar System	5 th
29	Kavita GGPS Talu	Environmental Pollution	5 th
30	Subash Chander GPS Dhanana	Incorrect Writing	5 th

5. HIMACHAL PRADESH

Activities undertaken at the State Level

- Research Advisory committee has been reconstituted under SSA .
- Training to teachers for 3 days each has been imparted to TGT Arts, TGT Science, Language teachers, PET & Drawing teachers on CCE.
- Capacity Building of DIET faculty, BRCCs & teacher's was carried out for Tool Development, Field Testing, Data Collection, Data Analysis & Report Writing.

Research Studies at the State Level

- Achievement test for Class V & VII
- State has adopted Continuous Comprehensive Evaluation (CCE) for Classes I to VIII. In order to ascertain all children are learning equally an achievement test in the subject of Hindi, English, Maths & Environmental science for class-V & Hindi, English, Maths & Science for VII has been planned.

Sample:

- It will be conducted in 22 blocks of the state.
- In each block 40 schools, total 880 schools) as detailed below:
- 4 blocks each from Shimla, Mandi & Kangra.
- 3 blocks each from Chamba ,Kullu &Sirmour
- 2 blocks each from Solan, Bilaspur, Hamirpur, & Una
- 1 block each from Kinnaur & Lahaul –Spiti.

Sample

- Achievement test was administered only in Senior Secondary Schools. Schools were selected following random sampling. In a particular school test was administered to not more than 35 students. In case the total number of students in allocated schools were less than number of schools were increased in order to attain total number of students fixed for particular district. Test was conducted in 2 days:
- 1st-day Morning: Hindi; Evening- Maths (19th September, 2011)
- 2nd-day Morning: English; Evening- EVS. (20th September, 2011)

Sample Details

Sr. No.	District	Govt. School	Children	Pvt. School	Children
1	Bilaspur	100	1400	15	300
2	Hamirpur	85	1400	15	300
3	Chamba	90	2500	15	325
4	Lahaul Spiti	45	100	1	10
5	Mandi	150	3000	15	325
6	Kangra	150	3000	15	325
7	Kinnaur	45	100	1	10
8	Kullu	70	1500	15	250
9	Shimla	150	2600	15	250
10	Solan	85	2000	15	250
11	Sirmour	100	2500	15	250
12	Una	100	2000	15	250
	Total	1170	22100	152	2845

List of Evaluation Questions that would lead to the Evaluation of Various Processes of CCE

To what extent has CCE been implemented in the state as intended in terms of:

- Material
- Training
- Class room practices
- Monitoring and feedback
- What has been the impact of Continuous and comprehensive evaluation on the scholastic and co-scholastic development of the child?
- To evaluate the perception of Policy makers, Implementers, parents, teachers and students regarding CCE in the attainment of educational objectives.
- Which factors facilitated or impeded the implementation of CCE?
- Are there any unintended outcomes attributable to the programme? If yes, what are the positive or negative outcomes?

Methodology

Sample:

The study will be conducted in H.P. There are 12 districts in H.P. CCE was implemented in selected 13 blocks, one in each of 12 districts except for Lahaul & Spiti where 2 blocks were selected because of its typical geographical location.

Methods:

- Random sampling will be done for the present study.
 - All the 13 blocks from 12 districts will be considered, so that equal representation from all the representative group can be seen.
- In each of the selected blocks 10 Government schools will be selected on random basis.
- Out of the selected 130 sample schools, 1 teacher from each school will be administered questionnaire (total 130 teachers), 4 classroom observations per block will be conducted (total 52 classroom observations) and similarly 4 teachers per block will be interviewed in depth on a structured interview schedule (total 52 interviews).
 - 2FGDS will be held with parents, community leaders and other locally available educationist and also with students separately in each block (total 26 FGDS each).
 - The primary data of school result register and teacher check list register depicting learners achievement and other relevant documents for longitudinal study of academic record of children will be referred for collecting achievement evidence.

Plan of Action

- 5 days Capacity Building Workshop for DIET Faculty & Teacher's has been planned under Action research.
- Quarterly Review Meeting with District Coordinators.
- Sharing of Research Reports with Research Advisory committee of HP SSA.

6. KARNATAKA

Studies undertaken in 2010-11

Sl.No.	Name of the Study	Research Agency
1.	Evaluation of School Development and Monitoring Committees in Karnataka State.	Datamation Consultants Pvt. Ltd, Hasanpur, New Delhi
2.	Study of In-Service Teacher Training Programmes in Relation to Classroom Practices of Teachers.	Midstream Marketing and Research Pvt. Ltd. (MMR), New Delhi
3.	Evaluation of Performance of KGBVs in Karnataka State.	Catalyst Management Services Pvt. Ltd. Ashwathnagar, RMV 2 nd Stage, Bangalore.
4.	Evaluation of National Programme of Education of Girls at Elementary Level (NPEGEL) in Karnataka State.	AMC Research Group, 103 A, Friends Colony, New Delhi.

Studies undertaken in 2010-11 (Contd.)

Sl.No.	Name of the Study	Research Agency
5.	Evaluation of the Effectiveness of 'Management Development Programme' in Karnataka State.	Datamation Consultants Pvt. Ltd, Hasanpur, New Delhi
6.	Validation Study of Census of Children With Special Needs (CWSN) in the State.	AMC Research Group, 103 A, Friends Colony, New Delhi.
7.	Validation study of DISE 2010-11	Centre for Multi disciplinary Development Research, Dharwad
8.	Student Learning Achievement Study (BAS) for 2010-11	*****

I. Evaluation of the Institution of School Development and Monitoring Committees in the State

Objective:

- To examine the structure and composition of SDMCs vis-a-vis the SDMC status ; as well as socio-economic profile of members.
- To examine the style-of-functioning of SDMCs with special reference to : conduct of meetings, Utilization of grants for civil works, school maintenance grants, school grant and teacher grants.
- To examine the harmony in relationships between the SDMC and the various stakeholders : eg: Head Teacher, Teachers, Parental Council, MDM, Educational officers, Parents, Larger Community, CAC members, Panchayaths, Student-Community and Third-party Technical Audit Personnel.
- Conduct case studies of (i) SDMCs who are beset with problems – eg: Negative reports by i) Third-party Audit ; Legal cases ; (ii) SDMCs which are held in public esteem ; (iii) selection of Presidents of SDMCs (Leadership).

Objective (Contd.)

- To examine the differential implications for functioning of SDMCs within the RTE / SMC framework.
- To examine dynamics of regional (Inter-District /Division) variations in performance of SDMCs.
- To examine the relationship between school quality and performance of SDMCs.
- To review the organization and impact of capacity – building exercises for SDMCs along with involvement of NGOs therein.

II. Study of In-service Teacher Training Programmes in the State in relation to Classroom Practices of Teachers

Objective:

STAGE I:

- To examine the logic and logistics of major training Programmes for teachers in the State ;
- [‘Major’ in terms of scope and coverage; CHAITANYA, ENGLISH LANGUAGE and NALI-KALI]
- To identify the expected outcomes of training Programmes in relation to the content of transactions ;
- To study the relation between training content and trainers’ manual ;
- To examine the differential awareness of outcomes across Master Trainers at State / District / Block levels,
- Filtering phenomenon in cascade model ;
- To examine the quality of teleconference mode of training [for mop-up of regular training;

Objective: Stage II

- To observe the quality of classroom practices of teachers from the angle of vision of objective (b) of Stage I.
- To examine rural-urban , male-female, age / experience/ qualifications, differentials in classroom practices of teachers and their relationship with training exposure.
- To examine differential dynamics of well-rated teachers and poorly-rated teachers in relation to training received by them [case studies only].
- To explore reasons, if any, for non-practice of expected behaviors' of training exposures – school facilities related, training design related, other reasons.
- To review the training programmes of DSERT in the light of the results of the study.

III. Evaluation Study of the Performance of KGBVs in Karnataka

Objective:

- To examine the organizational efforts to enroll and retain eligible children to KGBVs – survey, environment building, scrutiny of eligible children, parental rapport, monitoring attendance and absenteeism, problems in full enrolment and retention.
- To examine the mainstreaming efforts of KGBVs – organization of bridge courses, diagnosis of attainment levels and age-grade location of children, monitoring academic progress and remediation measures, child-profile management in mainstreaming and finally, facilitation of 8th completed children to 9th standard.
- To examine quality of KGBVs – quality of residential facility, classroom transactions – activity /projects, academic support outside school hours, co-curricular activities, utilization of grants, qualifications, experience and participation in in-service training of faculty, evaluation practices, (SDMC) parental involvement in children's progress.
- To review the vocational education programmes of KGBVs – type of vocational skills, organization of vocational exposures, monitoring progress in vocational skills attainments of children.
- Evaluate KGBVs from the perspective of the objectiveness with which they were set up – universalization of access and participation, equity in universalization, quality schooling, community involvement and social integration ; dynamics of disparities in performance may be captured.

IV. Evaluation of the National Programme of Education for Girls at the Elementary Level (NPEGEL) in the State

Objective:

- Examine the nature of activities, diversity therein, efficiency of performance of Meena Clubs in the MCS and non MCS schools,
- Examine the performance of gender co-ordinators at various levels vis-a-vis their job chart.
- Examine the quality of environment building efforts by MCS and community involvement therein,
- Review the nature of counseling provided to girls, develop a typology and get a feedback from beneficiaries.
- To examine the nature of vocational skills provided by MCS, problems in organization and extent of coverage of girls therein,
- To examine the nature of co-curricular activities organized, extent of participation, innovativeness in activities, and community involvement therein.
- To review the efficiency of functioning of MCS schools and MCS committees,
- To review the efficiency of organization of capacity – building exercises [gender-sensitization] for MCS / HTs / Teachers / Officers.
- To compare the quality of attention given to girls in MCS and non-MCS schools on variety of MCS parameters,
- To compare cases of well-performing and sub-optimal MCS ; as well as dynamics of performance therein.

V. Evaluation of the Effectiveness of 'Management Development Programme' in Karnataka State

Objective:

- The objectives of the MDP are split in three sections – relating to 54 MDFs, relating to CRPs / BRPs with whom the MDFs worked, relating to schools and communities with which the MDP was in force.

Section I :- MDFs

- Examine the content structure, content of training materials and quality of training programmes of the MDP from the perspective of expected duties and responsibilities of CRPs / BRPs, as per their job charts with the SSA.
- Examine the knowledge, understandings, skills and functions of MDFs within the context of their job charts with SSA.
- Examine the Effectiveness of MDFs in their orbit / jurisdiction of work – relation with schools, SDMCs, teachers, head teachers, NGOs and community ; as well as other CRPs with whom they have been working.

Note :- This exercise will be in the backdrop of defined outcomes of the MDP with schools, HTs, Teachers, Community and CRCs.

Objective (Contd.)

- Examine the quality of functioning of CRPs who worked with MDFs – in the backdrop of adequacy of hand-holding given to them, utility of MDFs for them and their involvement with the schools, communities.
- Examine the adequacy, relevance and outcomes of specific quality improvement projects by MDFs in the field.

Note : 11 projects were taken up and completed by MDFs across 18 districts. A total of 58 projects were completed on 11 themes.

VI. Validation Study of Census of Children With Special Needs (CWSN) in the State

Objective:

- To examine whether sample habitations/ villages have been left out in the January 2010 Child Census Survey / IERT survey.
- To examine whether any CWSN households have been left out in IERT surveys out of the sample list of CWSN households in sample (revenue) villages of child census survey.
- To examine the accuracy in identification of CWSN in households of child census and its harmonious follow-up by IERTs,
- To examine the accuracy in classification of challenge by child census and IERTs, and finally,
- To examine the accuracy of identification of degree of challenge by the IERTs.

VII. DISE Validation Study 2010-11

Objective:

- To examine the role of DISE as laid down when introduced;
- To verify and validate the data collected through DISE earlier;
- To study the usefulness of DISE data required for achieving the goal of primary and higher primary education;
- To assess the successful working of DISE units at the district level and school level;
- To verify the infrastructure availability (HW, SW and other such accessories, trained computer personnel etc.) at the DISE units at both district and school levels;
- To assess the competence and awareness of head teacher and the computer personnel about DISE;
- To examine the evidence of sharing/dissemination of data collected through DISE;
- To suggest appropriate measures for improving the quality of DISE data.

VIII. Student Learning Achievement Study (BAS) for 2010-11

Features:

Budget: Rs. 79.00 lakhs.

Base line study: Learning levels of classes 3,5& 7.

Question Paper: 30 competencies with variety of Questions.

No. of Students: 1,50,000 from classes 3, 5 & 7

Status: Test has been administered (July-10 last week)

Evaluation: At DIET level.

The major findings of the study are disseminated to all senior officers and section officers.

Findings: Average Achievement

No. of Students	III	V	VII	Total Average
Boys	58.20	57.90	54.10	56.73
Girls	60.89	60.80	57.06	59.58
Total	59.53	59.37	55.61	58.17

After Assessment

- The gist of the findings is sent to pedagogy, training and quality intervention sections.
- Results with analysis are sent to DIETs, DYPCs, BRCs – to identify weak area and to plan for improvement.
- State will monitor the action taken at various levels.
- The findings form BAS will be compared with QMT data, NCERT's Achievement test's data and other assessments conducted by NGO's.
- This forms the basis for planning the trainings at different levels.

Studies to be undertaken in 2011-12

- | |
|--|
| 1. Sample Checking of DISE Data |
| 2. Sample Survey of CWSN Programme |
| 3. Sample Checking of QMT Data |
| 4. Sample Checking of Nali-Kali |
| 5. Sample Checking of Madrasah |
| 6. Mobile Science Lab |
| 7. A study of slums school facilities, Strengths, participation 09 cities corporation |
| 8. Study to track the impact of SSA in the districts having 50% of educationally backward blocks |

I. Sample Checking of DISE Data

Objective:

- To examine the role of DISE as laid down when introduced;
- To verify and validate the data collected through DISE earlier;
- To study the usefulness of DISE data required for achieving the goal of primary and higher primary education;
- To assess the successful working of DISE units at the district level and school level;
- To verify the infrastructure availability (HW, SW and other such accessories, trained computer personnel etc.) at the DISE units at both district and school levels;
- To assess the competence and awareness of head teacher and the computer personnel about DISE;
- To examine the evidence of sharing / dissemination of data collected through DISE;
- To suggest appropriate measures for improving the quality of DISE data.

II. Sample Checking of Nali Kali

Objective:

- Assess the effectiveness of Nali-Kali and Kali-Nali programmes in realization of competencies set for 1 and 2 standards (apart from Basic Skills) [Develop Base-Line Data].
- Examine social class, sex, rural-urban differentials in effectiveness of Nali-Kali / Kali-Nali programs. [Objectives 1 and 2].
- Examine the efficiency of implementation of Nali-Kali program with special reference to training of teachers, year of introduction of Nali-Kali, supply of learning materials, work-books for schools as well as their use in schools, replacement of materials on need, informal help-line for the program, TLM prepared by teachers and finally documentation of progress of children.
- Get a feed-back on adequacy of training on role-performance of teachers in management of multi-grade classrooms and children with multi-level abilities in both Nali-Kali and Kali-Nali schools.
- Observe and report on the activity-orientation in classroom transactions in Nali-Kali schools.
- Examine the factors in differentials of effectiveness of Nali-Kali, Kali-Nali programmes in regard to the following variables – Teachers' profile, Class size, Distance of school from CRC/BRC, visits by education officers, SDMC attitude and involvement in school management, social composition of students and school facilities.

III. Sample Checking of Madrasah

Objective:

- To examine whether the Madrasahs receiving grant have fulfilled all the eligibility conditions specified in circular dated 16.04.2007.
- To examine the status and quality of provision of teaching-learning transactions of formal school curriculum subjects.
- To examine teacher status, qualifications and training of teachers imparting formal school education.
- To examine the registers maintained by Madrasahs w.s.r.t admission, student attendance, teacher attendance, and other registers specified in circular dated 16.04.2007
- To check on the efficiency and adequacy of facilitation / incentives given to children such as textbooks, uniforms, MDM and writing materials.
- To examine TLM prepared by teachers for formal school curriculum.
- To review the MDM implementation along with head count of children on day of visit.
- To examine reading / writing skills in second language(English), standard-wise competencies in EVS / Mathematics using 3/5/7 standards BAS 2010 tests, as per appropriate age-grade location of children in respective Madrasahs.

IV. Mobile Science Lab

Objective:

- Examine variety and diversity in the functioning of science centers across the State- community meets, organization of science fairs, summer camps, conduct of competitions for students, types of specimen, equipment, models, displayed in science centers in relation to their needs for schools, training of young instructors, training of teachers, documentation of activities, organization of discussion meets / public lectures / talks / seminars, and field support to MSLs (through the TGTs nominated for the centers or otherwise);
- To examine the regularity, punctuality and discipline observed by the MSLs in their service to schools ;
- To examine the harmony with syllabus requirements of the nature of experiments organized by MSLs and the handholding exposures given to students ; w.r.t physical / biological sciences / social studies ;
- To get a feedback from schools, head teachers, students, parents (SDMC), community members regarding the utility and quality of services of (i) Science Centers, (ii) MSLs [from network schools].
- To examine the quality of laboratory facilities in schools covered by MSLs &
- To review the in-house and departmental monitoring and documents of the progress of activities of the Sc Centres and MSLs.

V. Student Learning Achievement Study 2011-12

An outlay of Rs. 120.00 lakhs has been sanctioned to conduct the Base Line Study of the learning levels of II, IV and VI standards.

This task has been entrusted to KSQAQO, Bangalore.

Sample:

- 1,00,000 children of 2,4,6 standards will be selected randomly in the ratio of 20:35:45.
- Govt./Aided and Rural/Urban schools will be selected in the ratio of 9:1.

Selection of Subjects:

- 2nd ,4th Std. - First Language, Mathematics & Environmental Science.
- 6th Standard - First & Second Language, Mathematics, Science & Social Science.

Examination Date: First week of Feb 2012.

Exam Centres: The school with in 3 kms. radius from all other schools.

7. KERALA

Research Activities

Research Advisory Committee

- State Research Advisory Committee
- District Research Advisory Committee with DIET Principal as Chairman and District Project Officer as Convener

Research Studies

- Completed 9 studies in the year 2010-11.
- 9 studies undertaken in 2011-12
- Achievement studies at District level – 35 studies
- Action Researches at BRC level – 1592

Research Studies in 2010-11

1. Effectiveness of Padanaveedu (After-school self learning centre)
2. Effectiveness of Girls Education
3. Civil works activities under SSA Kerala
4. Effectiveness of ECCE
5. Effectiveness of the strategies for Out of school Children
6. Effectiveness of Teacher Empowerment Programme
7. Assessment of Access to Primary and Upper Primary Education in Tribal Areas under SSA
8. Effectiveness of Sahityotsav (Literary fest)
9. Impact of the training in English for teachers of Kollam, Alappuzha and Ernakulam Districts

I. Effectiveness of Padanaveedu: After School Self Learning Centre

- Padanaveedu is a programme conducted by SSA under the Intervention of Innovative Activities with an objective of helping the Socially and Economically Backward, SC/ST and Minority Students in their Learning Activities.
- There are 2710 centers.
- The classes are handled by instructors who are specially trained under SSA.
- An Organizing Committee is chaired by the Ward Member and the HM of the nearby school is its Convener.
- Involving Local Community Sponsors, Reading Materials and Light Refreshment for the children.

Objective and Methodology

Objective:

- To assess the progress in learning and co-curricular activities of the Learners.
- To assess the functioning of Padanaveedu
- To assess the Physical Facilities.
- To assess the participation of the Community.

Methodology:

Tools and Techniques

- Observation Schedule
- Questionnaires for Educational Volunteers
- Focus Group Discussion
(HM, Teachers, Trainers, DPO, BPO, LSG Members, etc.)
- Partially structured interview schedule for parents.

Sample:

Kasargod, Palakkad and Pathanamthitta districts were selected for the study. Twelve Learning Centres from different BRCs in both rural and urban areas were selected.

Findings and Suggestions

Findings:

- All parents who were part of the sample opined that the achievement level of their children improved.
- Performance of the children in the Classroom Process also improved.
- Children got opportunity to participate in Cultural Activities

Suggestions:

- Steps should be taken to improve physical facilities.
- SSA, LSG and local people to work together to improve physical facilities
- Give training to children in Local Handicrafts.
- Periodic training for Educational Volunteers.
- Functioning of Padanaveedu to be continued in the Mid-Summer Vacation.

II. Effectiveness of Girls Education

Objective:

- To study the process of empowerment of Girls Education in Kerala.
- To study the impact of Girls Education in the physical fitness and mental health of girls.
- To assess the development of life skills among the girl child.
- To suggest measures for solving the problems faced by girls.

Findings:

- The participation of girls in school parliament activities is an area which was neglected in majority of the schools
- Majority of the teachers, parents and LSG members were not fully aware of the importance of girls education.
- More convergence among departments is needed.

III. Civil Work Activities under SSA Kerala

Objective:

- To identify the issues and problems in implementing civil works under SSA in Kerala
- To find out the support mechanism provided to Civil Work by various agencies/institutions.
- To study the effectiveness and influence of civil works in ensuring quality education
- To formulate suggestions to solve the issues and problems in connection with civil works

Findings:

- All schools have basic infrastructure facilities
- Community response and involvement in Civil Work is good in the state.
- The quality of Teaching Learning activities have improved with the enhancement of Infrastructure facilities.
- Various civil work activities executed with active participation of PTA

IV. Effectiveness of ECCE

Objective:

- To evaluate the empowerment Programmes provided to Anganwadi Workers, Helpers and Pre-primary teachers.
- To ensure the convergence of various agencies
- To study the awareness of parents on ECCE.
- To assess the extend of support and facilities provided to the CWSN.
- To assess the utilization of teaching learning materials provided
- To assess the availability and utilization of play materials
- To assess the existing monitoring system
- To assess the infrastructural facilities

Findings:

- Lack of qualitative and unified curriculum
- The training inputs found unsatisfactory.
- Poor infrastructural facilities
- Insufficient monitoring
- Lack of Parental awareness
- Different aspect of cognitive development of children are not familiar to Pre Primary Teachers

V. Effectiveness of the Strategies for Out of School Children

Objective:

- To find out the effectiveness of the strategies for out of school children.
- To find out the problems of Out of school children.

Findings:

- Lack of orientation to the community about the importance of education
- Lack of communication due to language barrier
- Sidelineing of culture.

VI. Effectiveness of Teacher Empowerment Programmes

Objective:

- To find out the sustainability of inputs given to teachers through various Teacher Empowerment Programmes.
- To assess the efficiency of teachers in Classroom Transaction
- To assess the strategies for addressing problems of Slow Pace Learners
- To evaluate the process of adaptation for CWSN.
- To identify the issues and problems related to Teacher Empowerment Programmes.

Findings:

- The training modules for the vacation teacher empowerment were included inputs to empower the teachers to strengthen the classroom process
- In language classes, teachers resort to mainly narration. They are not making use of extra reading materials, or e-materials. Teachers often fail to interact effectively with the children. Most of the teachers are not able to speak English fluently.
- The infrastructural facilities especially laboratories, libraries and ICT facilities have to be improved a lot. Teachers do need practical inputs in using these facilities efficiently.
- The student's portfolio shows variety and uniqueness, but they are not evaluated properly by the teachers. Portfolios do not reflect the qualitative growth in learning of students.

VII. Assessment of access to Primary and Upper Primary Education in Tribal Areas under SSA

Objectives:

- To evaluate the Social, Cultural and Educational benefits of Multi Grade Learning Centers.
- To assess the process of mainstreaming
- To assess the quality of Teaching Learning Material
- To identify the problems of AS
- To find out the Accessibility
- To identify the basic requirements of AS

Findings:

- Lack of Infrastructure Facilities
- Parental Awareness Programmes were effective
- Periodic Medical Camps organized.

VIII. Effectiveness of Sahityotsav (Literary Fest)

The 'Sahityotsavam' was conducted aiming to develop the innate creativity in the learners. In the three day 'Sahityotsavam', the students got training in various areas of creativity like music, drawing, story telling and writing, and writing poems etc.

Objective:

- To evaluate the effectiveness of literary Programmes organized.
- To assess the participation of children

Findings:

- School level function was informative.
- Imparted self confidence in children.
- Opportunity to interact with leading Literary Personalities
- Produced Manuscript Magazines

Studies undertaken in 2011-12

1. Development and testing of strategies for quality improvement in the teaching and learning of languages at Upper Primary Level.
2. Study on 'Time on task'
3. Study on the impact of 'Thelima' (Health and Cleaning) Programme
4. Development of testing and dissemination innovation strategies for teaching Science, Mathematics and Social science at the UP level
5. Tracking the performance of children in the Half Yearly Examination at the District Level
6. Study on the impact of Onsite Support provided by Trainers
7. Case studies of LSG involvement in promoting Quality Education
8. Study on the impact of the intervention for Community Mobilization
9. Study on the effectiveness of Home Based Education under SSA

Other Programmes

Research Methodology:

6 day empowerment programme for State Resource Group at Gandhi Gram Rural Institute , Dindigal.

Continuous Assessment:

- Developed and Published Source Books on Continuous Assessment - Subject wise and Class wise from Std. I to VII.
- Provided Training to all Teachers on the Source Books through the Cluster Trainings.
- Developed draft vision document on Continuous Assessment on the basis of RTE – Emphasis on Unit Tests /Worksheets utilizing ICT strategies for implementation.

Teacher Assessment:

- Competency Areas
- Performance Indicators
- Qualitative Recording
- Grading
- Recording (SAM)

Student Assessment Manual (SAM)

പഠനപുരോഗതി രേഖ

2011 - 2012

ക്ലാസ്സ് VII

വിദ്യാർത്ഥിയുടെ പേര് :

വിദ്യാഭ്യാസത്തിന്റെ പേര് :

പത്താംതန်း / മുൻപുള്ള പേരിന് :

അതാൻ വിദ്യാഭ്യാസം പൂർത്തിയാക്കി

വിവരങ്ങൾ : അഭിനന്ദന ശാസ്ത്രിയം

വിവരവിവരങ്ങൾ	വിവരവിവരങ്ങൾ	വിവരവിവരങ്ങൾ
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വിവരവിവരങ്ങൾ		TE ടെ

Learning Enhancement Programmes (Research Based):

- LP/UP level Programmes
- Separate Activities for Subject and Language
- Vision Documents developed by Districts
- Programmes in progress at District Levels
- Programmes includes Celebration of International Year 2011-12 of Chemistry/Forest/Bats.

Evaluation:

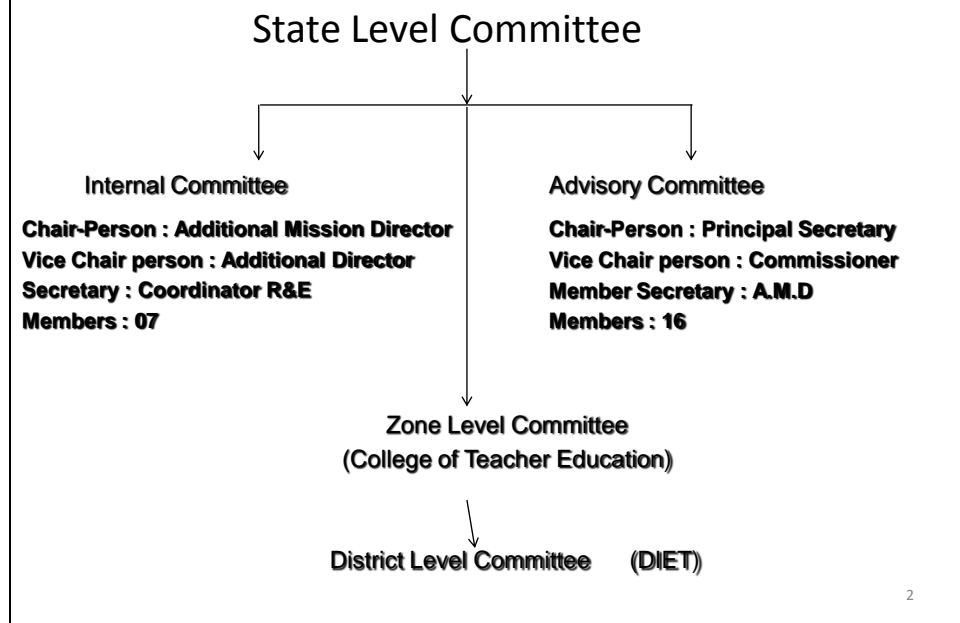
- Evaluation in three quarters of 2011-12
- Prepared tools for Quarterly tests and it was centrally uploaded
- Documented Tools of Half Yearly and Annual Evaluation-both District Wise and Year Wise

8. MADHYA PRADESH

Objectives of Research and Evaluation Activities in the State

- To assess the current situation of education at different levels;
- To assess the outcomes of Educational Interventions;
- To review the Design of Policies and Programmes;
- To facilitate in Overall Planning during Preparation of Annual Work Plan and Budget;
- To promote a culture of research at the Grass root levels;
- To help teachers identify local-specific problems and undertake in-depth studies with the help of researchers in the area of Education; and
- To organize Capacity Building Programmes for SCERT, CTEs and DIETs Faculty Members.

RESEARCH ADVISORY COMMITTEES



Functions

Research Advisory Committee:

- To decide the areas, topics, objectives and budget for research;
- To provide help in the selection of external agencies
- To provide support to external agencies in research work; and
- To assess and improve on draft research reports.

Research Internal Committee:

- To scrutinize, improve and forward research topics to State level Advisory Committee;
- To scrutinize proposals received from External Agencies;
- To provide feedback based on the study of Research Reports; and
- To provide support in workshops on Research.

Activities Conducted

Initiation:

- Formation of Committees (State, Zone & District level)
- Formation of Research expert panel
- Capacity Building (State, Zone & District level)
- Tools finalization
- Data analysis
- Report writing
- Formulating '*Shodh-Nirdesh*' – Detailed instructions CTEs & DIETs for research work

Implementation:

- In-house Researches
 - Mid Term – 8 CTE ($8 \times 1 = 8$)
 - Short Term– 42 DIET ($42 \times 1 = 42$)
 - Short Term Compilation – CTE
 - Action Researches – 2 each CTE, 10 each DIET
- Outsourcing Researches
 - Long term
 - Mid term
 - Short term
- To develop Research Corner in each DIET

Monitoring and Dissemination

Support and Monitoring:

- In-house, Outsourcing status report (Monthly)
- Monitoring of Research work (State, Zone, District level)
- Review and Provide Support through Video Conferencing

Dissemination:

- Dissemination (National, State, District, Block & JSK level)
- Facilitate in preparing AWP with the help of Research findings and suggestions.
- Workshops for sharing of experiences

Capacity Building for Quality Improvement:

- State organized two training programmes in two phases.
- (1). Research Methodology– to Orient 50 SRGs for giving training to the District level functionaries.
 - (2). Paper Presentation– to Orient 15 SRGs for giving training to the District Resource Group (DRG)

Focus Areas of Research in 2010-11

- CWSN (*Children with Special Needs*)
- Time-on-Task
- Teacher's Training
- KGBV (*Kasturba Gandhi Balika Vidyalaya*)
- *Dakshata Samvardhan*
- ALM (*Active learning Methodology*)
- ABL (*Activity Based learning*)
- TLM (*Teaching Learning Material*)
- Gender
- Curriculum
- Platform Schools
- Library.

Studies Completed in 2010-11

Long Term Study for CTEs and Out Sourcing:

- A study of the effectiveness of ABL programme in terms of multi-grade, multi-level teaching in comparison with non-ABL Schools.
- A study of the status of teacher training at Elementary Level in Madhya Pradesh.

Mid Term Studies for CTEs:

- A study of the difference in learning of children through Activity Based Learning and normal method.
- A comparative study of the achievement level of students of ALM and non-ALM schools.
- Study of student's and Teacher's Time-on-Task in Primary and Upper Primary schools.
- A comparative study of in-service teacher training in 2010 with that of the previous year.
- A study of the status and utility of libraries established under matching scheme (Raja Ram Mohan Roy Library, Kolkata)

Studies Completed in 2010-11 (Contd.)

Short Term Studies for DIETs:

- A study of the suitability of Braille books and other alternates on the academic achievement of totally visually impaired children.
- A study of the status of children's library room in District/Central library room in District/Central Libraries and the status and utility of school Libraries in elementary schools.
- A study of the status of vocational training provided to girls of KGBV and Girls' Hostel.
- A study of gender and social discrimination in the school system.
- A study of the utility of life skills training provided to warden and assistant warden by SRC.
- A critical study of the inclusion of population education content in the textbook of social science and its teaching learning level in classroom.
- A study of educational competence and weak points of Urdu teachers.
- A study of practical difficulties of teachers with reference to ALM.

Focus Areas of Studies in 2011-12

- ALM (*Active learning Methodology*)
- ABL (*Activity Based learning*)
- CCE (*Continuous Comprehensive Evaluation*)
- *Dakshata Samvardhan*
- CWSN (*Children with special needs*)
- RBC & NRBC (Residential & Non Residential Bridge Course)
- Platform Schools
- RTE (*Right to Education*)
- Educational Portal

State Level Studies 2011-12

Mid Term Studies (Out Sourcing):

- An analytical study of the maintenance and utility of the equipment given to CWSN.
- A study of the non educational work done (completion of different format and information etc.) by teachers.
- An analytical study of academic utility of education portal (www.educationportal.mp.gov.in) and suggestions for its use.

Mid Term Studies (In House) for CTEs:

- A study of the problems faced by CCE trained teachers in the implementation of the scheme and suggestions there of
- A case study on the running of platform schools and remedial suggestions.
- A study of implementation of RTE Act and remedial suggestions.
- A study of the effect of Dakshata Samvardhan Programme on the achievement in Urdu of students enrolled in class 4 and 5 in government primary schools and suggestions to improve the programme.
- A study of the effect of ABL on enrolment, retention and achievement of students in last there academic sessions.
- Analytical study of the achievement of students failing to be mainstreamed in education after studying in RBC & NRBC and suggestion to remedy the problem.
- Effect of Dakshata Samvardhan Programme on achievement level of students comparison of actual situation with that of the portal; suggestions to improve implementation.
- Libraries in school-reading corners: A study of their utility and problems and suggestions for increasing effectiveness.

State Level Short Term Studies (Inhouse) for DIETs 2011-12

- A study of the teaching effectiveness of Madarsa teachers trained in Dakshata Samvardhan (Language and Mathematics for class 4 and 5)
- A study of the effect of ALM on behavioral changes and achievement level of students in Social Science at class VII level.
- A study of the effect of ALM on behavioral changes and achievement level of students in Science at class VII level.
- A Study of Implementation of RTE Act and remedial suggestion.
- A study of the effect of ALM on behavioral changes and achievement level of students in Maths at class VII level.
- A study of the effect of ALM on behavioral changes and achievement level of students in Hindi at class VII level.
- A study of the effect of ALM on behavioral changes and achievement level of students in English at class VII level.
- A study of the effect of ALM on behavioral changes and achievement level of students in Sanskrit at class VII level.

A Comparative Study of the Achievements of KGBV and Non-KGBV Girls

Findings:

- Determination and will power for study in any situation was found as 48.53% in non KGBV and 36.52% in KGBV girls.
- 69 percent of KGBV girls like to go to school regularly and study whereas 58 percent non KGBV girls like to do so.
- Home work is completed by 60.14 percent KGBV girls whereas only 28.45% of non KGBV girls complete their home work.
- KGBV girls are provided with more motivation and peaceful cooperative environment than the non KGBV girls.
- KGBV girls were found better in attendance, interest in study, behavior with class masters and teachers, participation and performance in School activities and home assignment than that of their non KGBV counterparts.
- An average academic achievement of KGBV girls in Hindi, Math's and English was found as 30.53% which was better than that of their non KGBV counterparts (27.81%).

Suggestions:

- KGBV should be extended to Class XII.
- Facilities of Library and self learning materials should be increased in the KGBVs.
- Furniture (chair-table) should be provided to the KGBVs.
- Boundary wall and additional room as per need should be constructed in KGBVs.
- Facilities of computer training and availability of subject-wise teachers be ensured.
- Availability of TLM for teaching Science and Math.

Study of the Effectiveness of Activity Based Learning Programme and its utility with reference to multigrade, multilevel teaching in comparison with Non-ABL Schools

Findings:

- The M.P. Activity Based Learning Programme provides a practicable solution to multi-grade, multi-level teaching .
- There is no significant difference between the attendance of students of ABL and non-ABL schools. The attendance in ABL schools is slightly higher. This difference is observed consistently in the session 2009-10.
- There is significant difference between the achievement of students of ABL and non-ABL schools. The former are better than the latter in all the three subjects: Hindi, English and Mathematics.
- There is significant difference between the school environment and also in classroom transactions of ABL and non-ABL schools. The former are better than the latter in almost all the themes covered under these factors, except in children's hygiene and maintenance of school records, where both types performed equally good.

Suggestions:

- There is provision of at least two ABL teachers in an ABL schools. This should be strictly followed. Thus, even in case of transfer, the ABL teacher should be transferred to ABL school only.
- The ABL classroom requires ample space for the mandatory six groups, for storing teaching-learning material in easy-to-reach places, and for various indoor and outdoor activities. Thus ABL schools should have larger classrooms and also veranda-like semi-open spaces, in addition to courtyard-like open space. In this way, all the activities prescribed in the ABL methodology could be completed in all seasons.
- The ABL programme could benefit a lot if it gets the exposure it deserves on media – both print and electronic. Success stories of the M.P. Activity Based Learning Programme would then not only inspire ABL teachers to prove their worth in a 'winning cause', it would also help them in getting the requisite support from the community.

A Comparative study of the achievement level of Active Learning Methodology (ALM) and Non Active Learning Methodology (Non ALM) Schools Learners

Findings:

- Subject-wise achievement level difference was found between the students learning in ALM Non-ALM schools. This difference was 0.31% in Chhatarpur District 1.04% in Panna District and 1.82% in Tikamgarh District.
- The difference of achievement level between ALM and Non ALM schools in Chhatarpur and Panna District was negligible but remarkable difference of achievement was seen in Tikamgarh District. Therefore it is certain that achievement level is being affected by the ALM teaching
- The difference in interest and encouragement of teachers working in ALM and Non ALM schools was not seen. The reasons are as follows
 - (a) Teachers in most of the schools are less in number therefore some classes remain unattended, with the result that students make noise or engage themselves in playing.
 - (b) Class rooms are so small in size that students are not in a position to sit properly under such conditions teachers are unable to teach, to encourage and to enable the students to take interest in learning.
 - (c) Teachers of schools having sufficient staff manage to depute get themselves in "Shala Sankul" Schools or remain on O.D. Consequently such schools remain without adequate teachers and teaching in these schools gets adversely affected.
 - (d) Some schools are without adequate building therefore classes are arranged in open, where teaching is not possible according to ALM lesson plan.
 - (e) Teachers have to perform other than teaching duties like MDM, disbursement of Scholarships of different types, Text Book distribution, Uniform distribution, Cycle distribution etc. Being busy with the aforesaid other duties they are not in a position to teach the students properly.

Study of status of in-service Teacher's Training at Primary Level in Jabalpur division

Findings:

- In-service teachers training status is satisfactory in training centers of different district of Jabalpur Division.
- The positive effect is found on teaching competency of teachers by in-service teacher training programme.
- The teachers of Jabalpur Division ,use partially the methods learnt by them in in-service teacher training programme
- The positive effect can be seen on the achievement of students taught by in-service trained teachers.

Suggestions:

- Some special scheme should be implemented for motivation of teachers
- Attractive honorarium should be given to trainers and trainees of in-service teacher training programmes
- For effective running of Competency enrichment programme regular monitoring should be done at every level.

9. MAHARASHTRA

Research Studies Completed in 2010-11 at the District Level

- Study of effect of innovative programme for enhancing achievement level of girls studying in ZP primary school.
- Study of increase in retention rate of pupils due to mid day meal scheme in primary schools.
- Study of enhancement of quality education due to computer lab in upper primary schools.
- Study of effective use of reading corner in classrooms.
- Study of vocational training for girls in UP schools.

Research Studies Completed in 2011-12

Mapping of residential and schooling facilities for seasonal migrant children in families of sugarcane cutters.

Conducted By: YASHADA

Objective:

- To determine migration pattern of the children and families
- To identify the residential facilities in villages.
- To examine the school facilities so as to make residential arrangement for the children in schools.

Findings and Outcome:

- Pattern of migration in two districts –Beed (Sending district) & Sangali (Receiving district) is identified
- On the basis of mapping 272 residential hostels were established for 13174 children in Beed.
- 25 hostels will start in Sangali.

State Level Research Studies in 2011-12 (Through YASHADA)

- Ongoing Researches are in the following Areas:
 - I. Policy Formulation
 - II. Evaluation of Ongoing Interventions
 - III. Case Studies of Good Practices
 - IV. Surveys

I. Policy Formulation

- Introduction of Semi English from Std. 1st
- Strategies for Public Private Partnership
- Vocational Education: Special training for out of school children enrolled in age appropriate standard as per RTE.
- Switch over to eight year elementary education cycle.
- 25 % Reservation of Admission in Private Schools as per RTE.

Methodology to be Adopted:

- Focus Group Discussions with the Stakeholders
- Across State Comparison
- Action Researches (For Age Appropriate enrolment of students)

Evaluation of Ongoing Scheme/Interventions

- Evaluation of KGBV
(43 KGBV's in 10 Districts)
- Evaluation of provisions for CWSN
(in 8 districts)
- Evaluation of CCE implementation
(in 8 districts)
- Performance of Mathematics teachers in classrooms
(in 8 districts)

III. Case Studies and Documentation of Best Practices being made in the following areas:

- Parent-Teacher Association/Community participation
- CCE
- Constructivist Approach to Teaching
- Classroom Processes

Survey:

Survey of out of school children in 43 EBBs (Survey conducted through DIETs with technical support of UNICEF)

Other activities undertaken at the State Level

- Three days Capacity Building of DIET faculty, RP's of BRC & CRC .
- Quarterly meeting of Research Advisory Committee.
- Child Tracking and Data Entry in four blocks on Pilot basis.
- Evaluation of Schools on the basis of ADEPTS Indicators.

10. NAGALAND

Research Activities Completed in 2010-11

- Absenteeism of teachers at Elementary level.
Conducted by Dr. Buno Zetsuvi, Reader and Dr. Lungsang Zeliang, Senior Lecturer, Department of Education, Nagaland University
- Quality Achievement of Elementary Education in Nagaland.
Conducted by Dr. Rukhono Iralu, Reader Nagaland College of Teacher Education, Kohima and Dr. Buno Liegise, Reader, Department of Education, Nagaland University

Research Activities to be conducted in 2011-12

- A Study on Community Knowledge (Awareness) and Mechanism to use this Knowledge in Schools covering two Villages in each District.
- Effectiveness of Grants (Teacher Grant, School Grant & Maintenance Grant: covering two Villages in each District.
- Action Research by Teachers at the District Level.

Capacity Building

Identified Areas:

- Strengthen the existing research wing by providing training and logistics.
- Provide exposure and training in use of software for large scale research especially in analysis and interpretation.

11. ODISHA

Studies Completed in 2010-11

- Effectiveness of the Monitoring and Supervision Mechanism for teacher training
- Performance assessment of the functioning of SRG, DRG and BRGs in the context of SSA
- Evaluation of new textbooks at the elementary level
- Teachers and Students Time on Task
- Baseline Study on Multi Lingual Education
- Diagnosis of learning difficulties of children in the low achieving districts of Orissa in Language ,Mathematics and Science
- Road Map for convergence of Shikshya Sahayak in the elementary cadre
- Problems of transition to national pattern of elementary education
- Teachers and students absenteeism
- Baseline survey on Computer Aided Learning
- Analysis of declining trend of enrollment of Primary and Upper Primary level in Odisha.
- Study on functioning of BRCC and CRCC
- A study on Teacher's Assessment of Project Interventions
- Assessment of content knowledge of Gana Sihksayak and Siksha Sahayak on Science and Mathematics
- Identification of the strength and weakness of the interventions for improving quality of education at the elementary level.

District Level Studies in 2010-11

- Role of VEC in Strengthening the management of schools
- Effectiveness of Students Evaluation Practices followed in Primary Schools
- Utilization Pattern of Teaching Learning Materials (TLM) grant in classroom process and its impact on students participation and learning level
- Effectiveness of Kasturba Gandhi Balika Vidyalaya (KGBV) on development of Girls Education at Elementary level
- Identification of difficulties in Language learning of Class-V students and trying out strategies to address the difficulties.
- Study on attendance of teachers & students in Primary & Upper Primary Schools
- Role of MCSs (Model Cluster schools) in promotion of girls education in Mayurbhanj District
- Effectiveness of Teachers Training in Classroom Transaction
- Participation of Mother Teacher Association (MTA) for promotion of Girls Education at Elementary Level in the District of Cuttack
- Attitude of Teachers towards in-service teachers training programmes and their performance in the classroom

Capacity Building and Dissemination

Capacity Building:

- Training programme was organized for District Resource Groups on Action Research Projects.
- 60 Action Research projects were undertaken in the areas of improving the quality indicators in the schools.
- Orientation programme was also conducted for development of research tools for small scale research studies
- Workshops were conducted for finalization of research tools and data collection procedure.

Documentation and Dissemination:

- The final study reports were shared in a state level workshop to disseminate major findings for formulation of action points.
- Research Abstracts are being published containing the major findings of the studies.
- At the district level findings of small scale research studies are also shared through conducting workshops for the stakeholders.

State Level Studies proposed for 2011-12

- Mid- term Impact Assessment of Sahayog
- Impact Assessment of Samiksha
- Impact Assessment of 'Samarthya', 'Samadhan' and 'Sadhan'
- Midterm Assessment Survey of the Learning Enhancement Programme-
- Impact Assessment Study of "Grievance Redressal System" and "School Students Helpline"
- 5% Sample Checking of DISE data of 2011-12
- Language and baseline survey of 14 Tribal languages
- Mid- Term Assessment Survey of CAL Programme
- Study on Out- of- School Children in the state.

1. Mid- term Impact Assessment of Sahayog”

- Conducted by Human Development Foundation, Bhubaneswar
- Districts Covered-Keonjhar, Bargarh, Nayagarh, Jajpur, Ganjam, Nuapada

Objective: To assess impact on the following:

- Preparation of school Development Plan for their respective schools
- Seeking help from various Government Departments (Health, Rural Development, Women & Child Development, SC & ST, Panchayati Raj, and Labor) for school development
- Mobilizing Government and Non-Government organizations to extend support to schools
- Involvement of SMCs and Local Authorities in school activities and strengthening school-community link
- Facilitating teacher and student attendance and enrollment of out of school children
- Using the facilities of student helpline and grievance redressal system
- Safeguarding children rights and needs of girls children, CWSN, and children from backward classes and impoverished geographical locations

2. Impact Assessment of Samiksha”

- Conducted by Sutra Consulting, Bhubaneswar
- District Covered: Mayurbhanj, Jajpur, Khurda, Sonepur, Bolangir, Jharsuguda, Ganjam, Nabarangpur, Rayagada

Objective:

- To examine the level of understanding of key personnel involved in Samiksha regarding the performance parameters.
- To make a sample check of schools’ standing in respect of Samiksha parameters vis-a-vis the report submitted.
- To assess the progress effected because of Samikshya in each District and at State level from the time of its implementation till date.
- To collate and analyze ‘Samiksha’ information for developing a report for the purpose of action and decision making.
- To ascertain and identify gaps in implementation of the ‘Samiksha’ programme.

3. Impact Assessment of ‘Samarthya’, Samadhan’and ‘Sadhan’

- Conducted by Research & Analysis Consultants ,Bhubaneswar
- Districts Covered: Angul, Jharsuguda, Bhadrak, Cuttack, Ganjam, Koraput

Objective:

- To estimate an overall impact of the programme as perceived by the teachers, and their understanding of the training inputs.
- To find out the intensity of the impact of the programme in the classroom interaction.
- To record the extent and frequency of use of the supporting materials i.e. Samadhan and Sadhan by the teachers in the curricular transactions.

4. Midterm Assessment Survey of the Learning Enhancement Programme

- Conducted by AMITY Foundation, Bhubaneswar
- Districts Covered: Khurda, Mayurbhanj, Koraput, Ganjam, Sundergarh & Angul

Objective:

- To examine the learning performance of students in Language and Mathematics at the end of Classes III & V in relation to gender, social category and area.
- To examine the learning performance of students in Science and Mathematics at the end of Classes VII in relation to gender, social category and area.
- To examine the availability and utilization of learning resources at the school, Cluster and Block Level.
- To find out the reading interest generated among the students of Primary and Upper Primary Level.
- To find out the impact of the programme on the teachers, parents and community members.

5. Impact Assessment Study on "Grievance Redressal System" and "School Students Helpline"

- Conducted by ICMR, New Delhi
- Districts Covered :Bhadrak, Balasore, Gajapati, Sambalpur, Jharsuguda, Ganjam, Angul, Cuttack

Objective:

- To estimate an overall impact of the two systems viz. the Grievance Redressal System and the School Students Helpline as perceived by its beneficiaries.
- To find out the levels of awareness among the targeted stakeholders like the school age children, teachers, and parents, employees of the Department, community members and public at large.
- To identify the bottlenecks, if any, in the system at different levels- hindrances and delays in resolving the grievances and ways to remove them.
- To examine the level of efficiency of the two systems and to give suggestions for enhancing its capabilities and its links with other state, district and sub-district level grievance Redressal mechanisms of the Department with concrete suggestions for making them empowered grievance Redressal units.

6. 5% Sample Checking of DISE data 2011-12

- Conducted by AMC, New Delhi
- Districts Covered: Ganjam, Kandhamal, Nayagarh

Objective:

- To cross check the DISE data with the PES data and to provide feedback on other aspects such as, cooperation of Principal/ Head Teacher in providing data ,status of records of schools ,training of Principal/ Head Teachers in filling up of DISE forms, etc.
- To identify the major lacunae in conducting DISE activities and in the formats used for both DISE and PES
- To suggest measures to reduce the extent of deviation between DISE data and PES data.
- To recommend the changes to be made for improving the DISE and PES operations.

7. Language and baseline survey of 14 Tribal languages Academy of Tribal Language and Culture

- Districts Covered: Balasore, Bargarh, Deogarh, Dhenkanal, Jajpur, Kalahandi, Keonjhar, Khurda, Koraput, Malkanagiri, Mayurbhanj, Nabarangpur, Nuapada, Sambalpur, Subarnapur, Sundergarh

Objective:

- To access the level of understanding of Odia language by Tribal Students and their parents for supporting MLE.
- To access the level of understanding of Tribal languages by non tribal teachers.
- To identify tribal language area(target language) and schools.
- To identify the schools with mono-lingual situation in each of the 14 languages.
- To ascertain the attitude of stakeholders for introduction of mother tongue based MLE.
- To identify the local resource persons (educated youths) from community for supporting MLE.

8. Mid- Term Assessment Survey of CAL Programme

- Conducted by Human Development Foundation covering all the Districts

Objective:

- To assess the enrolment status, attendance rate and retention rate of students
- To assess the achievement level of the learners in midterm to the contact inputs extended under CAL the different school subjects in 1st and 2nd phase schools .
- To ascertain the performance level of the teachers in school covered under CAL with regard to their knowledge, skills, attitude and motivation.
- To find out the infrastructure facilities of the schools covered under CAL programme.
- To find out the role and level of involvement of Headmaster as well as VEC members and parents in school management and CAL programmes.

9. Study on Out- of- School Children in the state

- Conducted by ICMR, New Delhi
- Districts Covered: Kalahandi, Keonjhar, Mayurbhanj, Nabarangpur, Rayagada, Angul, Kandhamal, Nuapada, Sundargarh, Puri, Jharsuguda, Jagatsinghpur, Boudh, Cuttack

Objective:

- To analyze the prevalence, incidence and causes of out of school children in the three types of districts categorized on the basis of number of such children.
- To identify the issues associated with the enrolment, mainstreaming and retention of the out of school children, separately for dropouts and never enrolled children.
- To build models/strategies of interventions for the groups of out of school children differentiated on the basis of their educational needs in the context of their social – cultural-economic conditions.

Small Scale Research Studies in 2011-12

- Role Of School Management Committees (SMC's) in Management Process of Elementary Schools.
- Study on Status of Functioning of Meena Manch & Meena Cabinet & their functions in schools.
- Effectiveness of Computer Aided Education Programme for Learners Achievement in Balasore District.
- Effectiveness of The Interventions for Improving Quality of Education at the Upper Primary Level.
- Study of Use of Aids & Appliances by CWSN Children.
- Impact of Interventions Under Inclusive Education Programme for Promoting Quality Education for CWSN In Kalahandi District.
- Effectiveness of SADHAN & SAMADHAN as Tools for Improvement in Learning Process at Elementary Level.

Small Scale Research Studies in 2011-12 (Contd.)

- Impact of engagement of inclusive education volunteer on overall development of Children With Special Needs(CWSN).
- Effectiveness of using SADHAN & SAMADHAN in improving the quality of elementary education in the district of Dhenkanal.
- An appraisal of individualized educational plan for CWSN.
- A study on declining trend of enrolment at elementary level in Jagatsinghpur District.
- Impact of ANESWAN-I Training Programme on the classroom behaviour of the teachers in Jagatsinghpur district.
- Evaluation of functioning of School Management Committees(SMCs) for development of quality elementary education in the tribal blocks of Kalahandi District.
- Involvement of SMC in the quality aspects of elementary education.
- Impact of Samikshya in ensuring the contribution of stakeholders to the quality of elementary education.

Process of Commissioning Studies

- Empanelment of agencies through open advertisement.
- Two tier Scrutiny of Agencies
- Approval of research areas in the state level research by Approval committee headed by Commissioner cum Secretary (26.8.11)
- Small scale study and Action Research project proposals are approved by District Level research Approval Committee headed by Collector cum Chairman district SSA committee

12. PUNJAB

Research Studies in 2009-10

- Study on Classroom Transaction for Primary and Upper Primary Schools.
- Study on Evaluation of the *Parho Punjab* Programme
- Study on poor results of students of classes V, VIII, X & XII.
- Evaluation study for OoSC covered in AIE centers & children mainstreamed from AIE centers to regular schools.
- Study on Innovative activities like Girls Education & SC/ST.
- Study on High Drop-Out rate among SC Students.
- Study on impact of Teachers Training on Classroom Transactions

1. Study on Classroom Transaction for Primary and Upper Primary Schools

- Initiated during the year 2008-09(20.01.2009) through Punjabi University Patiala and has been completed during the year 2009-10(16.09.2009).
- As per the main findings of the study the speaking ability of teachers, their pronunciation, legibility in writing and methodology still need much of improvement.
- Necessary action is being taken by the state to overcome these shortcomings through teacher training programmes, on-site training in classrooms and regular monitoring and supervision of classroom transactions.

2. Study on Evaluation of the *Parho Punjab* Programme

- Study was Initiated through NIAR, Mussorie during the year 2009-10(21.08.2009) and has been completed during July 2010.
- The study reveals that as compared to the baseline tests conducted in July, 2009, there has been an overall progress of 43.70% in subject of Punjabi, 58.56% in mathematics & 50.89% in English.

3. Study on poor results of students of classes V, VIII, X & XII.

- Study was Initiated through NIAR, Mussorie during the year 2009-10(26.10.2009) and has been completed during October 2010.
 - The Study reveals that some of the reasons for poor results of the students include shortage of teachers, low attendance (less than 75%) of Students, poverty, illiteracy of parents etc., Outdated teaching methods, lack of parent teacher co-ordination, low awareness level of parents, non-availability of academic support to students at home etc.
- Note: Classes X and XII were covered though not within the scope of SSA.

4. Study for OoSC covered in AIE Centres & Children Mainstreamed from AIE Centers to Regular Schools

- Study was initiated through Punjabi University Patiala in the year 2009-10(01.01.2010) and has been completed. Final Report was submitted **in** May 2011.
- The main objective of this study was to assess the contribution of AIE Centres and RBCs towards coverage of Out of School children under education system.

5. Study on Innovative Activities like Girls Education and SC/ST

- Study was Initiated through NIAR, Mussorie during the year 2009-10(18.12.2009) and is being continued during this year. It would be completed by December, 2011.
- The main objective of this study is to find out whether the activities like vocational education, teaching of Karate and Life Skills, Meena Films, Exposure Visits and Competitive Test etc. have made any impact on the enhancement of enrolment and performance of Girls and SC/ST.

Studies Initiated in 2010-11 & 2011-12

1. Evaluation Study for ABACUS Programme (2010-11)
 - Study has been Initiated through NIAR, Mussorie during the year 2010-11(07.05.2010). It was completed in March 2011.
 - The findings of this study will help in finding out the effectiveness of the Programme.
2. Study for OoSC covered in AIE Centers in 2010-11 and Children mainstreamed from AIE Centers to Regular Schools
 - Study was initiated through Punjabi University during June 2011. It got completed in September 2011.
 - The objective of the study was to assess the contribution of AIE Centers and RBCs towards coverage of Out of School children under education system and to compare with the earlier coverage of OoSC during 2009-10 and 2010-11.

Details of Studies Initiated in 2011-12

1. Study on *Parho Punjab* Programme

- EOIs were called from Recognized Universities and National/State Institutes for Education, Management & Administration. The meeting of State level research advisory committee is going to be held shortly to assign the study.
- Objective of the study is to study the actual use of material developed under Parho Punjab and the Conventional Textbooks in the classroom; study whether or not the presence of two learning systems, namely Parho Punjab and the Conventional Textbooks increase the work load of teachers and add to the students' burden of learning?

2. Study on Preparedness of the State for the enforcement of the RTE Act 2009

- EOIs were called from Recognized Universities and National/State Institutes for Education, Management & Administration. The meeting of State level research advisory committee is going to be held shortly to assign the study.
- Objective of the study is to study as to what steps have been taken by the Punjab Government to enforce the statutory provisions of the act; to study various difficulties and obstacles coming in the way of implementation of the Provisions of the RTE ACT, 2009; and to suggest ways for effective implementation of the provisions of the RTE ACT, 2009.

Summary Report on Research Studies undertaken so far by SSA . Punjab

Sr. No.	Name of report	Assigned to	Date of assignment	Due date for completion	Date of actual submission of report
1	Study on Teacher Student Absenteeism for Primary & Upper Primary Schools	Punjabi University, Patiala	30.03.2008	30.11.2008	21.11.2008
2	Assessment of status of blackboards, toilets and drinking water: facility in schools.	SCERT, Punjab	03.11.2008	18.12.2008	12.02.2009
3	Study on Classroom Transactions in Primary and Upper Primary schools	Punjabi University, Patiala	20.01.2009	20.05.2009	16.09.2009
4	Evaluation of Parho Punjab Programme	National Institute of Administrative research, Mussoorie	21.08.2009	08.03.2010	June, 2010
5	Study on Poor Results of Students in classes 5, 8, 10 and 12	National Institute of Administrative research, Mussoorie	26.10.2009	26.05.2010	Nov, 2010
6	Evaluation Study for OoSC covered in AIE centres	Punjabi University, Patiala	01.01.2010	01.09.2010	13.05.2011
7	Study on High Drop out amongst SC students	National Institute of Administrative research, Mussoorie	18.12.2009	03.07.2010	04.07.2011
8	Study on Impact of Teachers' Training on Classroom Transactions	National Institute of Administrative research, Mussoorie	18.12.2009	03.07.2010	31.05.2011
9	Evaluation Study for Innovative Activities like Girls' Education & SC/ST education	National Institute of Administrative research, Mussoorie	18.12.2009	03.07.2010	
10	Evaluation Study for ABACUS Programme	National Institute of Administrative research, Mussoorie	07.05.2010	07.08.2010	March, 2011
11.	Evaluation Study for OoSC covered in AIE Centres 2010-11	Punjab University, Patiala	10.06.2011	Within one month of approval of draft report by SPO	7.09.2011

Status of Continuous and Comprehensive Evaluation in the State

- Under Continuous and Comprehensive Evaluation of the learning levels of the Students of Classes 4th, 5th, 6th, 7th and 8th, Monthly Evaluation by Teachers was done in all the Government Schools.
- The marks obtained by the students are being monitored through a Software and Feedback is shared with Teachers.

13. TAMIL NADU

Research Studies Completed in 2010-11

- I. Eliminating Gender Gap in Education through Kasturba Gandhi Balika Vidyalaya (KGBV).

Objective:

- To find out the socio economic background of the students and to identify the reasons for dropout or not enrolling into the school.
- To investigate the kind of struggles and issues faced by the respondents before enrolling in KGBV and the relief if any from such issues after enrolling in KGBV.
- To evaluate the functioning of the scheme as per the norms stipulated by the State and Central Governments and innovations made by various institutions, schools, parents, community, VEC, NGO's in implementation.
- To record the perceptions about KGBV among Public, Teachers and Students.

- To identify the problems faced by SSA officials and NGO's in implementing the scheme.
- To bring out case studies of successful girls.
- To check the achievement of the Minimum Learning levels of the disadvantaged children.
- To assess the adequacy of infrastructure, girl friendly environment, safe drinking water, food, medical, counseling facilities etc.
- To list the kind of life skill education & co-curricular activities given under the scheme.
- To examine the functioning of VEC and its role in reducing the gender gap in education.

II. Critical Analysis of the functioning of Computer Assisted Learning Centers (CALC)

- To be conducted in three districts: Thiruchirappalli, Thanjavur and Perambalur Districts

Objective:

- To study the effectiveness of the CAL centers in bringing about Academic improvement among the students from the opinion of the HM's, BRT's, Teachers and Students.
- To study the quality of functioning of CAL centers with respect to different factors such as attitude of the Students, Infrastructure and Maintenance of Computers, Teachers and BRC's role and Computer training among HM's and Teachers.
- To measure the quality of functioning of CAL centers with respect to different factors such as Supervision of CAL centers, HM's and Teachers role, Students participation among BRT's.
- To find out the quality of functioning of CAL centers with respect to different factors such as Mentality of the students, Learning environment, Sharing of computers, CAL Teachers and HM's role among Students.
- To compare the opinion of HM's, BRT's, Teachers and Students towards the performance of CAL centers of different districts such as Tiruchirappalli, Thanjavur and Perambalur districts

III. Evaluation of NPEGEL Programme in Tamil Nadu

Objective:

- To find out the impact of NPEGEL on the performance of children in the classroom.
- To find out the self confidence of children towards employability.
- To find out the impact of the programme towards developing technical skill of the children.
- To study the usefulness of the programme in the application of children's skill towards their real life.
- To study the impact of the programme on the academic achievement of the children if any.
- To study the impact of the programme of the team spirit.
- To study the interest and attitude of the children towards this programme.
- To find out the impact of this programme towards developing scientific temper among children.
- To study the perspective of the teacher.
- To study the perspective of the parents towards this programme.

IV. Active Learning Methodology: A Review

Objective:

- To analyze the nature of the physical setting in ALM class rooms, especially with regard to the space per child, light and ventilation and seating arrangements in the selected schools.
- To study the various pedagogical approaches, time division, assessment methods used by the teacher in the classroom while implementing ALM.
- To evaluate the achievement level of students of 6th, 7th and 8th on the basis of tests developed by the investigators in Maths, Science and Language subjects in the selected schools.
- To analyse the student responses on the 'Myself as a Learner Scale' [MALS] (developed by Robert Burden of the University of Exeter) in terms of their self image, problem solving skills, decision making skills, and initiative taking skills.

V. Evaluation of IED Programme in selected Districts of Tamil Nadu

- To evaluate the functioning of the IED programme in Tirunelveli, Tuticorin and Kanniyakumari Districts.
- To find out the level of perception of Students, Parents, Special Teachers, BRTes, Head Masters, Day Care Givers and Physiotherapists.

VI. Rethinking Professional Issues towards Inclusion- Handling of CWSN by teachers

- To assess the awareness of regular school teachers, special teachers towards inclusion of Children With Special Needs.
- To assess the attitude of regular school teachers, special teachers towards inclusion of children with special needs.
- To assess the possessed and required competencies of regular school teachers and special teachers to handle Children With Special Needs in inclusive educational set up.
- To find out the significant difference, if any, in the awareness and attitude of regular school teachers and special teachers towards Children With Special Needs in inclusive education set up due to variation in their personal variables.

(Contd.)

- To find out the significant difference if any, in the possessed and required competencies of regular school teachers and special teachers to handle children with special needs in inclusive education set up due to variation in their personal variables.
- To assess the attitude of normal students towards inclusion of children with special needs.
- To find out the significant difference if any, in the attitude of students towards children with special needs in inclusive education set up due to variation in their personal variables.

VIII. Evaluation of the Effectiveness of Training Programme for Activity Based Learning

Objective:

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

Research Studies in Progress in 2011-12

Title: Absenteeism among Teachers and Students

Objective:

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

Action Research

2010-11	4010 Studies completed
2011-12	4010 Studies are in progress
	10 Studies per Block
	Conducting District Level Training (1 or 2 days) in collaboration with DIET faculty – completed.
December– 2011	- Completion of Action Research Study by Teachers
January– 2012	- Submission of Action Research reports.
January / February	- Sharing of Action Research findings at DPO / BRC / CRC.

14. TRIPURA

Research Studies to be Undertaken in 2011-12

- Primary Education in Tripura: a socio-economic analysis
- Impact of CAL Programme on learning achievement of children.
- Survey of 6 to 14 years old out of school children of Brick Kiln workers.
- Survey of Infrastructural facilities in schools of TTAADC areas in Tripura.
- Research study on availability of basic facilities in KGBV Schools and Hostels, Model Cluster Schools of NPEGEL as well as status of Female Literacy rate in the Educationally Backward Blocks

Study on Achievement levels in Reading in Students of Class VIII in KGBV Schools

Objective:

- To evaluate the achievement.
- To compare the achievement in English & Mathematics of KGBV & Non- KGBV students.
- To identify the common errors.

Sampling:

- 3 Districts with 7 Educationally Backward Blocks have been covered where 7 KGBV hostels were established and made functional.

District wise Achievement in English

Fig. 1: Comparisons between district wise achievement in English- KGBV and Non-KGBV Students

Sl. No.	Districts	Type of School	Percentage of Achievement
1.	South	KGBV	1.09
		Non-KGBV	1.84
2.	North	KGBV	0.47
		Non-KGBV	0.63
3.	Dhalai	KGBV	0.14
		Non-KGBV	0.14

District wise Achievement in Mathematics

Fig. 2: Comparison between District wise Achievement in Mathematics of KGBV and Non-KGBV Students

Sl. No.	Districts	Type of School	Percentage of Achievement
1.	South	KGBV	1.19
		Non-KGBV	1.38
2.	North	KGBV	2.00
		Non-KGBV	4.81
3.	Dhalai	KGBV	0.52
		Non-KGBV	1.94

Study of Students' Attendance at Elementary Level in Agartala Municipal Council Area: Causes and Consequences

Sl. No	Selected School	No. of School	Average Percentage of Attendance of the Student							
			Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII
1	Old AMC Area	12	58.31	58.77	60.30	57.29	63.06	57.39	59.52	60.63
2	Extended AMC Area	12	59.63	62.55	60.33	62.19	59.81	61.48	69.28	67.18
3	Aggregate	24	58.97	60.66	60.32	59.74	61.44	59.44	64.40	63.91

15. UTTAR PRADESH

Researches undertaken at SIEMAT in 2010-11

- A study of the status of the skill development programme for girls in KGBV.
- Discrimination in Classroom Transaction, Interaction, Behavior, Approach of Teacher and Children and the Ways to improve Equity and Equality.
- A Comparative Study on the Performance of Graduate and Non-Graduate teachers in Parishadiya (Govt.) Primary schools in Uttar Pradesh,
- Study Of Reasons Of Low Attendance And Low Retention In Primary Schools Of Uttar Pradesh.

(Contd.)

- Status of Inclusive Education in Respect of Children with Special Needs (CWSNs) at Elementary Level in U.P.
- Study on Science Education at Upper Primary Level- Status and Suggestions to Improve Learning
- A Study on Urban Schooling-status, problems and needed reforms.
- Assessment of Skill Development Programme in Upper Primary Schools of Minority Concentrated Districts.

1. Study on the status of the Skill Development Programme for Girls in KGBV

Objective:

- To ascertain the skills (including life skills) being imparted to girls in KGBV run by different agencies.
- To measure the attitude of girls towards skills development activities at entry level and exit level (class 6 & 8).
- To find out the perception of community, teachers and students towards the impact of skills developing on girls.
- To find out the avenues where life skills learnt in KGBV may be used by the girls in future (exit level).
- What is the demand for additional skills?

Scope and Coverage:

Selected districts : Allahabad, Sitapur, Chitrakoot, Sonbhadra, Gorakhpur, Mathura, Bahraich, Varanasi, Shravasti and Balrampur.

2. Discrimination in Classroom Transaction, Interaction, Behavior, Approach of Teacher and Children and Ways to improve Equity

Objective:

- Observe whether teachers have discriminatory approach while transacting lessons,
- Find out whether sex and caste bias exists among teachers and children –
- To assess the opinion and suggestions of the teachers, children, parents and community members to promote equity and equality in schools.

Scope and Coverage:

This study was conducted in 50 primary schools in five districts – Allahabad, Gorakhpur, Lalitpur, Muzaffarnagar and Shahjahanpur representing various regions in the state.

3. A Comparative study of the performance of Graduate and Non-Graduate Teachers Parishadiya Primary Schools in UP

Objective:

- To assess the performance of graduate and non-graduate teachers in classroom transaction in primary schools.
- To assess the performance of male and female graduate and non-graduate teachers in classroom transaction in primary schools.

Scope and Coverage:

This study was conducted in 249 primary schools in ten districts – Agra, Moradabad, Jhansi, Banda, Kanpur dehat, Sitapur, Barabanki, Maharajganj, Azamgarh and Jaunpur representing various regions in the state.

4. Study of the reasons for Low Attendance and Low Retention in the Primary Schools of UP

Objective:

- To find out the reasons of low attendance & low retention by gender and social groups
- To seek opinion of teachers, parents and students for low attendance in schools
- To seek opinion of teacher, parents and students for low retention of students in schools
- To suggest measures and strategies for improving the attendance and retention rates

Scope and Coverage:

The selected Districts are G.B. Nagar, Balrampur, Kushinagar, Gorakhpur, Aligarh Saharanpur, Kaushambi, Mau

5. Status of Inclusive Education in respect of Children with Special Needs (CWSN) at Elementary Level in UP

Objective:

- To find out the number of elementary schools having provision for inclusive education.
- To find out the number of schools where CWSNs are enrolled.
- To assess availability of resource teachers, materials and equipments.
- To find out whether CWSN in selected villages actually go to schools. (Villages may be same in which sampled schools are located).
- To assess the condition of school building and environment which are deemed necessary/friendly for CWSN.
- To find out perception of teachers and community about the successful/not so successful of conduct of inclusive education in schools.
- To find out educational support given by Itinerant/Resource Teachers to CWSN.
- Impact of pre-integration camps in support of inclusive education.
- To suggest measures to improve the existing conditions in the light of inclusive education

Scope and Coverage:

The study was conducted in ten selected districts viz. Agra, Etah, Moradabad, Muzffar Nagar, Varanasi, Siddarth Nagar, Mahoba, Jhansi, Raibareilly and Barabanki from different regions of Uttar Pradesh.

6. Study On Science Education at upper Primary Level: Status and Suggestions to Improve Learning

Objective:

- To find out the availability of Sc. Lab/ Sc. Kit and related material in upper primary schools in relation to provisions under SSA and other scheme.
- To find out the qualification and competence of teachers teaching science in UPS.
- To find out opportunities for learning by doing in science education.
- To find out whether or not science education is connected with life outside the classroom.
- To evaluate the curriculum of science textbooks.
- To find out the needs which makes science learning of children comfortable.
- To find out factor affecting science learning
- To suggest strategies to improve science learning at upper primary school level.

Scope and Coverage:

Geographical coverage of study includes 10 sampled districts named Aligarh, Ferozabad, Mirzapur, Varanasi, Banda, Jalaun, Hardoi, Rae Bareli, Kanpur Dehat and Fatehpur.

7. Study on Urban Schooling: Status, Problems and Reforms Needed

Objective:

- To identify the different types & categories of schools in the urban areas of the selected districts.
- To find out the demand and supply ratio for different types of schooling in the urban settings.
- To find out from the household survey the number of students required to be admitted vis-à-vis available provisions and facilities.
- To suggest measures to meet the demand for schooling as conceived under RTE.

Scope and Coverage:

The category wise number of schools covered in the urban areas (6 districts – 3 large and 3 small namely Jhansi, Varanasi, Kanpur, Gorakhpur, Meerut and Ghaziabad

8. Assessment of Skill Development Programme in Upper Primary Schools of Minority Concentrated Districts

Objective:

- To analyze how the skill development programme was executed in minority concentrated area.
- To seek opinion of school (teachers, children & instructors) parents and community about the utility of skill development programme.
- To undertake formative and simulative evaluation of achievement of children (beneficiaries)
- To study and evaluate teaching and training strategies used in different trades selected for skill development intervention.
- To analyze the effect of convergence aspect with the implementing agencies selected for the intervention.
- To analyze whether the present programme has developed a desire for further training/education in the preferred skill development.
- To suggest measures for improvement in the on going skill development programme.

Scope and Coverage:

Districts- Bagpat, Gaziabad, Balrampur, J.P. Nagar, Siddharthnagar, Meerut, Lucknow, Rampur.

Researches to be Undertaken in 2011-12

- Study of the role and functions of Assistant Basic Shiksha Adhikari's (ABSAs) and their effectiveness in monitoring and supervision.
- Study of the Role of NPRC/BRC and DIET in providing academic support to teachers.
- Survey of learning achievement of children in Maths and language in class IV & VII of Parshadiya schools in Uttar Pradesh.
- Study of the status of Computer aided learning in Upper Primary schools.
- Comparative Study of the school environment and facilities in Government and Private Primary and Upper Primary schools.
- Sample survey of households to estimate out of schoolchildren in 10 districts of Uttar Pradesh.
- Impact of Pre- integration Camps organized for Children With Special Needs (CWSN) on overall development of children.

Researches to be Undertaken in 2011-12 (Contd.)

- Impact evaluation of computer training programme in Upper Primary School through micro soft computer lab.
- Impact of Meena Munch on girls education.
- Impact. of workbooks on learning achievement of children (class 3-5).
- Documentation of best practices of District Institute of Education & Training (DIETS).
- An evaluation study of Reading, & Numeric skill development programme of children of class 1-2 under learning enhancement programme (LEP).
- A Comparative Study of schools having adverse pupil Teacher Ratio and having 1:40 (PTR) on Quality Education and children dropping out from schools.
- An impact study of life skill camps organized for adolescence girls under SSA.
- Concurrent evaluation of Graded Reading Material provided to class 1- 3 for improvement of learning level of children.

16. WEST BENGAL

Research Activities in 2010-11

- I. Comparative study on performance and attainment of Private schools and Government-aided schools both at primary and Elementary stage- conducted by SCERT.

Findings:

- The student – Classroom Ratio in Govt. – Aided schools (55%-69%) is higher in each of the classes (from V-IX) than that in Private Schools (38%-50%).
- 80% of the families whose children study in Govt. – Aided schools have an average family monthly income of less than Rs. 5000/- . On the other hand, 70 % of the families whose children are attending Private schools have an average monthly income ranging between Rs. 10,000/- to Rs. 40,000/-.
- Percentage of students of both categories of schools have obtained 'A' and 'B' grades in the annual examinations. More students of Govt. Aided schools (12.5%) have obtained grade 'D' in the annual examinations compared to the students of private schools (2.7%).
- The detention rate of students in classes VI, VII and VIII is lower in private schools than in Govt. Aided Schools.

II. Impact of Teachers' Training-conducted by SCERT.

Findings:

- i. Out of the total of 352 surveyed head teachers (219 from primary schools & 133 from upper primary schools), 68% and 76.7% of them from primary and upper primary schools respectively are male teachers.
- ii. 63.5% & 47% of the surveyed head teachers of primary and upper primary schools belonged to the age group of 51-60 years.
- iii. The surveyed head teachers of primary schools are either Graduate or have passed Higher Secondary Examination. On the other hand 90.2% of surveyed head teachers of upper primary schools are Post Graduate.
- iv. The impact of teachers' training was not much visible in the day-to-day classroom transaction.

III. The Study on Student-Teachers Time-on Task: conducted by SCERT.

Status: Report being prepared.

District Level Studies in 2010-11

IV. Study on School Efficiency –Cohort Study at Primary level- conducted at *District level*.

Status: Instead of the True Cohort Method, Reconstructed Cohort Method was used on a pilot basis to find out the drop out and repeaters rate. Out of 20 districts only a few did this study as a trial basis.

V. Role of MTA and VEC- Conducted at *District level*.

Status: Out of 20 districts, 10 districts have completed the study, Study is in progress in 2 districts & 8 districts did not conduct the study.

VI. Action Research on teaching-learning improvement- District level intervention (on 10 different issues).

Status: Out of 20 districts, 12 districts completed AR studies on 10 different issues & the Other 8 districts conducted less than 10 studies.

Other Studies Conducted include:

- A sample study on child labour school
- Problem of private tuition among primary and upper primary school children: A study across student teachers and guardian.
- Problem of deficiency in English among primary school children.
- Nutritional impact of Mid Day Meal in selected Upper Primary schools.
- Identification of barriers towards education among Muslim Minority girls.
- Assessment on promotion, drop out and migration rates at elementary education.
- Micro level study on the reading & writing ability of Bengali among the students of class – V & VII in upper primary schools.

Research and Development Activities Proposed for 2011-12

- Action Research by Teachers for Improvement of Quality of Teaching Learning in Mathematics at Upper primary Level.
- To Develop Content for Computer-Aided Learning (CAL) on Upper-Primary Syllabus.
- Capacity building of Teachers / Teacher educators on Statistical Techniques for conducting educational surveys.
- Development of Special Training material & Community Mobilization material in the light of RTE-2009- A package for Primary and Upper-primary classes of West Bengal.
- Development of Separate workbooks in General Science, Life Science, and Physical Science for Upper-Primary classes to promote activity-centered Learning in the light of NCF'05.
- Development of strategies and materials for improvement of classroom environment in the light of RTE'09 and NCF'05.
- Study on School Efficiency: True Cohort Study at Primary and Upper Primary Levels

SECTION III

SUMMARY AND OBSERVATIONS

3.1 National level studies

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

Studies in progress were:

- i) Impact of In- service Teachers Training under SSA on Classroom Transaction (in 15 states). Coordinated by NCERT.
- ii) Third Party Evaluation of Civil Works including environmental assessment in 12 states (2nd Phase).
- iii) Study for Estimation of Dropout Rates in North Eastern States. This study is being conducted by Development and Research Services (DRS).
- iv) Survey for assessment of dropout and retention rate at elementary stages. Commissioned to TNS India, mainly for validation of findings of an earlier survey conducted in 2007-08 but also for providing estimate of Dropout rates for 2008-09 and 2009-10.
- v) Development of Methodology and Tools for the Study on Classroom Processes.
- vi) Study of Inclusion and Exclusion in the Schools and Classrooms in Primary and Upper Primary Schools in Six States.
- vii) Baseline survey of the school scenario in the context of RTE in three states. Being coordinated by Dr. Padma Sarangapani, TISS.
- viii) Impact of Early Learning, Socialization and School Readiness Experiences in Pre-Primary setting on educational and behavioural outcome at the primary stage (In Assam) being conducted by Prof. Venita Kaul, Ambedkar University, Delhi. The study is being conducted in 3 States (AP, Rajasthan and Assam; the one in Assam is being supported by MHRD).

Studies proposed to be undertaken in 2011-12 were:

- i) Assessment of available facilities for primary and upper primary education in tribal areas of 9 States excluding NE States.
- ii) Assessment of available facilities for primary and upper primary education in Muslim pre-dominant areas of 13 States.
- iii) Study of Student's attendance and Teacher's absence in all major 27 States.

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

Information on Reports published during 2009-10 and those to be published shortly was also shared.

3.3 State level studies

The participants of 16 states represented in the meeting shared information about the studies completed in their states during 2010-11, studies in progress, action researches and research activities proposed for the year 2011-12. The topics covered were mostly of a diverse nature and specific to each individual state.

3.4 Panel Discussion

The focus of the panel discussion was on ‘Research needs related to Continuous and Comprehensive Evaluation (CCE) and directions for future research in the context of RTE’. The main highlights of the discussion are listed as under:

- Importance of both scholastic and co-scholastic achievements should be kept in mind in the CCE.
- Areas for evaluation need to be defined in terms of knowledge and skills.
- With the implementation of the RTE Act, the major concern now is about quality of education since the mandate is not merely to enroll all children but to ensure regular attendance of children and successful completion of education up to grade 8.
- It will be necessary to evaluate the current status of CCE in the states and in case CCE Scheme is extended to all the schools then to monitor how the scheme is being implemented by teachers in schools, what are the difficulties faced, and finally whether the scheme needs any modification.
- It will be useful to formally evaluate and review the CCE Scheme after 1 or 2 years of its introduction in schools.

3.5 Other Important Discussions

In the session devoted to research studies to be undertaken in the context of RTE it was pointed out that we have to think of various provisions of the Act on which the states are supposed to have issued notification. It will be interest to find out whether head teachers and teachers have understood the implications of the Act for the management of their schools and classroom teaching.

A long term plan of research studies in the context of RTE which is summarized as under was also shared with the participants:

- i) Survey of out of school children
- ii) Status and effectiveness of Special Training for school dropouts and students lagging behind in studies.
- iii) Survey to estimate dropouts and survival rates.

- iv) Attendance of students and teachers.
- v) Study of implementation of CCE in schools.
- vi) Study of the role of School Management Committees.
- vii) Learning Achievement Surveys.
- viii) Evaluation of curriculum in the light of NCF 2005.

**8TH RESEARCH & EVALUATION CO-ORDINATORS MEETING
TO BE HELD NOVEMBER 30TH TO 2ND DECEMBER, 2011
VENUE: KOVALUM, THIRUVANANTHAPURAM, KERALA**

DAY I : NOVEMBER 30, 2011 (WEDNESDAY)	
10.00 TO 10.45	INAUGURAL SESSION - REGISTRATION - OPENING REMARKS
10.45 TO 11.00	TEA
11.00 – 11.45	OVERVIEW OF NATIONAL LEVEL RESEARCH STUDIES (COMPLETED AND PROPOSED) - PROF. ABL SRIVASTAVA
11.45 – 1.00	PRESENTATION OF STATE REPORTS
1.00 TO 2.00	LUNCH
2.00 TO 3.00	ISSUES RELATED TO ASSESSMENT OF REPETITION AND DROPOUT RATES - PROF ABL SRIVASTAVA
3.00 TO 3.15	TEA
3.15 TO 5.30	PRESENTATION OF STATE REPORTS
DAY II : DECEMBER 1, 2011 (THURSDAY)	
9.00 TO 10.45	PRESENTATION OF STATE REPORTS
10.45 TO 11.00	TEA
11.00 TO 11.45	STUDYING CLASSROOM PROCESSES - DR NEERU BALA
11.45 TO 1.00	PRESENTATION OF STATE REPORTS
1.00 TO 2.00	LUNCH
2.00 TO 3.30	RESEARCH FOR IMPROVING QUALITY OF EDUCATION: - MR. AJAY KUMAR SINGH
3.30 TO 3.45	TEA
3.45 TO 5.30	RESEARCH FOR IMPROVING QUALITY OF EDUCATION: DISCUSSION/GROUP WORK
DAY II : DECEMBER 2, 2011 (FRIDAY)	
9.00 TO 10.45	PRESENTATION OF STATE REPORTS
10.45 TO 11.00	TEA
11.00 TO 12.00	METHODOLOGIES FOR APPROACHING QUALITATIVE STUDIES - MS. TARAMANI NAOREM
12.00 TO 1.00	PRESENTATION OF STATE REPORTS/ ACHIEVEMENT TESTING FOR QUALITY ASSESSMENT
1.00 TO 2.00	LUNCH
2.00 TO 3.30	PANEL DISCUSSION: RESEARCH NEEDS RELATED TO CONTINUOUS AND COMPREHENSIVE EVALUATION AND DIRECTIONS FOR FUTURE RESEARCH IN THE CONTEXT OF RTE
3.30 TO 3.45	TEA
3.45 TO 4.30	CONCLUDING SESSION

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ABBREVIATIONS

ABL	ACTIVITY BASED LEARNING
ABRCC	ASSISTANT BLOCK RESOURCE CENTRE COORDINATOR
ADEPTS	ADVANCEMENT OF EDUCATIONAL PERFORMANCE THROUGH TEACHERS SUPPORT
ALM	ACTIVE LEARNING METHODOLOGY
AMO	ACADEMIC MONITORING OFFICER
BRCC	BLOCK RESOURCE CENTRE COORDINATOR
BRG	BLOCK RESOURCE GROUP
BRTE	BLOCK RESOURCE TEACHER EDUCATION
CAL	COMPUTER AIDED LEARNING
CRCC	CLUSTER RESOURCE CENTRE COORDINATOR
CTE	COLLEGE OF TEACHER EDUCATION
CWSN	CHILDREN WITH SPECIAL NEEDS
DIET	DISTRICT INSTITUTE OF EDUCATION AND TRAINING
DISE	DISTRICT INFORMATION SYSTEM OF EDUCATION
DRAC	DISTRICT RESEARCH ADVISORY COMMITTEE
DRC	DISTRICT RESOURCE CENTRE
DRG	DISTRICT RESOURCE GROUP
DSERT	DEPARTMENT OF STATE EDUCATION, RESEARCH AND TRAINING
DYPC	DEPUTY PROJECT COORDINATOR
EBB	EDUCATIONALLY BACKWARD BLOCKS
ECCE	EARLY CHILDHOOD CARE AND EDUCATION
HI	HEARING IMPAIRED
IASE	INSTITUTE OF ADVANCED STUDIES IN EDUCATION
IE	INTEGRATED EDUCATION
ITDA	INTEGRATED TRIBAL DEVELOPMENT AGENCY
JSK	JAN SHIKSHA KENDRA
KGBV	KASTURBA GANDHI BALIKA VIDYALAYA
LEP	LEARNING ENHANCEMENT PROGRAMME
LSG	LOCAL SELF GOVERNMENT
MCS	MODEL CLUSTER SCHOOLS
MDF	MEDIUM DENSITY FIBREBOARD
M&E	MONITORING AND EVALUATION
MEO	MANDAL EDUCATION OFFICER
MGML	MULTI GRADE MULTI LEVEL
MLE	MULTI LINGUAL EDUCATION
MLL	MINIMUM LEVELS OF LEARNING
MR	MENTALLY RETARDED
MRC	MANDAL RESOURCE CENTRE
MRP	MANDAL RESOURCE PERSON
MTA	MOTHER TEACHER ASSOCIATION
NCF	NATIONAL CURRICULUM FRAMEWORK
NCPCR	NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS
NPEGEL	NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL
PES	POST ENUMERATION SURVEY
PET	PHYSICAL EDUCATION TRAINEE

PMRC	PROJECT MONITORING RESOURCE CENTRE
QMT	QUALITY MONITORING TOOLS
R&E	RESEARCH AND EVALUATION
RTE	RIGHT TO EDUCATION
SC	SCHEDULE CASTE
SCERT	STATE COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING
SCPCR	STATE COMMISSION FOR PROTECTION OF CHILD RIGHTS
SDMC	SCHOOL DEVELOPMENT AND MONITORING COMMITTEE
SRAC	STATE RESEARCH ADVISORY COMMITTEE
SRG	STATE RESOURCE GROUP
SPO	STATE PROJECT OFFICE
ST	SCHEDULE TRIBE
TTAADC	TRIPURA TRIBAL AREAS AUTONOMOUS DISTRICT COUNCIL
TGT	TRAINED GRADUATE TEACHER
TLM	TEACHING LEARNING MATERIAL
VI	VISUALLY IMPAIRED